

**INFLUENCE OF SELECTED FACTORS ON JOB SATISFACTION AMONG
TEACHERS IN PRIVATE SECONDARY SCHOOLS IN KASARANI
SUB COUNTY, KENYA**

BY

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DECLARATION

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

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DEDICATION

This work is dedicated to my late mother Jerusa Nyakobo for inculcating values of honesty, hard work, patience and faith in my upbringing. My dear wife Nancy Moraa who tirelessly encouraged and prayed for me, and endured long periods of my absence from home due to this work; to my daughter Nicole Nyakobo and sons Michael Ongati, Steve Ongati, and Ian Ongati for their patience throughout the study period.

ABSTRACT

Job satisfaction is an important factor in work places in all professions. Studies around the world, Kenya inclusive have revealed that work environment, salary, promotion, supervision and recognition account for up to 75% of teachers' job satisfaction in public secondary schools. Private secondary schools in Kasarani Sub County are experiencing poor grades in students' KCSE performance. For instance, from 2010 to 2014 the overall mean score in Kenya Certificate of Secondary Education (KCSE) was 4.367 as compared to Wetlands and Lang'ata Sub Counties with 6.194 and 5.267 respectively. Cases of high turnover of teachers, lack of commitment and negative attitude are also being experienced which are indicators of low job satisfaction. The purpose of this study was to establish the influence of selected factors on job satisfaction of teachers in private secondary schools in Kasarani Sub County, Kenya. The objectives of this study were to: establish the influence of work environment on teachers' job satisfaction, establish influence of salary on teachers' job satisfaction, establish the influence of supervision on teachers' job satisfaction, establish the influence of promotion on teachers' job satisfaction and establish the influence of recognition on teachers' job satisfaction on teachers' job satisfaction in private secondary schools in Kasarani Sub County. A conceptual framework based on concept that Job satisfaction (dependent variable) influenced by work environment, salary, promotion and recognition (independent variables) was formulated for the study. The study employed descriptive survey design. The study population comprised of 36 principals 106 teachers and 48 Parents Association (PA) members from Kasarani Sub County. Simple random sampling was used to select 32 principals, 38 PTA Form IV representatives and 83 teachers from private schools for the study. Questionnaires and interview schedule were used to collect data. Face and content validity of instruments was determined by experts in Educational Administration. Reliability of the instrument was determined by test re-test method whereby the reliability coefficient was 0.74 at p value of .05, therefore reliable. Frequency counts, percentages and means were used to analyze quantitative data. Qualitative data was transcribed and analyzed in emergent themes based on the objectives of the study. The study established that work environment, supervision and recognition had moderate influence on teachers' job satisfaction as signified by mean rating of 2.81, 2.88 and 2.87 respectively. Remuneration and promotion had low influence with mean rating of 2.14 and 2.27 respectively. The study concluded that work environment, supervision, recognition, remuneration and promotion influenced teachers' job satisfaction in private secondary schools. The study recommended that job satisfaction needed to be improved by improving remuneration and promotion of teachers. The study is significant to stakeholders in the education sector as the findings can be used to improve job satisfaction of teachers in private schools.

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ABBREVIATIONS AND ACRONYMS

KCSE	- Kenya Certificate of Secondary Education
KNUT	- Kenya national Union of teachers
MPET	- Master Plan on Education and Training
MOE	- Ministry of Education
NACOSTI	- National Council of Science Technology and Innovation
SGS	- School of Graduate Studies
SPSS	- Statistical Social Package for Social Package
TSC	- Teachers Service Commission

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Job satisfaction has remained an imperative point to ponder in most nations and organizations. Worker satisfaction has always been a flash point of discussion among researchers and scholars for a long period of time (Newstroom & Davis, 2007). This critical issue has gained enthusiastic attention of researchers around the world given that it not only applies to industries but also to every organization. In the education sector, private secondary schools teacher job satisfaction has remained the main challenge leading to massive turnover of teachers in these schools (Okumbe, 2011). Many documents have drawn attention to the fragility of perceived teacher job satisfaction. Thus, there are a range of factors concerning teacher job satisfaction in Kenya, like the general work environment, remuneration, worker attitude, student performance, promotions and other pertinent needs in a profession (Nakera & Wesang'ula, 2010). Job satisfaction is also known as employee satisfaction and is defined in many ways. Simatwa (2011) and Waga and Simatwa (2014) define job satisfaction as contentment or job fulfillment. A key indicator of job satisfaction is the demonstration or expression of having a special liking for the facets or aspects of the job such as nature of work or supervision. The two theories of job satisfaction are Maslow's need hierarchy theory and Herzberg's motivator – Hygiene theory.

The productivity of teachers is determined by the environment in which they work. Work environment involves all the aspects which act and react on the body and mind of an employee. Under organizational psychology, the physical, mental and social environment where teachers are working in should be analyzed for better effectiveness and increased

productivity. Effective work environment encourages teachers to work better thus influencing the growth of an organization as well as growth of an economy (Jain & Kaur, 2014). However, it is not clear how work environment influences teachers' job satisfaction in private secondary schools.

Herzberg two-factor theory highlights both academic and realistic implications of job satisfaction. It states that dissatisfied teachers are more concerned about "conditions that surround the job" such as prevailing working environment, job security, pay, quality of supervision, referred to as hygiene factors (Herzberg et al, 1959). If teachers are satisfied with their job, organization output and efficiency will improve and turnover of teachers will decrease. Salary, reward or remuneration is defined as the compensation in lieu of the services rendered by the teacher. It is always compared in relation to the timings on periodic basis. Salary is regarded as an acknowledgement and reward to motivate and improve the workers' behavior towards the goals set by the employer (Oshagbemi, 2000). There are many social factors important for enhancing the efficacy of employees but salary impact is arguably the most powerful and effective means. The pleasure and satisfaction one derives from pay is important for life, as dissatisfaction leads to decreased interest in work and motivation. The objective of this study is to go round the well debated question in the academia of whether pay satisfaction positively influences employment, enthusiasm and routine and further contribute to decrease in teachers' turnovers.

The selected factors, namely work environment, salary supervision, promotion and recognition were preferred because studies had revealed that they were the most important factors that influence job satisfaction. (Herzberg *et al*, 1959, 1993; Mghana, 2013; Vroom,

1964; Chamundeswari, 2013; Diaz-Serrano & Cabral –vieira, 2005; Tull, 2004; Bashir et al, 2011; Khan et al, 2012; Tessema et al, 2013; Davis & Usman, 2010)

Secondary schools sector in Kenya falls into two categories – Public schools, and private schools. Private secondary schools are fully owned and controlled by private investors. These schools may be low cost, moderate and high cost schools. Government public funded schools are divided into national, County and Sub County levels. Under the current system, students attend secondary school for four years before sitting for the school leaving exam at the end of the fourth year. The first class or year of secondary school is known as form one and the final year is form 4. At the end of the fourth year, from October to November students sit for the Kenya Certificate of Secondary Education examination (Republic of Kenya, 2013).

In 2008, the government introduced plans to offer Free Day Secondary Education to all Kenyans. This follows the successful introduction of Free Primary Education in 2002 and the desire to achieve vision 2030. However, due to high number of students seeking secondary education; a number of parents are sending students to private secondary schools. Private secondary schools in Kenya are generally high cost, offering students an alternative system of education with better or more luxurious facilities compared to public schools. They are often favoured for high standards in performance and operations. These schools are managed by private entrepreneurs who employ teachers in private terms.

In Nairobi County, Private secondary schools account for over 76% of all registered secondary schools in Nairobi city (MOE, 2014). These schools fall in three categories: Schools owned by religious institutions, those sponsored by NGOs and school owned by

private entrepreneurs. These schools cater for various classes of citizens from low income earners, the middle class and high cost schools for the rich. Teachers in these schools are employed and controlled by the school management. The general work environment and remuneration of these teachers is determined by the private school managers who are appointed to run the school by the proprietors behind the schools. In Kasarani Sub County performance of these schools has been a cause of worry due to the downward trend compared to public schools. Year in year out private schools in Kasarani Sub County have continuously posted poor results. This prompted questions as to whether private secondary teacher job satisfaction levels had an influence on private secondary school performance.

Table 1.1

Private Secondary Schools in Kasarani Sub County K.C.S.E Mean performance trend from 2010-2014

Sub County	Year 2010	Year 2011	Year 2012	Year 2013	Year 2014
Kasarani	5.022	4.986	4.421	3.933	3.472

Source: Ministry of Education, 2015

Table 1.2

Public Secondary Schools in Kasarani Sub County K.C.S.E mean performance trend from 2010 - 2014

Sub County	Year 2010	Year 2011	Year 2012	Year 2013	Year 2014
Kasarani	5.022	5.986	5.427	6.933	6.971

Source: MOE 2015

From the above performance trend it can be observed that for the last five years the performance of Kasarani Sub County private schools is on a downward trend. The consecutive drop in mean performance is a course of worry because Public schools in the same sub-counties seem to be doing better than their private counterparts with a combined mean average of 6.251 in 2014 K.C.S.E.

A performance survey of Private secondary schools in the neighboring sub-counties of Westlands, and Langata Sub Counties have shown better results in comparison with Kasarani Sub County. For the past five years Westlands Sub County achieved an overall mean of 6.194 in KCSE performance with Strathmore School, Makini, Kianda and Aga Khan schools being the best performers. The trend of performance in Lang'ata Sub County is fairly constant with a small positive deviation each year from the previous year performance. This is not the case however in Kasarani Sub County whose performance is on a downward trend with negative deviation year in year out as shown in Table 1.3. This created the need to investigate factor influencing Job satisfaction of teachers in these schools resulting in poor performance. Job satisfaction of teachers is a key factor in students' performance because teachers who are satisfied with their jobs are well motivated, have high morale and, therefore dedicate themselves to improve students' performance.

Table 1.3**Comparison of KCSE Private schools Performance in Kasarani, Westlands and Lang'ata Sub-counties**

Sub County	Year					Overall mean
	2010	2011	2012	2013	2014	
Westlands	5.822	6.186	6.201	6.355	6.405	6.194
Langata	5.122	5.186	5.221	5.333	5.472	5.267
Kasarani	5.022	4.986	4.421	3.933	3.472	4.367

Source: Ministry of Education, 2015

Teachers are undeniably an essential factor in any education system. In the field of education measuring Job satisfaction of teachers has become a prime point of attention for researchers. In Kenya teacher Job satisfaction has been a subject of debate for years, with the key stakeholders (teachers) receiving an accusing finger for not equipping students with the best quality education.

To address issues in the education sector, the Kenyan government has been spending a good proportion of its National budget in provision of free primary and free secondary education; however this has brought forward other challenges due to massive enrollment of students in schools. Private institutions have stepped in to absorb the ever increasing numbers of students who may not get space in public secondary schools. The quality of teachers in both private and public secondary schools has been a matter of concern by the Government; the Teachers Service Commission has come up with tough regulations on minimum requirements for registration of teachers as practicing professionals (Republic of Kenya, 2013).

To raise the relevance and quality of education the Master Plan on Education and Training (MPET) designed in 1997 recommended that the ministry of education develop and implement criteria for effective teacher profession progression and teacher morale and motivation (Republic of Kenya, 1998) the document spells out lack of teachers morale and motivation as source of the drawbacks in education progression in Kenya. For years now, The Kenya national Union of Teachers (KNUT) has been continuously putting pressure on the government to increase salaries for teachers. This has in most occasions paralyzed learning in schools. One of the successful; strikes was held in October 1997 and lasted for twelve days. To control the problem of high turnover and shortage of teachers it would be significant to determine the motivational needs and job satisfaction among the teachers (Mbugua, 1998).

Studies carried out by Madera (1995) and Mbugua (1998) found that whereas some teachers quit teaching due to the increase in work that they are expected to do compared to the low salary they receive, others however stay on. Problems of teacher job satisfaction have also been cited in Nigeria and other African countries, where teachers' agitations and demands for improved compensation are given little attention due to the problem of the inadequate resources, in the Ministry of Education, to meet satisfactory needs of the workers. As a result the government in Nigeria and the Nigerian Union of Teachers (NUT) are in constant standoffs over the increase in salaries, benefits, and improving the working conditions of teacher (Nwachukwu, 2006).

From recommendations like the Kenyan Educational Commissions of (1964), the Ominde Commission for instance stated teacher Job satisfaction is central to attainment of quality

education to stem out poverty, ignorance and diseases that plague development this continent. The commission recommended efficient training of secondary school teachers to realize educational objectives. This was purposely meant to give quality education to the young Kenyan citizens, in order to face the challenges of ignorance, poverty and illiteracy (Lukuyani, 2009).

The challenges indicated in education in most African countries, draw the attention of researchers to discover ways of addressing the issues causing teacher ineffectiveness, which leads to poor student achievement. The decreasing popularity and status of teaching profession as a whole calls for interventions by policy makers in education, stakeholders and researchers to discover proper ways of addressing concerns of teacher job satisfaction. Therefore, examining factors that influence teacher job satisfaction may help to decrease the likelihood of teacher turnover, inefficiency in instruction and improve the quality of education. Teacher job satisfaction is not only a key ingredient to keeping teachers in their careers but also a key ingredient to keeping quality and motivating workers in the teaching profession (Turner, 2007).

Disgruntled teachers who are not satisfied with their job cannot be committed and productive. In ideal situation, all employees, teachers included, should enjoy performing their duties each day and retire to their homes with an eagerness of seeing the next day so as to go back to their jobs. This is because such workers have no reservations on their jobs hence they give their all. It is however observed that in Kenya, as is indeed with most developing countries, most teachers are not satisfied with their jobs. Many teachers are currently using the teaching profession as a stepping stone to better careers which mean they are discontent with the teaching career. These teachers would not be performing at the best

of their capabilities and thus poor student performance in KCSE. This situation is even worse in private secondary schools as the quality of education offered is seriously compromised by the demoralized and reduced workforce.

Kasarani Sub County private schools are currently experiencing a declining trend in performance for five consecutive years and high rate of teachers' turnover, whereas studies have been carried out to determine factors that influence teachers Job satisfaction in Public schools, researchers have not given attention to factors influencing teachers Job satisfaction in private Secondary schools a gap which this study sought to fill.

1.2 Statement of the Problem

In Nairobi County Private School Category, Kasarani Sub County is currently experiencing low performance in KCSE for the last four years as indicated in table 1.1. This downward trend has been attributed to various factors among them low teacher job satisfaction. According to Simatwa, employees who have high level of job satisfaction commit their time, energy and efforts to work which result in high productivity but dissatisfied workers cannot be productive. This begs the question as to whether private school teachers in Kasarani Sub-County are satisfied with their jobs and if not what would be the influence of selected factors of work environment, salary, promotion, supervision and recognition on teacher job satisfaction.

Looking at previous studies a lot has been done on teacher Job satisfaction with most researchers focusing on teacher job satisfaction in public schools. Studies done on job satisfaction of teachers in private secondary schools focused on Langata Sub County, Embakasi Sub County and Westland's but no Known study had been conducted on job

satisfaction of private secondary schools' teachers in Kasarani Sub County which has totally different work condition and which is the one of worst performing Sub Counties in Nairobi county as per the KCSE results for the previous four years as shown in Table 1.1. It is for this reason that this study sought to establish the extent to which selected factors of: work environment, salary, supervision, promotion and recognition influence Job satisfaction of teachers in private secondary schools in Kasarani Sub County who work in totally different conditions from their Public and even private schools counter-parts in other Sub-Counties.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of selected factors on job satisfaction of teachers in private secondary schools in Kasarani Sub County, Kenya.

1.4 Objectives of the Study

The objectives guiding this study were to:

- (i) Establish the extent to which work environment influence Job satisfaction of teachers in private secondary schools in Kasarani Sub County, Kenya.
- (ii) Examine the extent to which salary influence Job satisfaction of teachers in private secondary schools in Kasarani Sub County, Kenya.
- (iii) Determine the extent to which supervision influence Job satisfaction of teachers in private secondary schools in Kasarani Sub County, Kenya.
- (iv) Establish the extent to which promotion influence Job satisfaction of teachers in private schools in Kasarani Sub County, Kenya.
- (v) To determine the extent to which recognition influences Job satisfaction of teachers in private schools in Kasarani Sub County, Kenya.

1.5 Research Questions

To meet the research objectives, the central research questions were:

- (i) To what does work environment influence teacher job satisfaction private secondary schools in Kasarani Sub County?
- (ii) To what extent does remuneration influence teacher job satisfaction in private secondary schools in Kasarani Sub County?
- (iii) To what extent does supervision influence teacher job satisfaction in private secondary schools in Kasarani Sub County?
- (iv) To what extent does promotion influence teacher job satisfaction in private secondary schools in Kasarani Sub County?
- (v) To what extent does recognition influence teacher job satisfaction in private secondary schools in Kasarani Sub County?

1.6 Significance of the Study

The findings from this study may provide a framework for development of effective reward systems and human resource strategies that will lead to improved job satisfaction among private secondary school teachers' leading to higher performance, profitability and ultimately success of the private education sector as a whole.

Private Secondary school managers in Kasarani Sub County who perform very important curriculum and co-curriculum duties will be supplied with key data that will help them develop strategies to better performance of their schools in KCSE. The study findings will also help in coming up with strategies of curbing the high teacher turnover in private Secondary schools as well as contribute to the general field of knowledge, which is one of the main objectives of research work.

Teachers teaching in private secondary schools in Kasarani Sub County may benefit from the findings and recommendations of the study which will enlighten them on their job satisfaction related challenges and the effect of this on teacher productivity and student performance in National examinations. This will help them to focus on their professional development and implementation of proposed strategies to resolve work related challenges. The government may benefit from the findings in its quest to attain quality education in the county. The education policy makers such as the teacher's service commission and the ministry of education will be supplied with current information to enable them to review relevant sections of their policy and regulation documents. The findings will also be useful in guiding other researchers into further study of the subjects of importance of reward and job satisfaction and thus increase the depth of knowledge in this area.

1.7 Assumptions of the Study

The following assumptions were made in this study:

- i. The teachers serving in private secondary schools are all qualified and registered members of TSC as per the Ministry regulations.
- ii. The private schools involved in the study follow the 8.4.4 Curriculum.

1.8 Scope of the Study

This study was confined to selected factors influencing job satisfaction in private secondary schools in Kasarani Sub County, Kenya. The respondents were limited to teachers serving in private secondary schools in Kasarani Sub County. The KCSE performance for the previous five consecutive years was considered for the study in order to give the trend on performance.

1.9 Conceptual Framework

The conceptual framework was based on Herzberg's (1996) two –factor theory. The main concept of this theory is the difference between motivation factors and hygiene. These two factors that have an effect of job satisfaction are divided into two categories. Hygiene factors are considered less important to job satisfaction than motivation factors. Motivation factors are; advancement, work itself, possibility of growth, responsibility, recognition and achievement (Herzberg, 1966). Hygiene factors are; interpersonal relations, salary, company policies and administration, supervision and working conditions (Herzberg, 1966). Under this study, job satisfaction (dependent variable) is influenced by work environment, salary, promotion, supervision and recognition (independent variables). In this case, teachers levels of job satisfaction depends on successful teaching and learning process at school and which is dependent on the factors: Work environment, salary, supervision, promotion and recognition. Teachers job satisfaction lead low turnover, improved work performance, punctuality to work and good school performance in national examinations. The conceptual framework helped the study by enabling the researcher to focus on the variables of the study.

The conceptual framework postulates that, work environment, remuneration, promotion, supervision and recognition influences job satisfaction of teachers in private schools (Figure 1.1). Teachers' job satisfaction in this study implies teachers being happy with their job or not. The influence of the factors named above on job satisfaction is moderated by teachers' attitude and parental support which are intervening variables.

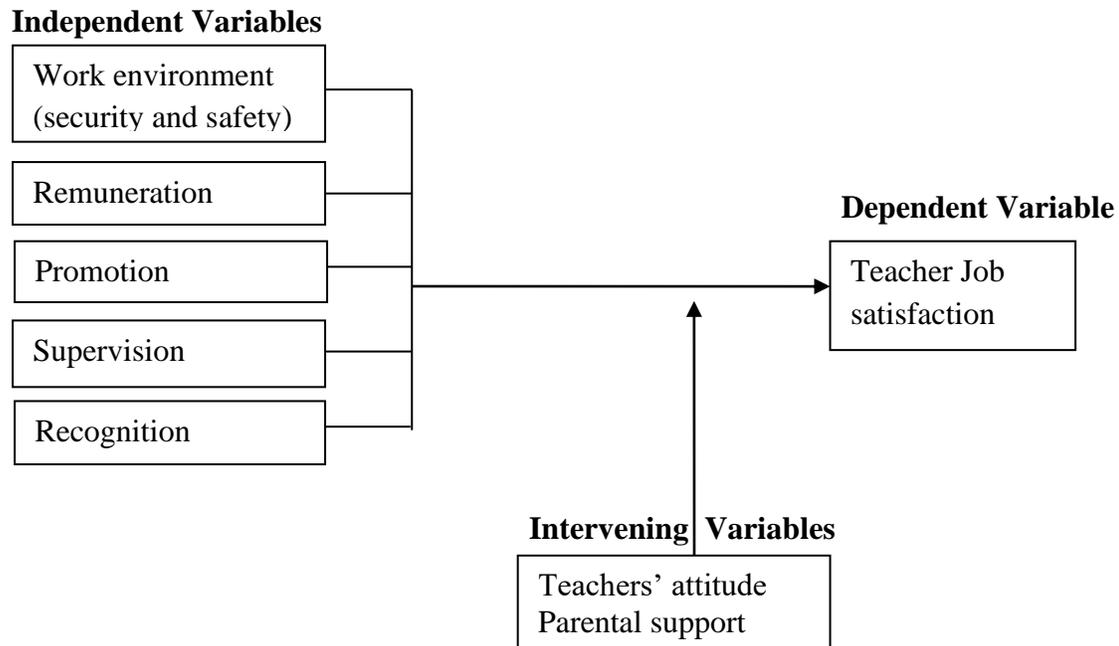


Figure 1: Conceptual framework showing factors influencing job satisfaction among teachers.

Source: Researcher

Teachers' job satisfaction at the workplace is treated as the dependent variable which is influenced by the independent variables of work environment, remuneration, promotion, supervision and recognition. The term work environment is used in this study to describe the surrounding conditions in which an employee operates in. As used in the conceptual framework in this study, the work environment comprises physical conditions, such as office temperature, equipment, such as personal computers that teachers in Kasarani Sub County are using at their work place, furniture even general architectural design and even aesthetics. It can also be related to factors such as work processes or procedures that affect teachers' job satisfaction levels. The work environment of teachers may involve the social interactions at the workplace, including interactions with peers, subordinate staff members and school principal and owners of the schools. Studies have shown that work environment influence workers job satisfaction levels and productivity at the work place as per Amanuel (2009) findings.

Various studies on teachers' job satisfaction articulate that the major factor is the school environment. The school environment has been taken to mean factors affecting teachers' performance and feeling at the work place. In this conceptual framework environment consist of all factors affecting performance and feelings of teachers at schools. Work environment is central to job satisfaction of private secondary teachers and a good work environment is likely to enhance teacher job satisfaction.

For a teacher to attain full job satisfaction in school there must be adequate facilities, good instructional materials, security, good contract conditions and good school community, descent salary, positive exchanges with colleagues. Studies have shown that a good school environment involves key personalities who are supportive to a teacher's welfare like administrators, students and parents. These factors create confidence and stability in a teacher and ultimately provide satisfaction. Thus working environment is crucial as it shapes a teacher's attitude towards work and, therefore school heads need to strive to always adopt good procedures of ensuring stable and suitable environment for student instruction by teachers. Part of teachers work environment in private secondary schools is influenced by societal attitudes and ideologies. When achievement is not realized, the person of a teacher is highly criticized and blamed for being inadequate as shown by studies carried out by other researchers. Some communities support teachers for instance parents and other community members share the responsibility of disciplining the student. This aspect of discipline however is currently under serious debate due to laws banning corporal punishment in schools which have been fully implemented by the ministry of education.

Clean and attractive surroundings tend to make teachers happy when doing their work hence increasing job satisfaction. This study assumed that clean and attractive surrounding have an influence on teachers' job satisfaction levels. According to a study conducted by Luthan, work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction. Luthan in addition established that a work environment that is secure improves job satisfaction. He described job security as the feeling which involves being able to hold onto the job and being sure all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now. This fear is a common phenomenon in private schools in Kasarani Sub County, the influence of which the study sought to determine.

The independent variable promotion of teachers is one of the variables depicted as influencing job satisfaction of teachers in Kasarani Sub County. Previous studies have shown that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Promotion of teachers' implies that many teachers experience satisfaction especially when they believe that their future prospects are good when one is promoted. Teachers' promotion may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. If teachers feel they have limited opportunities for career advancement, their job satisfaction may decrease. Teachers' job satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. It also depends on the kind of rewards accompanying these promotions.

Simatwa (2011) study showed that promotion was among factors that influenced job satisfaction of deputy Principals of public schools in Rachuonyo district. In this research the study sought to determine the influence of promotion and the various aspects of promotion on job satisfaction of teachers in Kasarani Sub County. The extent of promotion as an independent variable in this study was evaluated using various aspects of promotion such as fairness in promotion and rewards associated with promotion. Eventually the study sought to determine the extent to which promotion influences job satisfaction of teachers in Kasarani Sub County.

Fisher and Ackerman (1998) define recognition as a public expression of appreciation given by a group to individuals who undertake desired behaviors (also cited by Nyange, 2013)). This study looks at recognition as appreciation of teachers by various stakeholders such as private school owners, parents, students, society as a whole and government for the role that they play as teachers. Previous researchers have established that recognition of employee's motivates them and promotes job satisfaction. For instance Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful job. He argued that recognition involves credit for work done, management support through verbal praise for excellent work and public recognition through awards. He however does not include monetary rewards as a form of recognition.

Sergeant and Hannum (2005) argued that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. Simatwa (2011) study found out that recognition by the society and the education stakeholders influenced job satisfaction of deputy principals of secondary schools. These studies demonstrate that

recognition of teachers would be having an influence on job satisfaction of teachers in private secondary schools in Kasarani Sub County. This research therefore sought to determine the extent to which the independent variable of recognition influences the satisfaction of teachers in private secondary schools in Kasarani Sub County. Aspects of recognition scrutinized in this study consisted of teacher recognition by principals, students, colleagues, parents, society and government. The study assumed that recognition of teachers by the above stakeholders influenced teachers' levels of job satisfaction the extent of which needed to be determined by the researcher.

The conceptual framework denotes supervision as another independent variable influencing job satisfaction of teachers. In this study supervision refers to the various methods employed by the school management to monitor teachers' performance at their work place. Sergeant and Hannum (2005) study specify that the caliber of the leaders and supervisors has an effect on the working environment of the school. It therefore follows that the kind of teachers conducting supervision in private secondary schools would be having an effect on teachers work environment and thus influencing teachers' job satisfaction level. This study looked at aspects of supervision such as use professionally recommended supervision tools, use of qualified supervisors, fairness in teacher treatment by supervisors and use of supervision with view to enhance teacher productivity and satisfaction. The study sought to determine the extent to which teacher supervision as an independent variable in private secondary schools influences teacher job satisfaction levels in these schools.

Remuneration of employees is one of the independent variable thought to influence job satisfaction of teachers in private secondary schools. Remuneration has been defined as the compensation that one receives for work performed. It consists of monetary rewards also

referred to as wages or salary in addition to other benefits to employees, in relation to their job. This definition is also cited by Armstrong and Baron, (2008) and Simatwa (2011). In his study involving female principals in public secondary school, Simatwa (2011) found out a strong positive relationship between teachers' salaries and their job satisfaction levels. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Several other studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations. In the conceptual framework the independent variable of remuneration influences the dependent variable job satisfaction.

Frederick Herzberg's two factor theory (also known as Motivation Hygiene Theory) agrees with this conceptual framework as it explains job satisfaction and motivation in the work place. This theory states that satisfaction and dissatisfaction are driven by different factors - motivation and hygiene factors, respectively. An employee's motivation to work is continually related to job satisfaction. Motivating factors are those aspects of the job that make people want to perform, and provide people with satisfaction, for example achievement in work, recognition, promotion opportunities. These motivating factors are considered to be intrinsic to the job, or the work carried out. Hygiene factors include aspects of the working environment such as pay, company policies, supervisory practices, and other working conditions. The conceptual framework therefore depicts independent variables of work environment, remuneration, promotion, supervision and recognition as influencing job satisfaction of teachers in private schools in Kasarani Sub County.

1.10 Operational Definition of Terms

- Compensation** All types of reward provided to employees in return for their services such as: direct, indirect and non-financial rewards. For this study, compensation is referred to as a human resource management function that deals with every type of reward that individuals receive in return for performing work.
- High cost schools** Private schools with fees above Kshs 60,000 per term and above
- Incentive** Payment linked to the working performance of an individual or working group as a result of prior arrangements and mostly includes Pay- by-results as well as commission
- Job satisfaction** Job satisfaction is fulfillment or contentment resulting from one's work activities and factors related to them (job).
- Low cost Schools** Private schools with fees below Kshs 25000 per term
- Medium cost schools** Private schools with fess above Kshs 25000 per tem but below Kshs 60000.
- Motivation** Is the inner force that drives individuals to achieve personal and organizational goals.
- Private secondary school** A school by individuals or organization and licensed by the government to provide education at secondary level
- Reward** Is an incentive and employee benefits such as retirement plans, medical payments and payments for periods not worked.
- Total reward** Is everything the employee perceives to be of value resulting from the employment relationship.
- Work withdrawal** Short-term means of escaping from unpleasant working conditions by arriving late or leaving work early, absenteeism, or minimizing time spent on task.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section deals with review of related literature under the following sub-headings: Concept of teachers' job satisfaction, work environment and teachers job satisfaction, promotion and teacher job satisfaction, supervision and teacher job satisfaction, salary and teacher job satisfaction, theoretical framework, summary of literature review and conceptual framework. The above were analyzed based on concept of teacher job satisfaction and the objectives of the study.

2.2 Concept of Teacher Job Satisfaction

Teacher job satisfaction is an important area of study. Many scholars have found that work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher. This in turn has an impact on teachers' job performance (Andrew & Whitney, 1974, Bradley, 2001). There is evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health (Cherrington, 1989). Cherrington (1989) study further contends that frustration and despair caused by an unpleasant job permeates individual's life and make workers feel depressed both on the job and at home. Because employees work harder and perform better if satisfied with their jobs (Ary, 2006 & Beder, 1990 & Vroom, 1964), knowing that the determinants of job satisfaction could help prevent staff frustration and low job satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers. Such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignment, detailed record keeping to monitor students progress. All teachers are expected to act as discipline masters, counselors and role models. In addition, senior teachers are expected to assist with inspection and guidance of other teachers (Akala 2002, Republic of Kenya, 1998). In order to carry out these duties properly, teachers need to be paid well. In Kenya, teachers' salaries have been relatively low compared with financial rewards in other sectors. The high wastage of graduate teachers leaving the teaching profession has been a matter of concern by the government (MOE, 1984).

The concept of teacher job satisfaction may be viewed as either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. Several viewpoints have been developed to explain this. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago et al, 1992). Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley & Czaika, 1993; Fox, Dwyer & Ganster, 1993).

The utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative effect on organizational functioning.

For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 1997). Studies conducted by (Ellis, & Dick, 2002, Aronsson & Goeransson, 1999), also concluded that contract workers have less job satisfaction due to less control over their employment status. All in all, job satisfaction is a key concept that will be dwelt on to convince and confirm how it creates enthusiasm and strong zeal to perform better, amidst meager challenges of attaining needs and wants in a teacher's life. Teaching is obviously a tedious profession and requires lots of motivations and reinforcements for it to yield satisfaction and produce better results in a secondary school environment (Ngazi, 2014). Job satisfaction is a guiding principle in this study which should channel all inquiries, queries to the truth of the matter as per the research problem will appear (Obonyo, 2001). This guiding principle must help the researcher to reach conclusions about the mysteries that create fulfillment, hard work, in order to enable the learner, obtain better academic achievement.

The education sector in various African countries is undergoing serious reforms. The challenges indicated in education in most African countries, draw the attention of researchers to discover ways of addressing the issues that causing teacher ineffectiveness, which leads to poor student achievement. The decreasing popularity and status of teaching profession as a whole, calls for interventions by policy makers in education and stakeholders and researchers to discover proper ways of addressing concerns of teacher job satisfaction. Therefore, examining factors that influence teacher job satisfaction may help to decrease the likelihood of teacher turnover, inefficiency in instruction and improve the quality of education. Teacher job satisfaction is a key ingredient to keeping teachers in their careers

and a key ingredient to keeping quality; motivate individuals in their teaching profession (Turner, 2007).

According to Nzure (1999), people join and work in organizations in order to satisfy their personal needs. Consequently, there is need to make teaching more appealing as a profession by providing work circumstances that are as satisfying as possible. In this context teachers work environment, remuneration, attitude towards work and student performance in relation to job satisfaction seems essential areas of investigation.

2.3 Work Environment and Job Satisfaction

The term work environment is used to describe the surrounding conditions in which an employee operates. The work environment can be composed of physical conditions, such as office temperature, or equipment, such as personal computers. It can also be related to factors such as work processes or procedures that affect a workers' level of motivation. The work environment can involve the social interactions at the workplace, including interactions with peers, subordinates, and managers. Studies have shown that work environment influence workers job satisfaction levels (Amanuel, 2009). Managers need to design jobs to provide to provide opportunities for individual's achievement recognition, responsibility, advancement and personal growth.

A study by Katharina (2002) about the determinants of teacher job satisfaction articulates that the most paramount factor is school environment. Wanga (2012) also agrees that the teachers work environmental is central to job satisfaction of secondary teachers. For a teacher to attain full satisfaction in school there must be adequate facilities, good instructional materials, security, good contract conditions and good school community,

descent salary, positive exchanges with colleagues. These researchers emphasize that a good school environment involves key personalities who are supportive to a teacher's welfare like administrators, students and parents. These factors create confidence and stability in a teacher and ultimately provide satisfaction. Thus working environment is crucial as it forms a teacher's attitude towards work and school heads need to always good procedures of ensuring stable and suitable environment for instructions.

Ansu (1984) study found out that the role of teachers in most African schools has been influenced by societal attitudes and ideologies. Teachers in most African countries are viewed as machines that ought to impart knowledge and skills in the learner at all cost, in order to achieve. When achievement is not realized, a person of a teacher is highly criticized and blamed for being inadequate. However, some other African communities support teachers for instance parents and other community member share the responsibility of disciplining the student. They also provide comfortable environment like good land for school expansion, they also support teachers financially, through Parent Teacher Associations, (Amanuel, 2009).

Luthan (1989) study contends with Amanuel (2009) findings that clean and attractive surroundings tend to make workers happy when doing their work hence increasing job satisfaction. According to Luthan, work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction. Luthan in addition established that a work environment that is secure improves job satisfaction. In his 1989 study Luthan describes job security as the feeling which involves being able to hold onto the job and being sure all will be well with

the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now.

Flippo (1984) proposes that the need for job security tops in the list of priorities for many employees and labour union because of emerging threats from technology change. One of the employees' wants that contributes to motivation and job satisfaction is competent and fair leadership. Flippo (1984) contend that good leadership ensures that psychological and security needs for workers are adequately met.

Culture within an organization also influences workers job satisfaction and motivation. Cherrington (1989) defines culture as the set of key values, beliefs and understanding that are shared by members of an organization. Culture determines the degree of conformity and degree of school effectiveness Meyer and Scott (1983). The culture within a school influences the condition and treatment that teachers work under (Mitchell, 1982, Ngazi (2014). Nzuve (1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the workers deem the supervisory leader unworthy and incompetent, it becomes frustrating to them thus producing job dissatisfaction.

Sogomo (1993) study on rift valley principals found out that teachers work environment affect productivity of principals in these schools. He recommended identification of factors causing dissatisfaction among teachers in order to change the work environment and improve job satisfaction. He further argued that from his findings teachers satisfied with their jobs were more likely to produce better performance in national examination compared to those dissatisfied with their jobs.

2.4 Promotion and Job Satisfaction

Karugu (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. In his study while using a sample of 120 teachers, Karugu found out that teachers were more likely to be satisfied with their job if there was a likelihood of being promoted from one job group to another and that this should be accompanied by monetary incentives.

Scott (2004) postulate that many people experience Satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease. Employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Luthans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards.

Simatwa et al (2011) contend that provision of promotion was among factors that influenced job satisfaction of deputy Principals of public schools in Rachuonyo district. Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction.

2.5 Recognition and Job Satisfaction

Recognition is among the factors which go along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Statistics show that there is an important link between reward and recognition and that between motivation and satisfaction. Ali and Ahmed (2009) study found out that there is an important link between reward and recognition. The study established that awarding financial benefits to employees without any prominent show of recognition also loses its importance. Weinstein (1977) puts it that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Fisher and Ackerman (1998) define recognition as a public expression of appreciation given by a group to individuals who undertake desired behaviors (also cited by Mghana, 2013)).

Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. Flippo does include monetary rewards as a form of recognition.

Nzuve (1999) proposes that employees can be motivated by a manager by being recognized in their achievement and being praised and their team and individual success being communicated to. He also proposes holding of meetings regularly to monitor and counsel individuals and the organizations progress which adds value to employee's motivation. Praise and recognition have been extensively used to influence job performance (Cherrington, 1989). Examples of recognition awards include certificates, tablets and sometimes accompanied by gifts and cash rewards. The effects of recognition rewards on

motivation depend primarily on whether it was based on performance. Even though the study on Okumbe (1992), showed recognition as the last satisfaction factor, teachers expect to be recognized according to their supervisors. Teachers are judged for their professional competence. Sergeant and Hannum (2005) argued that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. Simatwa (2011) study found out that recognition by the society and the education stake holders influenced job satisfaction of deputy principals of secondary schools.

2.6 Supervision and Job Satisfaction

Effective supervision is assumed to be having an impact on job satisfaction. Proofs exist in that supervisors do not judge the junior staff justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002 & Nyange, 2013). Nzuve (1999) indicates that effectiveness of a leader behavior is measured by the degree to which the manager meets both organizational goals and satisfies the employees' needs. Motivation of workers as a concept of effectiveness in leadership has been discussed that leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying to do so, (Owens, 1981).

Nzuve (1999) study displays that the effectiveness of a leader is expected to increase when there is a match between leadership styles and situations. The study found out that half of the teachers were dissatisfied with the supervision by the head teachers (Kimengu, 1983). The conclusion was that effective supervision by the head teachers is an important factor towards job satisfaction of teachers. Sergeant and Hannum (2005) study specify that the caliber of the leaders and supervisors has an effect on the working environment of the

school. It is therefore necessary to acquire professional and competent persons in state of uncertainty to pool up the correct applier which must also be paid at supervisors “judgment”. On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002).

2.7 Remuneration and Job satisfaction

Remuneration is the compensation that one receives for work Performed. It consists of monetary rewards also referred to as wage or salary in addition to other benefits to employees in relation to their job (Armstrong & Baron, 2008). Kimengu (1983) findings show that teachers’ salary is an important factor that contributes to teachers’ job satisfaction. In his study involving teachers in public secondary school, he found out a strong positive relationship between teachers’ salaries and job satisfaction. He suggested that educational planners should consider the importance of increasing teachers’ salaries in order to retain teachers in the teaching profession. Kimengu underscored the important roles played by the promotional opportunities that lead to better salaries in the teaching profession thus increasing job satisfaction among teachers.

Mbugua (1998) study on business studies teachers in Nairobi Province established a positive relationship between salaries and teachers job satisfaction. Several other studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations. Okumbe (1998) suggested that job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel inequitably remunerated dissatisfaction sets in. Gordon (1986) indicated that the larger the reward the more the job satisfaction of a worker.

Harter et al (2002) study found out that employees' job satisfaction level is directly influenced by the amount of salaries and work related benefits. While analyzing business unit level relationships between employee satisfaction, remuneration and business outcomes they established strong positive correlation between job satisfaction among workers and remuneration. Wangai (2012) study on factors affecting teachers among secondary schools in Mwatate District Kenya also established a strong positive correlation between teachers' salaries and levels of Job satisfaction.

Ibrahim (2001) studied the relationship between salary and staff motivation in order to increase productivity in a work station. In carrying out this study, Ibrahim used Qualitative data extracted from the interviews conducted during his study. The findings obtained were used to facilitate analysis and understanding of how salary administration, fringe benefits and employees' consultation contributes to staff motivation and higher productivity in discharging their various duties at their work stations. Compared to other professionals' teachers earn less salaries. This is a major contributor to high levels of dissatisfaction among teachers in comparison with other professional groups. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as legal practice, medical, telecommunication, commerce, engineering or agriculture could achieve bigger salaries. There is indeed a sense of frustration to teachers that their qualifications and skills are undervalued Thomson (2009).

In study carried out by Adelabu (2005), in Nigeria all the respondents agreed that salary issue has been the biggest motivational issue for teachers in Nigeria in recent times. The study found out that teachers in Nigeria were frustrated and dissatisfied with low wages paid

by the government and private schools to teachers. The study concluded that this dissatisfaction with salaries was a major contributor to low productivity in the education sector in Nigeria.

It is argued that Incentives for schools and teachers in the public education sector are critical ingredients to better productivity in the education sector. The research findings have shown that there is high level of satisfaction by the staff of Atiku Abu-Bakr College of Legal and Islamic studies in Nigeria due to improved salaries to the tutors in the institution. The satisfaction stems from the value workers place on their take away home. The research found that there was partially less complaint about their purchasing power occasioned by the new salary structure even in the face of the current galloping inflation in the Nigerian economy.

Wanjau (2011) in his research on teachers' salary showed that 46.05% and 29.95% of the teachers were dissatisfied and highly dissatisfied with their salaries in Tetu district respectively. This is in relation to their efforts, workload, and academic qualifications and when compared to people in other professions. He concluded that teachers ought to be paid better in order to be motivated at their work place. Okongo (2015) while analyzing levels of teachers' job satisfaction in Kajiado county, found out that most teachers were frustrated by low levels of payment for their services and that 48% of teachers were looking for alternative jobs with better pay.

Another finding is that increased salary serves as the major and strongest motivational aspect which leads to workers putting in their various unit of work within the academics circle and the school in general. According to Steyn and Van Wick (1999), the level of

media attention that focuses on education in South Africa as a result of poor school results and the inferior quality of education in general, raises concerns regarding the attitudes of teachers towards their jobs. Teachers are seen as people who are not truly committed to their profession. Steyn and Van Wyk (1999) contend there is a perception that teachers are lazy, unprofessional, uncommitted who only come to school to receive their salaries at the end of the month.

ILO/UNESCO (1993) seminar on the study of the status of teachers observed that in Kenya, many young people opt for training and employment into the teaching profession because they could not get careers of their choice. The seminar further identified poor salaries and lack of promotion as factors which highly discouraged qualified people from getting into the teaching profession. Therefore, there is need for the teacher employer to look into ways of remunerating their employees in tandem with the work they put in for the betterment of results in the examinations.

Increment in remuneration package to teachers make them become more satisfied with their job while their involvement in management motivates them more since they feel being part of management. Teachers' strikes in various countries across Africa have been all about poor pay and poor work conditions. It is the contention of the research study that increases in teachers' salary has a strong correlation with teachers' productivity. Improved salary contributes to more job satisfaction and thus better performance (Simatwa, 2011). In the study conducted by Mundeswari (2013), investigating the job satisfaction and performance of 588 teachers at the secondary level were selected randomly, it was found that there was a significant relationship between job satisfaction and performance and the teachers in

different categories of schools differed significantly in both job satisfaction and teaching performance.

In the foregoing analyses of the factors that influence job satisfaction, the authors employed descriptive research design, similar data collection instruments and analysis as adopted in the current research of Kasarani Sub County. The populations of the studies analyzed above also compare fairly well with the current research; for example, the study carried out by Juma and Simatwa (2011) whereby the study population comprised 20 Female Principals, 20 Deputy Principals, 200 Heads of Departments, 20 Board of Governors chairpersons, 20 Parents Teachers Association chairpersons. Saturated sampling was used to select 18 Female Principals, 18 Deputy Principals, 180 Heads of Departments, 18 Board of Governors Chairpersons, 18 Parents Teachers Association chairpersons. However, the same analysis reveals no known study has investigated the effect of factors such as: work environment, salaries, promotion, supervision and recognition on Job satisfaction of teachers in Kasarani Sub County Private Secondary schools. In this study, private teachers work under totally different conditions from their Public counterparts. This study therefore sought to investigate the effect of the selected factors on teachers' job satisfaction in private secondary schools in Nairobi Kasarani Sub County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a description of how the study was approached. It includes the research design, population studied and sampling strategy, the data collection process, the instruments used for gathering data, and method of data analysis.

3.2 Research Design

The research was conducted through a cross-sectional survey research design. A survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables (Bennel, & Akyeampog, 2007). Survey research is a form of self-report study which requires the collection of quantifiable information from the sample with the aim of obtaining information that describes existing phenomenon by asking individuals about their perceptions, attitudes, behaviour or value chosen because it enables the researcher to collect information from a large number of cases (Mugenda & Mugenda, 2003).

This study takes the descriptive approach because it looks at the various aspects of a phenomenon that is under study, that is; factors influencing private secondary school teacher's job satisfaction levels. One of the main reasons of choosing this research design was because, it attempts to collect data from various members of a population in order to determine their current status with respect of one or more variables (Ogoti, 2010). Gay (1981) contends that descriptive study establishes and reports the way things are and this usually, involves assessing attitudes and opinions of individuals or the organization.

3.3 Study Population

The target population was the 106 teachers currently working in private secondary schools in Kasarani Sub County who had served for a period of at least four years, 36 principals who were serving in these schools and 48 form four PTA representatives. According to the association of Private School Owners as at June, 2015 there were 106 teachers working in private secondary schools in Kasarani Sub County with an experience of over four years.

3.4 Sample and Sampling Technique

Stratified random sampling technique was used to select the study sample. From each stratum the study selected the sample using purposeful technique to arrive at the sample shown in table 3.1 below. In purposive sampling the researcher relies on his own experience to select a desirable sample. Purposive sampling method may prove to be effective when only limited number of people can serve as primary data sources (Mugenda & Mugenda, 2003). In this study primary data was limited to teachers in private schools, principals of these schools and PTA representatives as indicated in table 3.1 below. It is recommended that researchers use the largest sample possible because statistics calculated from a large sample are more accurate (Mugenda & Mugenda, 2003).

Table 3.1

Sample Frame

Category of respondents	Target Population (N)	Sample size
Teachers	106	83
Principals	36	32
PTA (Form IV Representatives)	48	38
Total	190	153

3.5 Instruments for Data Collection

3.5.1 Teachers Questionnaire

The data collected was primary information on private school teacher job satisfaction from the sample selected. The questionnaires comprised open ended and close ended questions. A set of questionnaires were filled by teachers in private secondary schools in the targeted area. The data collection instruments were a questionnaire that was dropped off with the respondents and picked later.

3.5.2 Interview Schedule for Principals and PTA Chairpersons

In addition to questionnaires, interviews were conducted especially targeting the principals and Form 4 PTA representatives to collect primary data. Teachers' job satisfaction was measured by rating their opinion with the various work dimensions that impact employee satisfaction and motivation including job itself, present salary, fringe benefits, amount of authority to run activities, level of challenge and opportunity for growth provided by the job, work-life balance, co-workers, interaction, recognition, responsibility, workload,

professional support, prospects, training and the general questions. The level of job satisfaction was further determined by assessing the outcomes of teachers such as job performance.

3.6 Validity and Reliability of Instrument

3.6.1 Validity

Validity is the accuracy and meaningfulness of inferences which are based on the research results. To establish validity, the instruments were discussed with teachers and peers. The questions and response options were checked for vocabulary, language appropriateness and consistency with the constructs of the theoretical framework and checked whether the items reflect the specific objectives. The questionnaire was tested for readability, relevance, language, comprehension, and appropriateness.

A pilot study was carried out in two of the schools in Kasarani Sub County before the actual study to test the research instruments. Each questionnaire was discussed with the respondents to determine the suitability, clarity and relevance for the study purposes. As Fraenkel and Wallen (2009) states, content validity is determined by expert judgment. The questionnaire in this study scrutinized and approved by two lecturers supervising the project to determine whether items in the questionnaire were in line with the expectations.

3.6.2 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. Reliability is defined as the degree to which a test consistency measures whatever it measures. It is concerned with what constitutes a minimum level of acceptability of a test. Fraenkel and Wallen (2009) also observed that reliability is the consistence of scores or answers from one administration of an instrument to another and

form a set of items to another. The researcher used the pretested instrument piloted and ascertained in its reliability. Reliability of the instrument was determined by test re-test method whereby the reliability coefficient was 7.4 at p value of .05 which was reliable.

3.7 Data Collection Procedures

Permission was sought from the Ministry of Education through the District Education Officer in charge of Kasarani Sub County and an Introduction letter from Maseno University before the researcher proceeded to the field to collect data. Letters notifying the sampled schools were dispatched well in advance before visiting the schools to collect data. Teachers and schools management were assured of confidentiality of the information given. This improved reliability of the instruments and respondents felt free to participate in the research.

3.8 Data Analysis

The quantitative data collected was analyzed using frequency counts, percentages and means. Rating scale was used to measure the influence of selected factors on job satisfaction among teachers in private secondary schools in Kasarani Sub County. The mean ratings were interpreted as follows; 1.00-1.44 Very low influence; 1.45 -2.44 Low influence; 2.45 - 3.44 Moderate influence; 3.45 -4.44 High influence and 4.45 -5.00 Very high influence. This is in line with Mugenda and Mugenda (2003) who indicate that a rating scale can be used to quantify and measure given variables. In this case five point rating scale was use to measure the influence of variables.

3.9 Ethical Considerations

An official letter from Maseno University School of Graduate Studies (SGS) was presented to NACOSTI for purposes of obtaining the research permit, which was obtained prior to proceeding to the field to collect data. Further permission was from the Education field Officers and Principals to collect data. Anonymity of the respondents was maintained. Data obtained was used for purposes of the research only. Consent was sought from the school principals where data was to be obtained before appointments were made for the interviews and data collection. Respondents were assured of confidentiality of the information collected as they were urged not to write their names and identities on the instruments.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents questionnaire response rate, demographic information of the respondents, relationship between salary and job satisfaction of teachers, influence of supervision on job satisfaction of teachers, influence of recognition on job satisfaction of teachers, the relationship between promotion and job satisfaction of teachers and the influence of working conditions on job satisfaction of secondary school teachers. This chapter also presents responses to interviews conducted by the researcher, targeting the Principals of private schools, and PTA representatives of Form four classes. The analysis and findings of the data generated from a sample 153 people comprising of 32 principals, 83 teachers and 38 PTA members (form IV) representatives from private schools in Kasarani Sub County is as given below.

4.2 Questionnaire Response Rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures. In this study out of 83 teachers sampled 83(100%) returned the questionnaires. Out of 32 principals who were sampled, 32 participated in the interview which is 100%. Out of 38 PTA members 38 participated representing 100%. According to Dillman (1974) and Bailey (1987) a response rate of 70% and above is adequate. The response rate was therefore good for research and this was boosted by the questionnaire collection strategies employed by the research. These percentage return rates were deemed adequate for the study.

4.2.1 Demographic Information

This section represents demographic information of respondents in the study. Demographic information of respondents focused on gender, age, level of education and work experience.

Table 4.1
Summary of the Age and Gender of Teachers

No. of Respondents	21-35 years	N %	35-50 years	n %	Over 50 Years	N %	Total	N %
Male	20	42	22	55	6	46	38	47.52
Female	30	57	18	45	5	54	45	52.48
Total	50	49.5	40	39.6	11	10.9	83	100

According to the information obtained there were more female teachers in private schools in Kasarani Sub County (52.48%) compared to male teachers represented by 47.52%. This means that private secondary schools in Kasarani Sub County are dominated by female teachers. Most of the teachers are below 35 years (50%). Information on Table 4.5 also shows that there 10.9% of teachers who are above the age of 50 years. It can be therefore be seen that most of the teachers in private schools lie below the age of 35 years with most of them in their earlier twenties and may not be so experienced as those above that age bracket. Diaz-Serrano and Cabral Vieira (2005) study established that younger teachers were more in private schools compared to public schools, a situation he attributed to job security fears among older teachers in private schools. This is because older teachers have more responsibilities and require income stability to cater for the needs of their family and therefore have little room for experimentation unlike younger teachers who feel that they have a chance to try if it can work out and if it does not they can venture elsewhere.

Table 4.1 also shows that there are more male teachers above the age of 50 years in private secondary schools in Kasarani sub-count than their female counterparts. This is despite having more female teachers than male teachers under lower age brackets as shown in Table 4.1. Between 35-40 years the number of male teacher is higher than female teachers despite having more female teachers between the ages of 21-35 years.

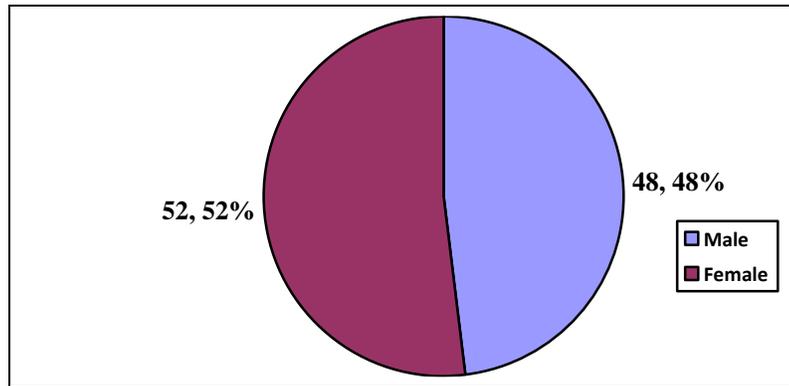


Figure 4.1: Respondents by gender

From Figure 4.1 above it can be observed that majority of respondents were female 52.52% while 48.48% were male. The study therefore had a fair representation of both genders in the study sample. Mbugua (2009) study on secondary school teacher's job satisfaction in Nairobi province established that there were more female teachers in secondary schools compared to their male counterparts. He argued that the work environment in high schools attracted more female teachers, most of whom did not want to risk moving to industries where conditions were perceived as harsh to female workers of child bearing age.

Table 4.2

Academic Qualification of Respondents

Highest Academic Qualification	Teachers	N %
B.SC with PGDE	10	10
BA with PGDE	7	8
KCE/EAACE/EACE with Diploma	10	12
B.ED ARTS	30	30
BED SCIENCE	24	23
MED	1	0
MA/M.SC	1	1
Total	83	100

According to the findings in Table 4.2 majority of the teachers are holders of BED (Arts) 30% and BED (Science) 23%. There is only one MED holder teaching in Kasarani Sub County private schools. The findings also show that some school have Diploma Holders teaching in private secondary schools (20%), B.A holders with PGDE at 8% and BSC with PGDE at 10%. These findings concur with Ngazi (2014) study in Langata where he established that majority of teachers in secondary schools in Langata sub-count are BED (Arts and Science) holders.

Table 4.3

Summary of Teachers Work Experience

Work Experience	Number of Teachers	Percentage
1-5	50	60
6-10	14	16
11-15	12	15
16-20	3	4
Over 20	4	5
Total	83	100

Table 4.3 above on teachers experience revealed that majority of the teachers 60% had less than five years experience while 16% have less than 10 years experience. Only 5% of teachers in private secondary schools in Kasarani Sub County have more than 20 years experience. This implies that majority of teachers in private secondary schools are inexperienced. Okumbe (2001) study established that inexperienced teachers were to blame for poor student performance in National examinations. The high levels of inexperienced teachers in private secondary schools are as a result of high turnover as some teachers seek better paying job and also due to some school owners and management looking for cheap labour from newly graduated teachers who can be persuaded to take low salary as they start off their careers. These findings agree with Ngazi (2014) study who established high teachers' turnover in Langata district a situation he attributed to poor pay and poor work conditions in secondary schools.

Exit of experienced teachers leave students vulnerable in the hands of inexperienced teachers who may have little history or completely no record of learner's background due to constant movement of teachers in and out of the school. This affects learners negatively leading to loss of motivation as they try to adjust to the new teachers now and again.

4.3 Influence of Work Environment on Teachers Job Satisfaction

The study sought to establish the influence of work environment on job satisfaction of teachers in private secondary schools in Kasarani Sub County. The findings were as presented in Table 4.4.

Table 4.4
Influence of Work Environment on Teachers Job Satisfaction

Environmental Factors		RATINGS					T	MR
		1	2	3	4	5		
Job security	F	28	20	15	10	10	83	2.44
	S	28	40	45	40	50	203	
Class rooms	F	11	10	2	20	40	83	3.82
	S	11	20	6	80	200	317	
Student discipline	F	30	25	10	14	4	83	2.84
	S	30	50	30	56	20	236	
Leadership style	F	50	20	1	8	4	83	1.75
	S	50	40	3	32	20	145	
School facilities	F	4	10	2	30	37	83	4.04
	S	4	20	6	120	185	335	
Respect by authorities	F	45	20	15	2	1	83	1.72
	S	45	40	45	8	5	143	
Workload	F	45	24	5	7	2	83	1.76
	S	45	48	15	28	10	146	
Relationship with fellow teachers	F	4	12	10	40	20	83	3.83
	S	4	24	30	160	100	318	
Relationship with subordinate staff	F	10	13	5	46	9	83	3.37
	S	10	26	15	184	45	280	
Safety measures in place	F	20	15	10	20	8	83	2.41
	S	20	30	30	80	40	200	
Relationship with management	F	26	24	20	12	1	83	2.25
	S	26	48	60	48	5	187	
Relationship with students	F	7	12	13	33	18	83	3.52
	S	7	24	39	132	90	292	
Overall Mean Rating								2.81

KEY: F = Frequency S = Score T= Total MR= Mean Rating

The above mean ratings were interpreted as below;

1.00-1.44 Very low influence

1.45 -2.44 Low influence

2.45 -3.44 Moderate influence

3.45 -4.44 High influence

4.45 -5.00 Very high influence

From Table 4.4 it can be noted that the following factors are rated as having low influence on teachers Job satisfaction in private secondary schools: That is job security (M=2.44), most teachers in private secondary schools are in three year contracts with the school management while others have no contracts with the schools. This makes teachers to feel that their stay in this schools is temporary since the contracts have a clause that allow either party to terminate the contract by giving one month salary or one month notice. This makes teachers' feel insecure as some school managers may terminate their employment at the slightest mistake. During interviews with principals they stated that they are not to blame for that since the employment terms are determined by the owner of schools. They however indicated that some of their teachers will jump to opportunities outside their for fear of unknown.

Leadership had a mean of (M=1.75) this is because most teachers feel that principal have too much powers which they are using to intimidate teachers and deny them good levels of job satisfaction. Teachers argued that some principals were not following the professional code in dealing with teachers and never allowed teachers to respond on anything when aggrieved. This dictatorial tendencies by principals denied teachers' job satisfaction. On respect by authority (M=1.72) teachers indicated that they felt disrespected by principal due

to the leadership style used in private schools. It was noted that private schools use the top down approach leadership style where teachers are reduced to only taking instructions and never providing any input when it comes to school management, this aspect discourages many teachers and dissatisfies them at their work place.

Teachers workload had a mean of (M=1.76) this is low influence on teachers job satisfaction. This is because in private schools teachers' workload is more as owners of this schools try to maximize teachers input in order to reduce operational costs in these schools. On safety measures a mean of (M=2.41) was obtained. This shows that teachers are not sure of their safety in this school and thus feel lowly influenced by this aspect. Teachers indicated that the level of discipline among students was low putting teachers in danger of abuse or violent attacks and some schools are situated in areas that compromise teachers' safety especially when they are late from work. During interviews principals agreed that students level of discipline need to be improved to make teacher work environment better, they however blamed indiscipline and the ban of corporal punishment in school and stated that some issues were beyond their position as principals.

The work environment aspect of relationship with management had a mean of (M=2.25). This had low influence on teachers' job satisfaction. Most teachers felt that those in management were not using a participatory management style and therefore felt distanced from those in authority. Teachers therefore feel less satisfied with this situation in their schools. On the aspect of teachers relationship with subordinate staff the mean was (M=3.37) which was moderate influence on teachers Job satisfaction, this is because duties of subordinate staff rarely overlap with teaching duties. They are however complimentary

and enhance teachers' performance. The support staff being subordinate to the teachers is keen to get favourable appraisal and therefore strive please the teachers and in the process elicit job satisfaction in teachers.

The following work environment aspects had the highest influence on teachers Job satisfaction: School facilities had a mean of (M= 4.04) this implies that private schools had adequate learning facilities and the presence of these facilities acted as job satisfiers to teachers teaching in these schools. Classrooms ranked second with (M=3.82) which is high influence on teachers job satisfaction. This is because teachers spend their quality time in classroom and good classroom was a source of job satisfaction to them. In third position in this category was relationship with fellow teachers with a mean of (M=3.83) implying high influence on teachers job satisfaction. This is because teachers rely on teamwork to achieve school objectives and see each other as colleagues rather than competitors. They share their professional challenges and value each other at work and this contributes highly towards their job satisfaction.

Relationship with students had a mean of (M=3.52) which was high influence on teachers job satisfaction. Teachers indicated that they enjoy good relationship with students and that this gave them job satisfaction at their work place. They felt that most students value them and this to them was rewarding enough. Job security in private schools is poor because teachers can be dismissed any time under contract of one year renewable. These findings concur with interview findings with school principals where principals stated that most teachers view their stay as temporary while hoping to secure job in government schools and other areas where there is job security. The overall mean rating for work environment was

2.81 which in interpretation meant that work environment had moderate influence on job satisfaction of teachers, as indicated the classification of ratings adopted in the key as shown in Table 4.4.

The foregoing findings also agree with Herzberg et al (1959), that work environment indeed has some influence on job satisfaction of teachers. Leadership style in private schools has little influence on teachers Jobs because principals normally focus on performance at the expense of teachers well being. If attention is paid to teachers well being then teachers will be more satisfied with their jobs

The above findings concur with Simatwa (2011) study in which he established that better work conditions are major contributors to teacher job satisfaction. These findings also agree with Herzberg et al (1959) study who found out that workers are satisfied when they find their work lively and meaningful and when they view the work itself as being worthwhile and important. This therefore implied that majority of the teachers believed work environment influence teacher job satisfaction.

Teachers need to be provided with better work environment in order to boost their levels of job satisfaction. This finding are also consistent with Simatwa (2011) who stated that generally most teachers are dissatisfied with their teaching positions because of poor work conditions. As per the findings above teachers indicated that they need a clean, healthy working environment with professional support and teamwork in order to achieve both organizational goals and personal objectives.

Ayodo and Simatwa (2011) study on female principals job satisfaction and job dissatisfaction in Rachuonyo north and south districts found out that teachers with high levels of job satisfaction were more committed and cared more about quality of their work and therefore more committed to their schools. Their findings were consistent with that of Scott (2004). They concluded that low level of job satisfaction is bound to affect the principals' performance. It therefore follows that private secondary school teachers performance in Kasarani Sub County are not performing to their ability due to low job satisfaction levels.

Luthans (1989) while studying workers job satisfaction found in his study that working conditions is a factor that has a modest effect on job satisfaction, according to him clean and attractive surroundings tend to make workers happier when doing their work thus increasing job satisfaction. The study findings also agree with Kohn (1991) who noted that the work of teachers entailed sacrifice and there was need for better remuneration and better work conditions to improve their productivity.

Previous researches also indicate that a positive climate and social support are positively related to teachers' satisfaction and motivation (Day 2007; Scheopner, 2010; US department of Education, 1997). In the above findings relationship with fellow teachers and relationship with students were found to have a high influence on teachers' job satisfaction as shown in Table 4.4. Emotional support and positive relation with supervisors, colleagues and may promote the feeling of belonging among teachers in private secondary schools in Kasarani Sub County. Most teachers indicated that they felt satisfied with relation with their fellow teachers and students in their school and that this had a positive influence on their Job

satisfaction levels. Today teachers are increasingly dependent on cooperating with students and need positive relations with them. Trust from students is critical and any strain in this relationship may impact negatively on teachers feeling of belonging. It may make teachers feel that they are not doing a good job and thus make them feel out of place hence dissatisfied.

According to the finding in Table 4.4 work load had a mean rating of 1.76 which is low influence in teachers' job satisfaction. This may be due to high workload level among teachers in private secondary schools as owners of this school are profit oriented and want to maximize on labour to reduce cost and improve their business profits. The increasing workload and hectic workday cannot be easily separated because increasing work assignment results in less time for teachers to rest and recover. This puts pressure on teachers resulting in a major decline in teachers' job satisfaction levels. According to Scott (2001) high teachers work load is an international tendency that has resulted in a major decline in teachers overall job satisfaction. Management of schools need to provide teachers with conditions that encourage teamwork, career growth and a healthy environment in order to increase the levels of job satisfaction among the teachers. This as shown through correlation analysis will lead to better performance which will be reflected by quality grades in National examination performance.

Mji and Makgato (2006), while studying factors influencing job satisfaction of teachers in secondary schools established a positive correlation between teachers work environment and job satisfaction of teachers. A teacher who feels that the prevailing norms and values of the school are not compatible with her or his own values may experience what Rosenberg

(1979) referred to as contextual dissonance, whereas a teacher who shares the prevailing norms and values of the school may experience contextual dissonance. Rosenberg (1979) argument was that we conceptualize value consonance as a particular type of contextual consonance.

Contextual dissonance or consonance may have serious implications for the relationship of the individual to his or her environment. A contextual dissonance teacher may have a feeling of not belonging, a feeling that one does not fit in his work environment at this gives teachers dissatisfaction at their work place. Rosenberg argued that teachers who do not share the prevailing norms and values of their school are likely to hear more deprecatory and fewer laudatory comments about themselves and their practices.

Kristof (1996) study found at that compatibility between teachers and schools occur when one entity provide the other with needs or that the share similar characteristics. If teachers' goals and values are not compatible with the prevailing norms and values in the school where he or she is teaching those norms and values may be perceived as a barrier against acting according to ones values and achieving ones goals.

4.4 Influence of Remuneration on Teachers Job Satisfaction

The research question responded to was: What is the influence of Remuneration on teachers Job satisfaction among teachers in private secondary schools in Kasarani Sub County Nairobi County? The findings were as presented in Table 4.5.

Table 4.5: Influence of Remuneration on Teachers' Job Satisfaction

Remuneration/Salary		RATINGS					TOTAL	MR
		1	2	3	4	5		
Present salary	F	40	30	2	7	4	83	
	S	40	60	6	28	20	154	1.85
Presence of a clear salary scheme	F	20	25	10	15	13	83	
	S	40	50	30	45	65	225	2.71
Medical scheme	F	40	18	2	17	6	83	
	S	80	36	6	68	30	180	2.17
Fringe benefits	F	30	22	5	7	15	83	
	S	30	44	15	28	75	162	1.95
Loans	F	32	23	3	13	12	83	
	S	32	46	9	52	60	199	2.40
Salary in relation to other Jobs with same level of skills	F	20	15	7	23	18	83	
	S	33	56	9	32	55	186	2.24
My salary meets most all of my basic expenditures	F	39	27	10	4	3	83	
	S	39	54	30	16	15	154	1.86
Salary compared to work load (kshs15000-25000)	F	42	25	3	5	8	83	
	S	42	50	9	20	40	161	1.94
Salary compared to qualification and experience	F	33	25	5	11	9	83	
	S	33	50	15	44	45	187	2.25
Overall Mean Rating								2.14

KEY: F = Frequency S = Score T= Total MR= Mean Rating

The above mean ratings were interpreted as below;

1.00-1.44 very low influence

1.45-2.44 Low influence

2.45-3.44 Moderate influence

3.45-4.44 High influence

4.45-5.00 Very high influence

From Table 4.5, it is clear that teachers in private secondary school lack a clear salary scheme as indicated by teachers in their responses ($M=1.85$). This implied that influence of their employers' salary scheme on teachers was low. Most teachers were of the opinion that their prevailing salary scheme used by employers' was not employee friendly but was just designed to profiteer owners of schools. In this category teachers indicated that their salaries do not meet most of their expenses ($M=1.86$) this made teachers less satisfied with their teaching jobs and compelled them to look for alternative plans in order to provide for their families. Salary versus workload ($M=1.94$) also had low influence teachers' job satisfaction. This is because teachers' workload is higher than the amount of reward they are given for their duties. This situation had been largely contributed by overworking of teachers' in private secondary schools, where some managers look at teachers as cost elements. This is because teachers had more workload and low salary, a situation that is not motivating to these teachers and hence low job satisfaction.

Fringe benefits had a mean ($M=1.95$). This is interpreted to mean very low influence on teachers Job satisfaction. Most teachers in private secondary schools in Kasarani Sub County were of the feeling that the amount of fringe benefits they were being paid were too low to meet their needs. This is because the bonuses were often based academic achievement of their students and therefore occasional hence very low job satisfaction.

On the aspect of a clear salary scheme teachers indicated that this aspect had a moderate influence on their job satisfaction ($M=2.71$). This is because the scheme was not clear to many teachers in terms of their future because of the contractual nature of their employment. Teachers therefore did not attach much weight on this salary schemes. On the aspect of salary compared to other jobs, teachers indicated low influence on job satisfaction

(M=2.40). This was because teachers were poorly paid in comparison to other professionals with similar qualification. Teachers felt that they are unfairly paid compared to their equals in other sectors of the economy and therefore not satisfying.

On the aspects of financial facilities such as loan from employers teachers there was low influence on job satisfaction of teachers (M=2.40). This was because the nature of employment contracts that teachers were offered in private schools could not help them secure loans from lending institutions yet the schools do not provide any form of loans to their employees. Teachers have therefore no access to any meaningful form of financial borrowing to meet their financial needs.

On medical scheme most teachers indicated that they were given inadequate medical allowances and this had low influence the job satisfaction levels of the teachers (M=2.17). This implied the medical schemes should be improved to take care of teachers' medical needs. Teachers felt more dissatisfied because their counterparts in public secondary schools had been provided with comprehensive schemes to cater for their health care needs.

On the aspect of salary compared to qualification the findings presented a mean of (M=2.25) which indicated low influence on teachers job satisfaction. This situation was as a result of underpayment of teachers compared with their counterparts with similar qualification and experience, in the public sector, in some situations being three times as high. For this aspect of monetary incentives most teachers desired their income to correspond with their work load which was not the situation in private schools. This implied that teachers were aware that they are paid low salaries across the industry and thus employers needed to increase salaries in order to use it as a motivation tool that can give teachers better job satisfaction.

The overall remuneration mean from the findings was 2.14 which was a moderate influence on teachers' job satisfaction levels. This showed that teachers were poorly paid and these salaries were not adequate to meet their needs. In the public sector teachers had on several occasions resorted to industrial action to force a salary increment. In the private sector however teachers may not use industrial action due to the nature of their employment being contracts that are drafted to favour employers. Most teachers indicated that they were ready to move out of their work station if offered better paying jobs.

These findings concur with Sogomo (1993) and Simatwa (2011) studies. They both identified financial rewards as major determinants of teacher Job satisfaction and hence teacher productivity at their work stations. These findings point out that salary among teachers is a critical issue given that 4.95% were in disagreement and 1.98% undecided on the effect of salary on teachers' job satisfaction. Overall 89.1 percentage of those interviewed agreed that salary affect job satisfaction levels among teachers in private schools. These findings of the study are in agreement with Wanjau (2011) who found in his study on teacher salary in Tetu District that the teachers were highly dissatisfied with their salaries. The study findings that due to remunerations teachers are dissatisfied with their job also agree with Furnham, (1992) and Kaman (1996) who argued that, increment in remuneration package would make teachers become more satisfied with their job.

The findings concur with Ngazi (2014) study on teachers job satisfaction in Langata district where responses on the satisfactory salary fetched responses that indicate most (56.8%) generally agreeing that salary is a determinant on the satisfaction level, a sizeable number (34.5%) disagreed that satisfactory level is determinant on satisfactory salary while the least

(8.6%) were undecided on the matter. The response from the field concurs with the argument of (Nwachukwu, 2006) that most teachers develop high attitudes on a job depending on financial outcomes it rewards. This is an indication that teachers would feel highly motivated when their salaries are satisfactory and stable.

Nyange (2013) study on factors influencing job satisfaction in public secondary schools in Voi district established that according to majority of the teachers (94%) the salaries they received did not measure with their competences and if it did it only did slightly.

Nwachukwu (2006) in Nigeria that was studying job satisfaction of teachers in secondary schools in Nigeria established that most teachers were dissatisfied with their pay and were only holding to their positions while looking for better paying jobs especially in oil industries. The study findings established that 60% of teachers in Nigeria felt that salary wielded a major influence on their job satisfaction and performance. He recommended better payment for teachers to avoid industrial disputes and improve retention of experienced teachers in the teaching service.

4.5 Influence of Supervision on Job Satisfaction of Teachers

The study sought to determine the influence of supervision on job satisfactions of teachers in private secondary schools. The findings were as presented in Table 4.6.

Table 4.6: Teachers Job Satisfaction with Supervision

Supervision		Ratings					T	MR
		1	2	3	4	5		
Professionalism in supervision	F	23	22	9	17	12	83	
	S	23	44	27	68	60	222	2.67
Reliability of the supervision	F	10	20	3	31	19	83	
	S	10	40	9	124	95	278	3.34
Control through supervision	F	35	15	7	9	17	83	
	S	35	30	21	36	85	278	3.34
Use of teacher evaluation forms	F	50	20	3	7	3	83	
	S	50	40	9	28	15	142	1.71
Filling in class attendance monitoring forms	F	22	30	10	18	3	83	
	S	22	60	30	72	15	199	2.40
Checking of record of works	F	10	20	22	26	5	83	
	S	10	40	66	104	25	245	2.95
Monitoring use of schemes of work	F	5	10	2	42	24	83	
	S	5	20	6	168	120	319	3.84
Monitoring of student performance at every stage	F	20	25	7	26	5	83	
	S	20	50	21	104	25	219	2.64
Interviews by the quality control	F	15	20	5	35	8	83	
	S	15	40	15	140	40	250	3.01
Overall Mean Rating								2.88

KEY: F = Frequency S = Score T= Total MR= Mean Rating

The above mean ratings were interpreted as below;

1.00-1.44 very low influence

1.45-2.44 Low influence

2.45-3.44 Moderate influence

3.45-4.44 High influence

4.45-5.00 Very high influence

This study sought to investigate the influence of supervision on teachers Job satisfaction in private secondary schools. From the above findings it can be observed that influence of, use of teachers evaluation forms (M=1.71) and teacher class attendance monitoring forms (M=2.4), on teachers was low. Most private schools in Kasarani Sub County used class monitoring sheets to monitor the performance of teachers in the class room. Use of these forms was not adequately motivating because of the way they were utilized by some supervisors and these did not provide satisfaction to teachers. Teachers indicated that some supervisors were used these forms as tools to victimize teachers instead of boosting teacher productivity. Some teachers also viewed this forms as standard normal supervision procedures in their profession and thus did not attach much weight to this as far as their job satisfaction was concerned. From interviews conducted on principals they argued that teachers were not against use of these tools and they had assimilated their use in their place of work and that only a few teachers are bothered with use of evaluation form in monitoring teacher performance.

On supervision of teachers record of work the mean was (M=2.95) which had low influence on teachers job satisfaction. Teachers' record of work was a common practice across all schools including public schools. Private school teachers argued that it was normal to have records of work but were not happy by the way supervisors were putting pressure on them to have these records. They however indicated that they fully understood the importance of these records especially due to high teacher turnover in these schools. The findings also showed that teachers were moderately influenced by monitoring of student performance at every stage (M=2.64). Teachers argued it was important to monitor student performance but were however not happy for been blamed for poor performance. They stated that student

performance was being influenced by many other variables beyond the teacher such as the family component. They indicated that they are dissatisfied with student supervision with view to blame the teacher on any shortcoming or deviation from targets. The level of professionalism in supervision was rated at (M=2.67) which was moderate influence on teachers job satisfaction levels. Teachers argued that some of the supervisors lacked professional competence and experience to supervise them in a professional manner and that at many on many occasions they were being blamed on issues beyond their professional duties especially on the aspect of student absenteeism from school.

On the aspect quality control teachers rated it at (M=3.01) which had moderate influence on teachers job satisfaction. This is because the quality control team focused on whether the curriculum was being implemented as it is and they relied on professional records such as the scheme of work and record of work, this do not affect teachers much because already teachers were using scheme of work and record of work and thus little influence on teachers job satisfaction. On reliability of supervision methods teachers rated it at a mean of (M=3.34). This had moderate influence on teachers' job satisfaction. This is because these tools were in use in most of learning institutions and teachers view them as normal standard procedures of monitoring curriculum implementation in schools. Most teachers therefore felt that control was important in achieving curriculum goals.

From Table 4.6, teachers were highly influenced by the monitoring on use of schemes of work in teaching (M=3.84). The teachers argued that strict adherence to teachers' scheme of work, was not necessary to curriculum delivery especially when using learner centered approach in schools. Teachers also said that the scheme of work should not be cast in stone as some administrators wanted since students' needs vary from time to time. It is from this

view that teachers feel that their supervision of scheme of work highly influenced their level of job satisfaction. It can therefore be observed that majority of workers job satisfaction was influenced by the level of supervision at their work station specifically on use of schemes of work.

The overall mean rating for supervision was 2.88 which was moderate influence according to the classification ratings adopted in the key as shown in Table 4.6. This implies that schools in Kasarani Sub County have not fully utilized the aspect of supervision to provide teachers with job satisfaction at the work place. There is need to improve the supervision aspect in schools so as to provide teachers with job satisfaction at their work place.

The above findings are consistent with a similar study conducted by Tull (2004). The Tull (2004) study is frequently cited on research on supervision practices in student affairs. Particularly Tull (2004) found a positive correlation between supervision and job satisfaction ($r=0.302$, $p=.000$). From the above findings supervision has a moderate influence on teachers' job satisfaction a position that is in line with Tull (2004) findings. Tull (2004) noted that supervisors are more likely to be viewed as synergistic by their supervisees if they practice skills such as on boarding new staff into their role in the department and showing interest and support in professional goals Tull (2004). These skills are similar to some of the supervisory behaviours that make up the synergistic model of supervision. Supervision should be aimed at guiding members to achieve organizational goal and objectives.

These findings agree with Sergeant and Hannum (2005) who argued that supervision had an effect on the work environment of teachers and thus had an influence on teachers' job

satisfaction level. Han Cooper (1993) study made similar findings using a sample of 50 workers. In his study Cooper concluded that that supervision of workers should be used in a manner that promotes workers job satisfaction. Cooper concluded that Supervision needs to be conducted professionally in order to motivate the workforce and provide them with job satisfaction. He argued that the supervision systems need to be just, objective, uniform and generally acceptable to all workers in order to improve productivity in organizations.

Employees are more productive when they feel that their contributions are valued and their feedback welcomed by management. Immediate supervisors are the most important people in the work place. Most workers view is that supervisors are the primary representatives of owners and they rely on them more than anyone else for their assignments. Supervisors' are number one when it comes to providing feedback, training workers', giving recognition and sustaining morale and productivity among workers. Workers need to feel that immediate supervisors are qualified to manage. They want to like and admire them. At the same time, some workers might resent their bosses for the real power they hold over them. Employees want an immediate supervisor who is fair in terms of application of rules and without work place political alliances (Tull, 2004). Fair supervision and proper utilization of the supervision aspect by principals can largely help to motivate teachers and give them job satisfaction at their work place.

4.6 Influence of Promotion on Job Satisfaction of Teachers

In this section the study sought to determine the influence of promotion on teachers' job satisfaction in Kasarani Sub County. Teachers were required to respond to statements on

their levels of job satisfaction regarding promotion. The findings were as presented in Table 4.7.

Table 4.7: Influence of Promotion on Job Satisfaction of Teachers

Aspects of Promotion		Ratings					T	MR
		1	2	3	4	5		
Fairness in promotion	F	30	32	2	15	4	83	
	S	30	64	5	60	20	179	2.16
Career advancement	F	20	25	3	18	17	83	
	S	20	50	6	72	85	233	2.81
Increased social status	F	20	22	12	17	12	83	
	S	20	44	36	68	40	208	2.51
Promotion to higher Job groups	F	32	30	5	10	6	83	
	S	32	60	15	40	30	177	2.13
The promotion scheme	F	39	41	3	2	1	83	
	S	39	82	9	8	5	143	1.72
Training	F	34	28	4	12	5	83	
	S	34	56	12	48	25	175	2.11
Promotion is associated with more rewards	F	23	33	2	13	11	83	
	S	23	66	6	52	55	202	2.43
Overall Mean Rating								2.27

KEY: F = Frequency S = Score T= Total MR= Mean Rating

The above mean ratings were interpreted as below;

1.00-1.44 very low influence

1.45-2.44 Low influence

2.45-3.44 Moderate influence

3.45-4.44 High influence

4.45-5.00 Very high influence

From the above findings use of current promotion scheme had low influence on teachers job satisfaction (M=1.72). Most teachers indicated that the current promotions scheme in their school was not teacher friendly and that it was designed in a manner that locked out teachers from getting promoted to higher levels, beside this some teachers indicated that their stay in this schools were short lived and thus they were not interested in being promoted to senior levels. Others indicated that the promotions changed little in their earnings and thus termed it meaningless.

On the aspect of training, teachers indicated low influence of this aspect on teachers job satisfaction (M=2.11). This is because most private schools do not offer training to their teachers in order to grow them in their careers. During interviews with principals they cited lack of funds as the reason why their schools do not have such training programs. Promotion of teachers to higher job groups was rated at M=2.13 which is low influence on low job satisfaction. This is because teachers felt there was little chance for upward movement. On fairness in employer promotion scheme teachers rated it at (M= 2.16) and promotion with more rewards (M=2.43). Most teachers therefore felt low influence in job satisfaction by the employer's promotion scheme and the reward associated with promotion. Teachers argued that the promotional schemes were unfriendly and promotions offered by employers were not given adequate monetary incentives.

Promotion as a tool for career advancement was rated at (M=2.81) and increased social status was rated (M= 2.51). This was moderate influence on teachers' job satisfaction levels. This is because private schools did not provide for teachers career advancement. This situation had largely been due to lack of funds as explained by head teachers during

interviews to enable them organize for training and further promotions of teachers to higher levels. Teachers' social status was also moderate in influence because the low salaries received by teachers that pushed them lead to low status lives such as residing in poor neighbourhoods thus giving them low job satisfaction levels.

The overall mean rating for promotion was 2.27 which was low influence according to the ratings adopted in the key as shown in Table 4.7. The promotion aspect has a low influence because teachers feel that promotion is not fairly utilized in private school and some form of promotion are not adequately accompanied by monetary incentives and recognition at the work place. Teachers were of the view that promotion in private schools had no much effect on their lives and therefore attach little importance to this aspect. Most teachers feel that serving in private schools is a temporary affair and thus promotion lowly influence their job satisfaction because they have no long-term objectives of staying in this schools dissatisfied. Private schools management acknowledged during interviews with principals that the promotional aspect needs to be enhanced in schools, in order to build a sense of satisfaction among the teachers. They however cited inadequate resources as a major hindrance to their promotional plans in schools.

It can be observed that there are limited opportunities for growth in private schools and teachers are alive to the fact that the owners of these schools are focused more on profit at the expense of teachers' career growth. This is because of salary implication as teachers acquire more skills. Teachers revealed that they were aware of limited growth opportunities in private schools when seeking this jobs and that this is the reason why they are not much bothered by the issue. They also argued that the jobs were temporary and hence no need of

much attention to the growth aspect. This, however, indicates that more teachers are dissatisfied with employers' career growth strategies for teachers and thus more teachers are dissatisfaction at their work place.

Employers have failed to use career growth strategies at work places to retain and continue motivating teachers and thus provide them with job satisfaction. Nwachukwu (2006) study in Nigeria public schools obtained similar findings with 60% of respondents agreeing that promotion influences Job satisfaction of teachers in public schools. Ngazi (2014) study found out that promotion of teachers was major concern among teachers both in public and private schools who felt that the promotion criteria was designed to lock them out of promotional opportunities. The study found out that most teachers were stuck in one grade for more than 10 years and this had a negative influence on their motivational levels.

The above findings are agree with the result from Awang et al. (2010)who found out that promotional opportunity had a positive significant relationship with job satisfaction among teachers. The findings are also consistent with Bashir, Jianqioa, Jun, Ghazantar and Khan (2011) who also found out that there is positive correlation between promotion and teachers job satisfaction.

Khan, Nawaz, Aleen and Hamed (2012) indicate that promotion significantly affect the level of job satisfaction in institutions of learning. Promotion opportunities therefore have a positive influence on job satisfaction of teachers. Teachers therefore need environments that provide them with promotional opportunities with higher remuneration packages in order to give them job satisfaction and reduce migration of teachers to other sectors of the economy where pay is better.

4.7 Influence of Recognition on Job Satisfaction of Teachers

The study sought to determine the influence of recognition on job satisfaction of teachers in private secondary schools in Kasarani Sub County. The findings were as presented in Table 4.8.

Table 4.8: Influence of Recognition on Teachers' Job Satisfaction

Recognition		Ratings					Total	MR
		1	2	3	4	5		
I feel appreciated for my work	F	25	12	15	17	14	83	
	S	25	24	45	68	70	232	2.81
Performance is adequately rewarded	F	33	22	10	12	6	83	
	S	33	44	30	48	30	185	2.23
The employer awards certificates of merit	F	15	20	5	28	15	83	
	S	15	40	15	112	45	227	2.73
The society appreciates my work	F	20	23	9	25	6	83	
	S	20	46	27	100	30	223	2.69
Students appreciate my work	F	2	13	10	23	35	83	
	S	2	26	30	92	175	325	3.92
I receive cash rewards for good performance	F	30	20	5	17	11	83	
	S	30	40	15	68	55	208	2.51
Each year the best teacher are recognized and rewarded	F	15	20	4	21	23	83	
	S	15	40	12	84	115	266	3.20
Overall Mean Rating								2.87

KEY: F = Frequency S = Score T= Total MR= Mean Rating

The above mean ratings were interpreted as below;

- 1.00-1.44 very low influence
- 1.45-2.44 Low influence
- 2.45-3.44 Moderate influence
- 3.45-4.44 High influence
- 4.45-5.00 Very high influence

From the findings on Table 4.8, recognition had low influence on teachers with teachers not feeling appreciated at their work place through adequate rewards on basis of their performance (M= 2.23). Teachers indicated that there were no adequate rewards in their schools to them in relation to the work they perform at school. This implies that private secondary schools in Kasarani Sub County are not giving enough reward to teachers in order to motivate and give them job satisfaction at their work place. Some teachers felt that since the performance of their schools was not the best it was not worth to bother with performance based rewards and thus they feel lowly influenced on this particular aspect.

On work recognition aspect most teachers indicated that they are moderately influenced by appreciation of their work (M=2.81). Teachers pointed out that whereas students appreciated their work school management was not showing adequate appreciation of their work. During interviews of PTA members they indicated that parents were willing to provide rewards to teachers but the schools management was not adequately supportive. They argued that rewards based on performance were likely to improve teachers' performance in schools and reduce teacher turnover. They accused private school owners of neglecting teachers' plight as they pursued profits.

Award of merit certificates was rated at (M=2.73), it was established that most schools were awarding merit certificates but teachers were not satisfied with rewards that accompanied those certificates. These leads to low job satisfaction levels among teachers in private secondary schools in Kasarani sub=county. On the aspect of societal appreciation of teachers work, the mean rating was (M=2.69) which show a moderate influence on teachers job satisfaction. Teachers in private secondary schools feel that society appreciates their

work but the appreciation is not adequate. This implies that society needs to provide teachers with more satisfaction in order to give them adequate job satisfaction in schools.

Concerning Teacher of the Year Award (TOYA) the mean influence was found to be (M=3.20) which is moderate influence on teachers satisfaction. It was established that TOYA is conducted by private schools and the ministry of education. On school TOYA awards teachers indicated that the rewards were not adequate and that they could prefer increase in these awards. Rise in value of TOYA award is likely to increase job satisfaction of teachers in relation to the above response.

The overall mean rating for recognition was 2.87 which was moderate influence according to the classification of ratings adopted in the key as shown in Table 4.8. The above findings therefore indicate that recognition influences moderately teacher job satisfaction with most of teachers expressing feelings that their work was not receiving adequate recognition from stakeholders but this is of not much concern to them. Teachers argued that there were more serious issues to be addressed in the sector such as poor salary and work conditions and that society recognition was not a priority to them. Majority of teachers indicated that students highly appreciate their work (M=3.92). This shows that not everything is gloomy in private secondary schools since children are giving teachers something to smile about at their work place. Teachers argued that they are happy that students recognize their effort at work and that this gives them joy to continue supporting their learners in their studies.

The above findings concur with Tesseme, ready and Embaye (2013) study in which she found that that most teachers feel appreciated by their students at the work place a relationship she termed as very healthy and productive. She argued that if teachers treat

students warmly and in a caring way the students will appreciate and recognize their effort and the result will be productive and fulfilling to both parties. It can therefore be concluded that a significant number of teachers value recognition at their work place while another significant portion don't feel bothered by the level of recognition they get at their work place. While studying recognition Obiri (2015) observed that some workers felt motivated by being recognized at work while others don't bother with job recognition.

Danish and Usman (2010) study established that worker recognition played a major role in motivating workers at the work place and giving them a feeling of satisfaction with what they do. The findings show that workers who felt valued at work were more productive and positive towards work compared to those who felt less valued at the work place. Ngazi (2015) study recommended recognition of teachers by the society to promote their job satisfaction. Teachers therefore need some level of recognition at their work place in order to obtain some level of job satisfaction. These findings concur with Ngazi (2014) study in which he established general dissatisfaction among teachers with the level of recognition in secondary schools and Mbugua (1998) study in Nairobi province where he also established a low level of job satisfaction among teachers in secondary schools. Chapma (1983) study also found out that high levels of job satisfaction of teachers was the main reason for low retention of teachers in the teaching service.

The study therefore concludes that majority of the teachers in private secondary schools in Nairobi Kasarani Sub County are dissatisfied with their current job as teachers in these schools. This dissatisfaction explains the downward trend of KCSE results in these schools for the last five years from 2010 to 2015. Most of the teachers have cited low salaries and

poor work conditions as their major sources of dissatisfaction in their work place. These findings concur with Mafrah and Schulze (2012) study where workers cited salary as their major area of dissatisfaction in their work.

Tessema, Ready and Embaye (2013) in their study found out that worker recognition is essential to giving employees job satisfaction. They recommended recognition of workers at their work place to give teachers a feeling of satisfaction. The above differences in satisfaction were largely due to different personality traits and perception among teachers. The above findings agree with other studies carried out by earlier researchers. Tessema, Ready and Embaye (2013) research findings found out that majority (68%) of the teachers agreed that level of recognition and encouragement has a link with the level of satisfaction, 22% disagreed while the least (10%) of the teacher participants were undecided. This implies that a majority of the teachers were in agreement that there is need to recognize and encourage teachers at their places of work while on duty as this helps to boost their level of job satisfaction and this is mostly likely to reflect the teacher's positive performance as argued by Griffin (1993).

If recognition is provided to teachers by stakeholders in private secondary schools desired results can be achieved, organizations need to commit the required attention and time. School managers need to create goals and plans that recognize the behaviours and accomplishments that warrant rewards within organizations. A sincere word of thanks from the right person at the right time can mean more to an employee by providing recognition of their value than a pay rise (Darling, 1997). Teachers in private secondary schools need to be motivated with encouraging words in order to derive satisfaction at their work place.

Recognition need to be accompanied by other rewards to give workers satisfaction (Danish & Ushman, 2010).

The above findings also agree with arguments by Weinstein (1997) that recognition affect job satisfaction of teachers and motivation of teachers. He went on to add that when an employee gets exceptional amusement and excitement that experience becomes more tremendous for the recipient. This finding also confirms the view of Sergeant and Hannum (2005) who noted that in the teaching profession, the position of teachers offers them recognition for their capabilities and compliments.

In order to improve performance in private secondary schools in Kasarani Sub County this trend need to be rectified. School manager should provide good salaries and better work conditions for teachers such as good housing, better working facilities and opportunities for career growth. They also need to ensure that promotion and supervision are conducted professional and fairly in order to build trust among teachers and give them a sense of belonging to the teaching profession. This concurs with Simatwa (2011) study in which recommended allocation of more resources to schools to assist principal create a better working environment for teachers through provision of adequate working facilities and other motivational incentives that bring about job satisfaction of teachers.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains summary of the research findings, conclusions and recommendations of the study.

5.2 Summary of Findings

The purpose of the study was to determine the influence of selected factors, namely; work environment, remuneration, supervision, promotion and recognition on job satisfaction of teachers in private secondary schools in Kasarani Sub County. Research question one sought to establish the extent to which work environment influence job satisfaction of teachers in private secondary schools. Research question two aimed at establishing the influence of remuneration on private secondary school teacher's job satisfaction, research question sought to examine the influence of supervision on secondary teacher's job satisfaction while research question four sought to determine the influence of recognition on teacher's job satisfaction. The study used descriptive survey design which targeted 153 people comprising of 32 principals, 38 form IV PTA members and 83 teachers from private secondary school in Kasarani Sub County. The data was collected by use of questionnaires and interview schedules. Data was analyzed both qualitatively and quantitatively.

5.2.1 Extent to which Work Environment Influences Job Satisfaction of Teachers in Private Secondary Schools

Concerning research question one where the study sought to determine the influence of work environment on job satisfaction of teachers, it was established that teachers were

highly influenced by classrooms with a mean rating of (M=3.80). This was largely due to good classroom facilities available in private schools and thus this provides teachers with some level of satisfaction because they spend much of their time in classrooms attending to students, teachers also indicated that they are highly satisfied with the nature of relationship with fellow teachers (M=3.83) this was largely due to observance of teachers professional code of conduct and realization that team work is essential in schools to achieve school objectives. Teachers however indicated that they lowly influenced by the respect they receive from people in authority (M=1.72) and school leadership style (M=1.74). This is because teachers are aware of behavior of administrators in private schools and they expect them to be non tolerant and little respectful to teachers. Most teachers indicated that they were less bothered by these aspects because their interest in these schools is short-du f o the temporal nature of their contracts. From research findings therefore teachers are dissatisfied with their work environment and are simply waiting for the right moment to exit from these schools to better work environments. It can therefore be argued that teachers are simply dissatisfied with level of job security offered by private secondary schools in Kasarani Sub County and there is need to address these environmental challenges in order to derive teachers' full potential at their work place. It can therefore be concluded that majority of teachers in private school are in fear of losing their jobs at any moment and this highly contributes to teachers' dissatisfaction with their work especially when they are sure that their sack may come at any time.

On the aspect of school facilities and general hygiene around the school teachers indicated that they were very satisfied with the rest simply indicating that they are moderately satisfied with the state of school facilities. It can therefore be concluded that majority of

private schools in Kasarani Sub County have adequate educational facilities to facilitate teaching. Teachers indicated classrooms in their schools influence their level of job satisfaction to a high extent. Private institutions have better facilities than their public counterparts and this somehow gives teachers some level of job satisfaction. Managers of private schools should ensure that schools facilities are adequate so as to give teachers a high level of satisfaction and improve productivity in these schools.

This findings show that teachers feel that their work environment does influence their level of job satisfaction and that the better the work environment the higher the levels of job satisfaction among teachers in schools. This implies that the environment within which teachers are serving in Kasarani Sub County is not generally motivating to the teachers given that most of teachers indicated that they were dissatisfied with the environment they are working in.

5.2.3 Influence of Remuneration on job satisfaction of Teachers in Private Secondary Schools

From the findings most teachers indicated that they are very dissatisfied with their current salaries and thus very low level of job satisfaction. Most of teachers indicated that they feel lowly influenced with their current salaries. This is because teachers are lowly paid across the industry. The teachers indicated that some of their schools were paying better than public schools and thus salary has a low influence on teachers' job satisfaction. On the aspect of salary in relation to teacher qualifications teachers indicated they are not being paid as per their qualification and that their salary levels are far much below their qualifications. This demonstrates that that salary affects teachers' job satisfaction to a great extent only that employers don't seem to use it as a job satisfaction tool. Improved teachers'

salary is required in order to boost teachers' job satisfaction level leading to better performance.

On teachers workload teachers feel strongly dissatisfied with their workload but argued that their public counterparts are worse off, a good percentage indicated that they are simply dissatisfied however with their current level of workload. From findings therefore teachers did not comment much on their workload with those interviewed indicating that they are comfortable with their current workload. In relation to other professionals with similar qualifications majority of teachers indicated that they are paid less while a few indicated that they are almost at same salary levels, some of teachers were however undecided on the issue. It can therefore be concluded that majority of teachers feel that their present salary levels are not satisfactory and motivating. There is need to improve these salaries in order to improve job satisfaction among teachers in private secondary schools in Kasarani Sub County.

The study also established that the salaries received by the teachers did not meet their expenses according to 58% of the teachers where it did; it only did slightly (33%). The study established that majority of the teachers (81%) indicated that they were never satisfied with the fairness and equitability of present salary in future. The findings revealed that 75% of the teachers have a negative perception of the salary progression in future. The majority of the teachers (91%) are not satisfied. These findings therefore reinforce further the findings in this study. It can therefore be concluded that better payment to teachers is more likely to motivate teachers to work and derive satisfaction from their work place. This will eventually lead to better productivity which will be reflected in the performance of students

in National examination and also the success of the schools in co-curricular activities. Private schools managers should therefore review teachers' salary to a level that can provide motivation to teachers in these schools.

5.2.4 Influence of Supervision on Teacher Job Satisfaction

Findings presented in Table 4.6 shows that the supervision system being employed by their school is not professional enough. Most of teachers indicated that they are lowly influenced by professionalism in supervision and use of teacher evaluation forms. They indicated that the practice was across the industry and therefore has little influence on their job satisfaction levels. The teachers however indicated that use of schemes of work in curriculum delivery had a lot of influence on their level of job satisfaction. They argued that their performance was being measured using syllabus coverage through schemes instead of using other learner centered teaching methods not glued to the syllabus.

5.2.5 Influence of Promotion on Teachers Job Satisfaction

Research question four was: To what extent are teachers satisfied with promotions in private secondary school, in Kasarani Sub County? Findings from Table 4.7 reveal that are dissatisfied with promotional strategies in used in private schools. Teachers indicated that they least influenced by the promotional schemes used by employers and opportunities available for career advancement. Most teachers were of the opinion that their stay in private schools was temporary and thus do not value promotions in such institutions. They also argued that promotion was based on royalty than professional qualification. This contributes to job dissatisfaction at their work place.

On other aspects of promotion such as increased social status, trainings with view to promote and promotion to higher job group teachers had a moderate view. This is because teachers are unwilling to commit their future to private schools. Private school managers should develop strategies to convince teachers that they can make their future in private schools. The above findings agree with Nguze (2014) study on private secondary schools in Sub County in which he recommended employment of private school teachers on permanent basis.

5.2.6 Influence of Recognition on Private Secondary School Teacher's Job Sub County

Teachers in private secondary schools don't feel satisfied with the level of recognition in their schools. The teachers indicated that they are highly influenced by student recognition of their work an aspect they consider very satisfying. The however adopted a moderate response on other job recognition aspects such as reward on teacher performance, award of certificate of merit and best teachers awards. Most teachers felt inadequately recognized by school authorities and society Recognition involves giving employees certain status within an organization. It's a very crucial factor towards employee motivation. Recognition describes how the work of an employee is evaluated and how much the appreciation he receives in return from the organization. It also specifies the way an organization gives an employee his reward and status for work.

Principals were asked to indicate the ways in which they recognized teachers' efforts in their schools. Most of the principals indicated that the teachers' efforts are recognized by giving them prizes during prize giving days. They also indicated that hardworking teachers

are also recognized by taking them on educational tours each year. The principals also said that teachers are given small tokens as recognition and appreciation of their extra.

Teachers play a critical role in society and their contribution cannot be ignored. The role of education in society is important and teachers as educators need to be satisfied with their job in order to perform to the expectations of society and governments. Dissatisfied teachers are less likely to make any meaningful contributions to the educational wellbeing of learners.

Findings obtained by this study indicated that private secondary schools teachers in Kasarani Sub County are dissatisfied with their jobs. The study also established a strong connection between teachers' job satisfaction and performance of these schools in National examinations. Teachers with higher levels of job satisfaction are more likely to produce better results.

When the teachers' overall job satisfaction are compared, a significant difference between graduate and non-graduate teachers was observed. This confirms that the graduate teachers were more satisfied with their overall teaching job than the non-graduates. This probably because the graduate teachers receive higher monthly income than the non-graduate teachers and they usually occupy higher positions in schools. Salary was cited by teachers as a major source of dissatisfaction and they ranked it in the first position in terms of influence to job satisfaction.

The study also found that there was a significant difference in the mean overall job satisfaction among teachers at various career stages. The teachers holding higher positions in schools tend to have a high level of overall job satisfaction compared to those who do not. The probable reason is that the teachers who hold higher positions in schools have less

number of teaching lessons and they were more involved in other more challenging administrative duties in their schools. These administrative roles have monetary incentives. These teachers' salaries were also slightly higher than their fellow teachers in the same schools. In contrast, ordinary teachers are teaching the same subjects continuously and are burdened with heavy teaching period and other co-curricular activities leading job dissatisfaction. The study established that over 80% of teachers were dissatisfied with their jobs. This is a huge number and reasons cited were poor salaries, high work load, lack of job security, career stagnation, poor work conditions and lack of teacher recognition. These issues need to be addressed to rectify the situation. This is because dissatisfaction among teachers leads to low productivity and thus poor student performance as witnessed in Kasarani Sub County between 2010 and 2015.

5.3 Conclusion

The study concluded that teachers were moderately influenced by their work environment with most teachers citing poor work condition in their schools. According to most of the teachers, the salary was not a measure of their competence and could not meet their expenses. Findings also showed that teachers were lowly influenced by their salaries. The other benefits offered such as fringe benefits, pension, medical and transport allowances were not according to the expectations of the teachers. This negatively affected teachers' levels of job satisfaction. The study concluded that teachers work environment and salaries have an influence on teachers job satisfaction and hence teacher productivity.

The study findings showed that teachers were split on recognition with a significant number feeling that recognition had no major influence on their job satisfaction while an equal

number felt that it had an influence on their job satisfaction. The study concludes that the teachers were least influenced with promotion in their schools. According to them, there is no fairness in promotion of teachers in their schools. From the findings of the study therefore, it can be concluded that the teachers are indeed influenced by selected factors of work environment, salary, supervision and promotion and indeed they are not satisfied with the above five aspects which translates to very low level of job satisfaction among teachers in private schools.

5.4 Recommendations

The study recommended that;

- (i) Teachers' salary should be reviewed upward to enhance teachers' job satisfaction and thus increase teacher productivity in private schools which will eventually be reflected by better performance in KCSE. Teachers' work environment in private secondary schools needed to be improved to increase teachers' levels of job satisfaction and improve student performance especially in National examinations. This was particularly in aspects such as School facilities, Class rooms, relationship with fellow teachers and relationship with subordinate staff that recorded mean rating of moderate to high.
- (ii) Teachers' work environment in private secondary schools needs to be improved to increase teachers' levels of job satisfaction and improve student performance especially in National examinations.
- (iii) School management should use teacher friendly professional methods to supervise teachers at work and introduce teacher retention strategies for more experienced staff. This will decrease teachers' turnover to enable the schools to meet their performance

targets

- (iv) The study recommends that private secondary school managements should have a scheme which will enhance fairness in the promotion of teachers and where the teachers will have equal chances of promotion. This will eliminate the feeling of unfair treatment and favoritism in the teaching profession and thus improve teacher job satisfaction
- (v) Private secondary management should ensure that teachers in their schools are recognized for their input and encouraged to grow professionally. This can be conducted through teacher sponsorship programs and award of teachers who post good performance especially in National examination and sports.
- (vi) The owners and other sponsors of private secondary schools need to provide sufficient funds, to enable head teachers sustain the human resource in a rightful shape. This will help avert cases where good teachers leave the teaching profession in search of greener pastures.

In view of the findings the work environment stood out as a factor that needed prioritized attention by managers/owners of private schools. The study revealed that that over 80% of teachers were dissatisfied with their jobs citing poor salaries, high work load, lack of job security, career stagnation, poor work conditions and lack of teacher recognition. Therefore there was need for managers/owners of Private schools to improve working conditions by addressing the deficiencies in the selected factors in this study. This will in turn translate to improved teacher satisfaction and subsequent improvement students' performance.

5.5 Suggestion for Further Research

- i) The study recommends that similar studies should be replicated in other regions in Kenya with the aim of establishing the factors that influence job satisfaction of private secondary schools teachers.
- ii) The study mainly focused on work conditions, salary, supervision, recognition and promotion only. However, there was need for more research to establish how aspects within the selected factors affected job satisfaction, for example impact of school facilities on teacher's job satisfaction that had a mean rating of more than 4.0. The study therefore recommends that other variables which influence job satisfaction of secondary school teachers should be investigated by future researchers. In addition there is need to also conduct an investigation on factors influencing teachers' job satisfaction in public schools.

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APPENDIX A: TEACHERS QUESTIONNAIRE

PART A: INDIVIDUAL BIO DATA

- a) Please tick your appropriate age bracket
Below 20 years [] 21-35 years [] 35-50 years [] above 50 years []
- b) Please indicate your gender by[√] Male [] Female []
- c) Please indicate your marital status by [√] Married [] Single []
- Other (please specify).....

Indicate your highest academic qualification

- KCSE/EACE with SI [] KACE/EAACE/EACE with Diploma []
- BA with PGDE [] B.SC with PGDE []
- BED (ARTS) [] B.E.D (SCIENCE) []
- M.ED [] MA/M.SC []
- Other (please specify)

Indicate your experience as a teacher since employment

- a). 1- 5 years [] b) 6-10 years c) 11-15 years []
- d) 16- 20 years[]Over 20 years []

SECTION B: ORGANIZATIONAL BIO DATA

6. Who owns your school

Church { } NGO { } An individual { }

7. What is the category of the school?

- a) Day mixed [] b) Day Boys [] C) Day Girls []
- d) Boarding mixed [] e) Boarding Girls [] f) Boarding Boys []

9. How old is the School

0-5 yrs { } 6- 10 Yrs { } 11-20 yrs { } over 20 Yrs { }

10. Are there adequate learning facilities in your school?

Yes { } No { }

8. What are your teaching subjects in the school?

- a) Major
- b) Minor.....
- c) Other (specify).....

SECTION C: JOB RELATED ISSUES

9. By means of a check mark [√] kindly indicate your career aspirations

- a) To change employer [] b) To start a business [] c) continue with same employer []
- d) Any other (please specify).....

10. Kindly rate the extent to which you are satisfied in relation to the following work factors. The highest rating is 5 while the least rating is 1. Please tick (√) your response to each of the following items in the appropriate column using the rating scale provided below.

RATING SCALE

Very satisfied (VS)	5
Satisfied (S)	4
Neither satisfied Nor Dissatisfied(SD)	3
Dissatisfied (D)	2
Very Dissatisfied	1

ENVIRONMENT FACTORS	1	2	3	4	5
Job security					
Class rooms					
Student discipline					
Leadership style					
School facilities					
Respect by authorities					
Recognition					
Workload					
Work life					
Professional support					
Relationship with fellow teachers					
Relationship with subordinate staff					
Safety measures in place					
Relationship with management					
Relationship with students					

To what extent do the following salary aspects influence your job satisfaction?

Remuneration/Salary	1	2	3	4	5
Present salary					
Presence of a clear salary scheme					
Medical scheme					
Fringe benefits					
Loans					
Bonuses					
Salary in relation to other Jobs with same level of skills					
Pension schemes					
My salary meets most of my expenditures					
Salary compared to work load					
Salary compared to qualification and experience					

To what extent do the following supervision aspects affect your job satisfaction?

Supervision	1	2	3	4	5
Professionalism in supervision					
Reliability of the supervision					
Control through supervision					
Use of teacher evaluation forms					
Filling in class attendance monitoring forms					
Checking of record of works					
Monitoring use of schemes of work					
Monitoring of student performance at every stage					
Interviews by the quality control panel both internal and external					
Promotion					
Fairness in present promotion					
Promotion scheme					
Opportunity for career advancement					
Increased social status					
Promotion to higher Job groups					

The promotion scheme is employee friendly					
Trainings with view to promote					
Promotion is associated with more rewards					
RECOGNITION	1	2	3	4	5
I feel appreciated for my work					
Performance is adequately rewarded					
The employer awards certificates of merit					
The society appreciates my work					
Students appreciate my work					
Education stakeholder appreciate my work					
I receive cash rewards for good performance					
Each year the best teacher are recognized and rewarded					

Using a likert scale with highest ranking of 5 and lowest ranking 1 respond to the following statements on your performance.

How do you rate yourself in relation to the following performance measures?

PERFORMANCE MEASURES	1	2	3	4	5
Student Performance					
Students behaviour change					
Punctuality to work					
Absenteeism					
Loyalty to employer					
Productivity (better performance)					
Job security					
Team work					
Respect for others					
Student transition rates to Universities and colleges					
Student achievement compared to their entry levels					
School reputation					
Enrollment levels					
Quality of education provided by the school					

12. State two things in your current job that you consider satisfying (good)

a).....

b).....

13. State two in your job that you consider de-motivating or dissatisfying (bad about your job)

a).....

b).....

14. If you were given a chance would you like to advance to management levels (HoD, Deputy Principal or principal) immediately?

Yes []

No []

Give reasons for your choice.

.....

Thank you

APPENDIX B

INTERVIEW SCHEDULE FOR PRINCIPALS AND PTA CHAIRPERSONS

- (i) In your opinion how does work environment influence teacher job satisfaction in your school? What aspects of work environment in school do you consider good and therefore elicit job satisfaction in the teachers? Are there any aspects of work environment in the school you may consider as bad and therefore create job dissatisfaction in the teachers? Under what term and conditions do you employ teachers, do you consider this satisfying to the teachers?
- (ii) Do you consider remuneration as a key influence on teacher job satisfaction in your school as private secondary schools? If so what features of remuneration of teachers in the current terms and conditions of employment do consider inadequate and therefore not bringing job satisfaction to the teachers? Are there any fringe benefits in remuneration in terms and conditions work?
- (iii) What supervisory procedures do you have in place that ensures teachers attend to their duties? Which among the procedures do the teachers have a positive attitude to? Which ones elicit negative attitude in the teachers?
- (iv) Are there definite structures and processes for promotion of teachers? What is the average period of stay for teachers in one job group before they are promoted to the next job group? Do think promotional policies are fair to the teachers?
- (v) Do you consider recognition of teachers' efforts as an important factor in their performance? Does the school management have any system of recognizing teachers' achievements and rewarding them? As parents association do have any system of recognizing and rewarding teachers' efforts?
- (vi) Do you consider work environment, remuneration, supervision, promotion and recognition as important factors influencing job satisfaction?

APPENDIX C
RESAERCH PERMIT

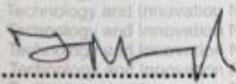
THIS IS TO CERTIFY THAT:
MR. JAMES MORIASI ONGATI
of MASENO UNIVERSITY, 0-20100
NAKURU, has been permitted to conduct
research in Nairobi County

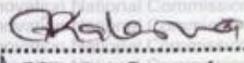
on the topic: INFLUENCE OF SELECTED
FACTORS ON JOB SATISFACTION OF
TEACHERS IN PRIVATE SECONDARY
SCHOOLS IN KASARANI SUB COUNTY
KENYA

for the period ending:
6th July,2018

Permit No : NACOSTI/P/17/46189/17202
Date Of Issue : 6th July,2017
Fee Received :Ksh 1000




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. The Licence is valid for the proposed research, research site specified period.
2. Both the Licence and any rights thereunder are non-transferable.
3. Upon request of the Commission, the Licensee shall submit a progress report.
4. The Licensee shall report to the County Director of Education and County Governor in the area of research before commencement of the research.
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REPUBLIC OF KENYA



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RESEARCH CLEARANCE
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Serial No.A 14692

CONDITIONS: see back page

APPENDIX D

RESEACH AUTHORIZATION LETTER



**MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Office of the Dean

Our Ref: PG/MED/04/2006

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

Date: 18th April, 2017

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR JAMES MORIASI ONGATI —
PG/MED/04/2006**

The above named is registered in the Master of Education in the School of Education, Maseno University. This is to confirm that his research proposal titled **"Influence of Selected Factors on Job Satisfaction of Teachers in Private Secondary Schools in Kasarani Sub-County, Kenya."** has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.

A handwritten signature in blue ink, appearing to read 'J.O. Agure'.

Prof. J.O. Agure
DEAN, SCHOOL OF GRADUATE STUDIES



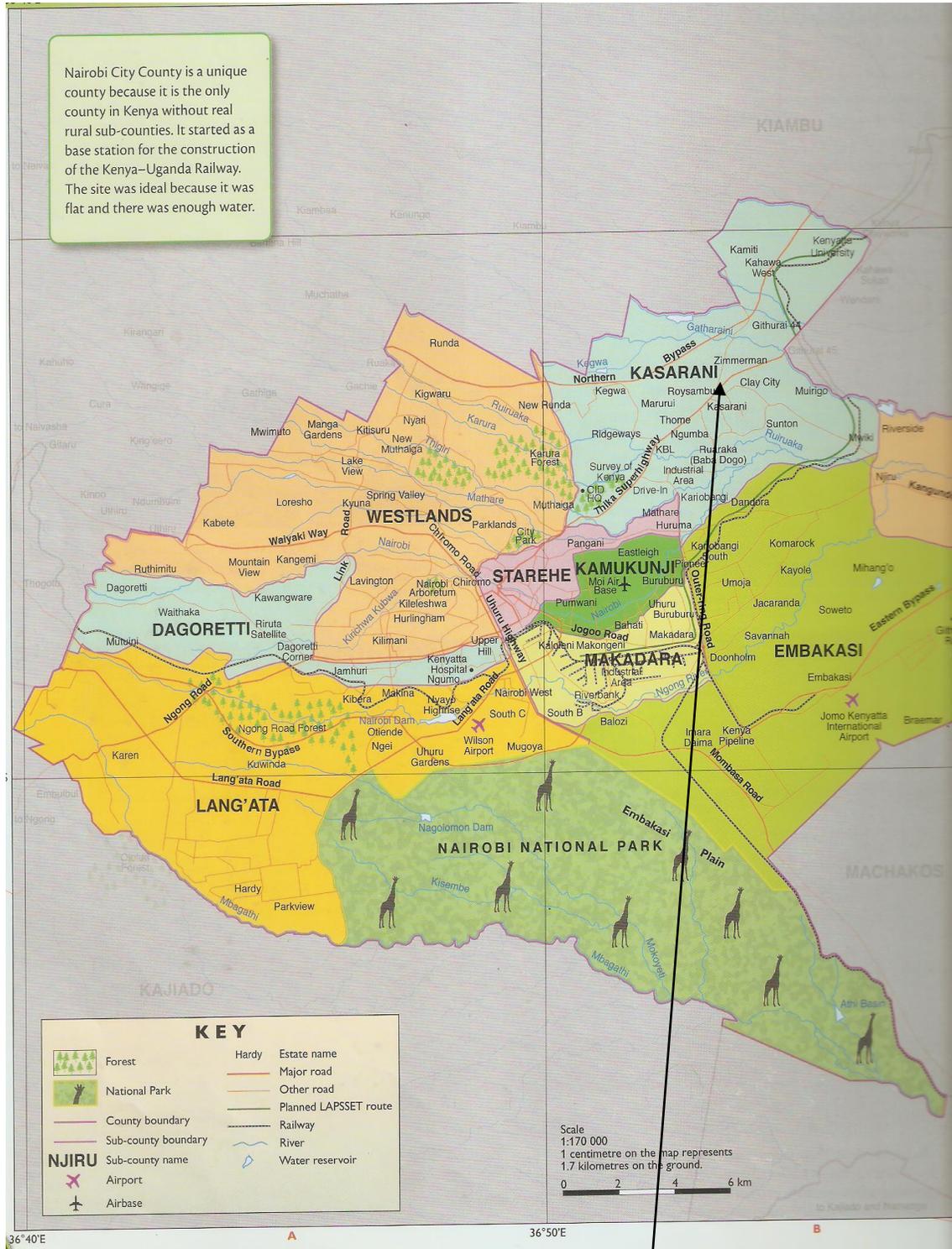
Maseno University

ISO 9001:2008 Certified



APPENDIX E

MAP OF KASARANI SUB COUNTY



Kasarani Sub County