

**INFLUENCE OF JOB CONTEXT FACTORS ON JOB SATISFACTION  
AMONG PUBLIC SECONDARY SCHOOL TEACHERS IN NAKURU WEST  
SUB COUNTY, KENYA**

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**A Research Thesis Submitted to the Institute of Postgraduate Studies of  
Kabarak University In Partial Fulfillment of the Requirements for the Award of  
Master Degree in Education Management and Leadership.**

**KABARAK UNIVERSITY**

**FEBRUARY 2020**

## DECLARATION

I declare that this research thesis is my original work and has not been submitted for any certification in any other university.

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## RECOMMENDATION

To the Institute of Postgraduate Studies:

The Thesis entitled “**Influence of Job Context Factors on Job Satisfaction among public secondary school Teachers in Nakuru West Sub County, Kenya**”, and written by **Maldrine Tallam** is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the research thesis and recommend it be accepted in partial fulfillment of the requirement for the degree of Master of Education in Education Management and Leadership.

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## **DEDICATION**

I wish to dedicate this work to my beloved husband Wesley Kipturgo, children; Nicole Jepchumba, Leon Kiprono, Nikita Jeled, for their continuous support and my fellow staff members of Afraha High School for their patience and support during times of great apprehension and work.

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## ABSTRACT

Job satisfaction is the perceptions of fulfillment derived from day-to-day work activities and is the ultimate reward to employees in an organization. Job satisfaction among public secondary school teachers plays a key role in how they perform their functions. However, in Kenya, despite significant redress of issues affecting teachers job satisfaction by multiple stakeholders, most teachers still remain unsettled in their work-stations while others are contemplating quitting the profession altogether for other promising careers. In Nakuru West Sub County, for example, a good number – a cumulative average of 16% between 2015 and 2018 - of teachers have been lost to other professions. The purpose of this study was, therefore, to establish the influence of job context factors on job satisfaction among public secondary school teachers in Nakuru West Sub County. Specifically, the study sought to determine the influence of work environment, workload, compensation practices and supervision practices on job satisfaction among public secondary school teachers. The study was guided by Herzberg's Two-Factor Theory. The study adopted a descriptive survey research design and carried out in Nakuru West Sub County, Nakuru County, Kenya. The study targeted 326 teachers drawn from 9 public secondary school teachers in Nakuru West Sub County. A sample size of 150 respondents obtained using stratified random sampling was used for the study. Data for the study collected using structured questionnaires. The validity and reliability of data collection instruments was ascertained through content validity and internal consistency respectively. Data collected was analyzed using descriptive and inferential statistical methods. The findings revealed that work environment ( $\beta = 0.243$ ,  $p = 0.014 < p \leq 0.05$ ), workload ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ) and Compensation practices ( $\beta = 0.313$ ,  $p = 0.001 \leq p = 0.05$ ) significantly influenced satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya in the joint regression model. The positive and moderate relationship observed between the two variables; work environment and compensation practices with job satisfaction together implied that emphasizing the variables in the schools would lead to improvements in teachers' job satisfaction. However, supervision practices ( $\beta = 0.125$ ,  $p = 0.197 > p = 0.05$ ) was not found to significantly influence job satisfaction among public secondary school teachers in the area in the joint regression model. Therefore, the study recommends that the management of the schools in the area should invest in the school infrastructure and also in bonding activities to improve the levels of satisfaction among teachers with their jobs. The study also recommends that the schools management explore ways through which they can further reduce the teacher's workload and make them more happy and satisfied with their work. It is further recommended that the Compensation schemes should be done competitively so as to have considerable effect on the teachers job satisfaction levels. Finally, the study recommends that the management of the schools should pay more attention to their supervision practices and try to create a rapport with their teaching staff so as to enable them address issues regarding appraisals in their work.

**Keywords:** *Job Satisfaction, Workload, Compensation, Work Environment*

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>MOE</b>	-	Ministry of Education
<b>MoEST</b>	-	Ministry of Education Science and Technology
<b>SPSS</b>	-	Statistical Package for Social Sciences
<b>FSE</b>	-	Free Secondary Education
<b>K.C.S.E</b>	-	Kenya Certificate of Secondary Education
<b>TSC</b>	-	Teachers Service Commission

## OPERATIONAL DEFINITION OF TERMS

<b>Job Context factors</b>	Situational conditions of one's employment and Includes the work environment, workload, Compensation and supervision in Nakuru West Sub-County public Secondary Schools.
<b>Job Satisfaction</b>	This is the subjective feeling of fulfillment one has about his/her occupation derived from day-to-day work activities and relates to; Performance; Commitment and Motivation to work, in Nakuru West Sub-County public Secondary Schools.
<b>Compensation Practices</b>	Amount of money a teacher receives in compensation for service and other monetary awards like allowances and benefits in Nakuru West Sub-County public Secondary Schools.
<b>Supervision Practices</b>	Practices carried out by school administrators in the process of human and material resource management and curriculum implementation in Nakuru West Sub-County public Secondary Schools.
<b>Work Environment</b>	The condition and the general atmosphere upon which the teacher discharges his/her duties and is described in terms of availability of teaching resources, state of teaching resources and physical facilities as it applies to public secondary schools in Nakuru West Sub-County.
<b>Workload</b>	Amount of work handled by the teachers including teaching, evaluation, coaching administrative duties in Nakuru West public secondary schools.

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Teaching plays a vital role in the development of societies all over the world (Mehta, 2012). Teachers play a key role in molding students to excel in examinations and eventually succeed in life. Teachers also help students to acquire knowledge and skills required for national development. When the needs of the teachers are not met, unrest and dissatisfaction are increased which is very unhealthy for not only teachers but also for students (Zilli & Zahoor, 2012). Satisfaction in the teaching job is, therefore, necessary for a teacher, the students as well as the overall wellbeing of the profession. Job satisfaction has been given various definitions in different contexts. For example, Oplatka (2013) views job satisfaction as an emotional state where the individual feels happy and enjoys working while Ghenghesh (2013) defines it as the fulfillment and gratification that comes from work. Armstrong (2012), however, defines job satisfaction as the perceptions of fulfillment derived from day-to-day work activities and is associated with higher levels of job performance and job satisfaction. However, it is important to observe that while job satisfaction and dissatisfaction are deeply correlated with the performance of teachers, they are not polar opposites as first observed by theorist (Herzberg, 1959).

For example, Muraina and Muraina (2015) explain that by offering a higher salary, for instance, may take away an employee's dissatisfaction but will not necessarily translate to the employee's satisfaction. In fact, evidence abounds globally suggesting that even in contexts where the dissatisfiers have been addressed, job satisfaction among teachers is still worrying as evidenced by their morale, commitment, performance trends, mobility and attrition among other things (Mbah, 2012). Therefore, an increased focus on job satisfaction among secondary school teachers is important as it still poses a significant problem to educators worldwide and one that is seemingly not well addressed as compared to dissatisfaction.

This is rightly so since compared to job dissatisfaction; job satisfaction is a complex construct. For example, job satisfaction takes other dimensions such as being intrinsic or extrinsic. Employees often want a job that is intrinsically satisfying. They want responsibility and opportunity to succeed, to be listened to, treated and valued as



individuals. They desire that organizations should truly be concerned about their needs and problems (Astrauskaite, Vaitkevicius & Perminas, 2011). Liu and Onwuegbuzie (2012) explain that teachers are most satisfied by matters intrinsic to the role of teaching: student attainment, helping students, positive interaction with students and others, self-growth and so on.

Job satisfaction is also affected by whether the extrinsic world is perceived as supportive or not. Overwhelming pressure to perform in the absence of support might explain public secondary school teachers' lack of satisfaction with their work. Okeke (2017) notes that, more than ever before, secondary school teachers do not feel adequately supported in their job. Instead, they experience tremendous and constant pressure from politicians, parents, and local communities to deliver quality education (Sirima & Poipoi, 2010). This means that even when dissatisfiers have been mitigated, there are other teacher needs that should be addressed to give the teachers satisfaction with their occupations.

Recent studies on job satisfaction within the teaching profession suggest that there are several factors contributing to either satisfaction among this class of workers but these factors vary contextly, hence, cannot be generalized. For example, Halpert (2011) in a study in the US found that a significant proportion of teachers were still not satisfied with their jobs and this was attributed to school factors, such as; the volume of non-teaching workload, equitability in the distribution of work, and professional autonomy, were found to influence the job satisfaction of secondary school teachers significantly. Several factors have been linked to work satisfaction amongst high school educators in the US. For example, Murawski (2012) explained that high school teachers needed to find at least a small amount of time (20 minutes minimum) once a week to meet and deliberate on work issues or socialize and get relieved from the work pressure.

Despite the fact that compensation is known as an important job context factor that influences job satisfaction, still, compensation is a complex affair and varies with organizations and contexts and also individual needs and perspectives. For instance, Karandish (2011) study in the US established that money-based incentives are given to employees whenever they achieve or meet their expectations. However, the study did not characterize compensation in to its various components. Further, the manner in which the management demonstrates their support likely provides an important signal of the role

and value of staff throughout the organization (Cohen, Hoz & Kaplan, 2013). This support, in turn, empowers staff to execute their duties and fulfill their responsibilities.

In contrast, in the UK, a study by UCL Institute of Education (IOE) (2018) revealed that school employees in the UK are more committed to their schools than employees of other non-teaching organizations elsewhere in the economy. However, when the level of satisfaction was compared within the teaching in other Western and European countries, it was established that teachers in Australia, New Zealand, the USA, Bulgaria, Canada (Alberta), Denmark, Israel, the Netherlands, New Zealand, Romania, Sweden, the USA, Brazil, Italy and Norway were much happier with their jobs than those in the UK (Ward, 2018). In continental Europe, countries with "higher" rates of teacher job satisfaction were: Poland, Russia, Croatia and France while those with the lowest rates of teacher job satisfaction were Latvia, Slovakia and the Czech Republic.

A study by Yavuz (2018) in Turkey, revealed that job satisfaction among special education teachers was high. While in the same context, Yavuz (2018) concluded that job satisfaction levels among special education teachers was average, that is, they find their jobs partly satisfactory. In Cyprus, Menon and Athanasoula-Reppa (2011) found that experienced teachers report significantly higher job satisfaction on two of the identified dimensions (key stakeholders and participation in school management). The differences between men and women are not significant on all dimensions of job satisfaction, pointing to the absence of a link between gender and job satisfaction. This shows that teacher job satisfaction is a universal phenomenon that necessarily differs between countries and that needs to be constantly addressed as it is an important factor in the quality of education as indicated by (Özsüer, 2016).

Among the reasons advanced for lack of job satisfaction in Europe was compensation and relationship with the management. For example, a study conducted by Adams (2015) in Helsinki Finland established that that rewards such as sickness payment, contributory pension schemes, and medical insurance and subsidized meals contributed to job satisfaction. However, the study did not touch on salaries. Vermeeren, Kuipers, and Steijn, (2014) in The Netherlands also indicate that the most satisfied employees are those who receive ongoing feedback on their performance, full information on the processes and procedures, as well as dignified and respectful treatment by managers and supervisors.

In Asia and the Far East, Ketheeswaran (2018) in Sri Lanka revealed that job satisfaction among special education teachers was high. However, Roy and Halder (2018) study in India established that secondary school teachers were not satisfied with their jobs primarily due to the nature of the service of the teachers and also the contractual nature of their jobs as evident between assistant teachers and para and contractual teachers. Cuddapah and Burtin (2012) in India found that many of first time secondary school teachers felt they lacked time to reflect on what happens in the classroom and consider implications for future practice. All these were to a large extent attributed to the increased workload that effectively limited their time for interaction. Yuliarini, Mat & Kumar (2012) examined the factors which influence employee satisfaction in higher educational institutions in Malaysia. The study noted that the bulk of the workers in these institutions remained disappointed with their jobs.

In Pakistan, Mumtaz, Suleman, and Ahmad (2016) deduced that high school heads were inherently and extrinsically satisfied with their job position overall, with the exception of five dimensions, i.e. capacity utilization, supervision (HR), oversight (technical education policies and work environment. These studies, further, underscore the complexity of job satisfaction that calls for more in-depth investigations into the job context factors surrounding teacher job satisfaction. A study by Canrinus, Helms-Lorenz, Beijaard, Buitink and Hofman (2012) in Israel suggest that management support is the main determinant of staff effectiveness. Similarly, in Saudi Arabia, Alzeban and Gwilliam (2014) found that management support is positively and significantly associated with staff effectiveness and is also positively associated with all the other variables affecting staff performance.

A survey conducted on secondary school teachers' motivation and job satisfaction in 12 countries in Asia and Sub-Saharan Africa raised concerns about teachers' absenteeism, lateness and lack of commitment to their work which was attributed to low job satisfaction (Card, Moretti & Saez, 2012). Basak and Ghosh (2011) study of secondary school teachers in India showed that professional satisfaction significantly correlated with the school environment and locus of control. However, other factors like work environment, workload, compensation, and supervision were not investigated in the study. In South Africa Iwu, Gwija, Benedict and Tengeh (2013) found that working conditions, job security, and perceived growth opportunities were contributing factors to secondary teachers' job satisfaction. However, the study did not

investigate whether other factors such as workload, compensation, and nature of supervision influenced job satisfaction among secondary school teachers.

In Nigeria, Okonkwo and Obineli (2013) asserted that inspired work environments will lead to inspired employees and emphasize the importance of job performance, social relations, quality and style of office buildings. Tschopp, Grote, and Gerber (2014) established that some of the dissatisfaction causing factors among teachers in Nigeria to include unsatisfactory working conditions, delayed payment of salaries, stagnated professional development, role ambiguity, and fatigue, loss of motivation or enthusiasm, and low status attached to secondary school teachers; which deprive them of their self- image. However, these studies were carried out on a much wider scope and therefore, could not account for local conditions which could influence the job context factors affecting public secondary school teacher job satisfaction.

In Kenya just like in other parts of the world, teacher job satisfaction is crucial if the education sector is to achieve its objective of delivering quality learning to students. Studies on work achievement amongst high school educators in the nation have yielded mixed results making them inconclusive. For example, Omondi (2012) study on employment contentment in Mombasa County among high school teachers, Kenya established that educators were happy with the overall job success.

However, Nzomo's (2016) examination of factors affecting job satisfaction among public secondary school teachers in Machakos County, Kenya revealed that the teachers had low levels of job satisfaction with most teachers. Similarly, Nyakundi (2012) attributed the unsatisfactory teachers' job performance in public secondary schools in Kiambu County to low job satisfaction. However, in these studies, it was observed that the job satisfaction construct was not well defined and was sometimes used interchangeably with its complimentary job dissatisfaction. This means, job context factors and hygiene factors were not clearly defined and, as such, it was difficult to conclude on how the job satisfaction factor interacted with job context factors in these schools.

According to a study done by Kagwiria and Amukowa (2013), High classroom sizes and large pay-related workloads (the effort-price of work) made secondary school instructors opposed to the establishment of new teaching approaches as well as other innovations. However, the studies did not explore the different dimensions of workload in detail such as administrative duties and levels of staffing and their effects on teacher

performance. Further, the results of these studies are not necessarily generalizable to different context such as secondary schools in Nakuru West Sub County. Nyakundi (2012) in Kiambu County and Omondi (2012) in Mombasa County cited low salaries as being behind dissatisfaction of teachers with their jobs. Mutai (2018) in Bomet, similarly, found that compensation affected the level of job contentment amongst the school teachers in public high schools. However, these studies varied in context with Nakuru County which has different living standards and as such they are not necessarily generalizable to the area.

Kinyua (2014) study in Kirinyaga County found that a school is a reflection of its management and leadership and, hence, the supervisors influenced how teachers felt about their schools, however, the study failed to establish whether the teachers' levels of satisfaction with the management styles. Mutwiri (2015) study in Meru County, however, found that instructors were unhappy with various parts of the supervision by their respective principals, thus, affecting their job satisfaction. Mwangi (2012) study in Nakuru North District found that school principals were of the view their teachers were satisfied with their supervisory support. However, the studies focused on aspects of supervision did not investigate teacher management styles in general.

Studies on job context factors in Nakuru County have not explicitly linked the problem with secondary teachers' job satisfaction. For example, Mwangi (2012) study in the then Nakuru North District which focused mainly on secondary school teachers' relationship with their principals. While the teachers' relationship with their principals was a job context factor, the study failed to show how it affected job satisfaction among teachers in the area. In the same context, Mwangi (2013) study investigated the effects of leadership behaviours on teacher job satisfaction in public secondary schools in Nakuru County, Kenya. The study, though, focused on the effect of leadership construct as opposed to the job context factors being investigated in the current study. Kamunjeru, Chepkilot, Ochieng and Raja (2012) analyzed factors that affecting teachers' motivation in secondary schools in Nakuru Municipality. The study though did not explicitly investigate job satisfaction amongst the high school teachers in the area.

It can be deduced from the majority of studies reviewed above that that job satisfaction among secondary school teachers was still a challenge in several contexts globally. However, it is also evident from the studies that job context factors affecting teacher job satisfaction vary from context to context and, therefore, are not necessarily

generalizable. As such, there is need to investigate the relationship between job context factors secondary school teachers’ job satisfaction in local contexts such as Nakuru County, Kenya. This, therefore, necessitates an in-depth investigation on job context factors affecting job satisfaction among teachers in Nakuru West Sub County, Kenya.

## **1.2 Statement of the Problem**

Despite significant redress of issues affecting teachers job satisfaction by multiple stakeholders in Kenya, most teachers are unsettled in their work-stations while others are contemplating quitting the profession altogether for other promising careers. If teacher job change trends and levels of motivation are taken into consideration, it would suggest that there is a deep rooted systemic problem in the profession affecting job satisfaction among secondary school teachers. In Nakuru West Sub County, for example, a good number – a cumulative average of 16% between 2015 and 2018 - of teachers have been lost to other professions with majority 11.2% going to the County Governments as indicated in Appendix X (Nakuru County Education Office, 2019). This leads to the conclusion that a growing number of teachers in the area are not satisfied with the teaching profession and career experiences as a whole. So far, studies done in Nakuru County ( Mwangi, 2012; Mwangi, 2013; Kamunjeru et al., 2012) have not explicitly linked job contextual factors with secondary teachers’ job satisfaction. Moreover, the uniqueness of job contextual factors makes it difficult to generalize the outcome of other similar studies to the area, since job satisfaction is not always caused by the same factors. This study, therefore, sought to investigate the influence of job context factors on job satisfaction among teachers in public secondary schools in Nakuru West Sub-County.

## **1.3 Purpose of the Study**

The purpose of this study was to establish the influence of job context factors on job satisfaction among public secondary school teachers in Nakuru West Sub County.

## **1.4 Objectives of the Study**

The study was guided by the following objectives;

- i. To establish the influence of the work environment on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.
- ii. To determine the influence of workload on job satisfaction among public secondary school teachers’ in Nakuru West Sub County, Kenya.

- iii. To investigate the influence of teacher compensation practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya
- iv. To determine the influence of supervision practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya

### **1.5 Hypotheses**

The following null hypotheses were tested:

**H01:** Work environment has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

**H02:** Workload has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

**H03:** Teacher compensation practices have no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

**H04:** Supervision practices have no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

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

The findings of the study could help education heads in public secondary schools adopt best practices to ensure that the teaching staff derive satisfaction from their job. The findings of this study could enlighten the stakeholders in the education sector on intervention meant to address job dissatisfaction among teachers. The recommendations emanating from this study could also inform TSC bodies in formulating policies geared towards addressing dissatisfaction among the teaching staff in the public secondary schools. The study will also be useful to future scholars as it could add to the existing body of knowledge. Ultimately, the teachers could benefit when their job satisfaction issues are addressed and the learners too could benefit from having satisfied teachers teaching them.

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

The study focused on the influence of job context factors namely; workload, teacher compensation, working environment, and supervision practices on job satisfaction among public secondary school teachers in Nakuru West Sub County. The dependent variable was job satisfaction among the teachers which is measured through productivity, commitment, and motivation. The study sample comprised of teachers from

the sample schools. The study was conducted over a period of 6 months from February 2019 to July 2019.

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

The main limitation of the study was the scope, this may limit the generalizability of the study to other contexts. However, the study used appropriate sampling and analysis to overcome this limitation. The use of structured questionnaires as the principal method of getting information was also limiting because it only allowed the respondent to agree or disagree with the researcher and not give his/her exact opinion. However, the researcher addressed this through pretesting the questionnaire and clarifying to the respondents issues where they felt they needed clarification.

### **1.9 Assumptions of the Study**

The study made the following assumptions;

- i. That the job context factors under study are existent and are actually influencing the job satisfaction of teachers in the sample schools.
- ii. That the study respondents gave honest responses which will enable the study to achieve its objectives.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

A review of the literature on variables central to the study is covered in this section. These are mainly related to the influence of job context factors on job satisfaction among public secondary school teachers. Theoretical framework and the conceptual framework has also been dealt with.

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

The idea of job satisfaction was originally introduced by Elton Mayo at the Hawthorne plant of the Western Electric Company in Chicago in the Hawthorne investigations during the 1920s and 1930s. Job satisfaction is a complex and multidimensional variable that can describe different things to different individuals (Kalvya, 2013). Job satisfaction is an employee's feeling of attainment and accomplishment at work. It is generally perceived to be directly related to efficiency and individual's success. Job satisfaction is an undertaking one appreciates, enjoys, performs it effectively and being rewarded for one's efforts (Armstrong, 2012). Job satisfaction also suggests excitement and pleasure with one's work. Employee motivation is central to the recognition, growth, income and achievement of various objectives that generate a sense of satisfaction (Brauckmann & Pashiaridis, 2009).

Armstrong (2010) explains that job satisfaction is the ultimate reward for efficient employees in an organization. It manifests itself in the form of economic rewards such as good pay package and the organization's general mindfulness of the employees' social welfare. Job satisfaction is also described as the final state of feeling, the feeling that is experienced after a task is completed and may be negative or positive depending on the results of the errand undertaken (Kythreotis, Pashiaridis & Kyriakides, 2010). Similarly, job satisfaction is the compilation of feelings and opinions people have about their current job. The level of job satisfaction of individuals can vary from exceptional satisfaction to outrageous deceit (Aziri, 2011). Individuals may also have varying opinions on various aspects of their careers, such as the quality of the job they do, their superiors, executives or subordinates, and their salaries (Otanga & Mange, 2014). Job satisfaction is a higher degree of preparation and within the state. It could, for instance, be related with an person's emotions of attainment having quantitative or qualitative nature (Muijs, 2011).

Job satisfaction is one of the most grounded indicators of esteemed organizational productivity, organizational responsibility, and commitment (Alzaidi, 2018). Job satisfaction is viewed as the attitude of workers towards jobs and employment conditions (Rane, 2011). However, An individual can be delighted yet unhappy with one aspect of his another work. Job satisfaction is determined by how well outcomes meet or exceed expectations, for instance, employees may feel that they are working much harder than others with similar or comparable qualifications in other sectors of the economy but are receiving fewer rewards and this makes them feel dissatisfied with their jobs (Cheng & Chen, 2011). The degree of satisfaction obtained by individuals, however, depends largely upon their own needs and expectations, and the working environment.

Matoke, Okibo, and Nyamongo (2015) observed that administrators pay little attention to job satisfaction in many educational institutions, which in turn affects teacher morale and this has a greater impact on student success. Teacher absenteeism, lateness, poor morale, turnover, protests and rampant strikes observed in public high schools being a significant sign of teachers not being happy with their jobs in public secondary schools. It is also obvious that teacher work satisfaction in public secondary schools remains a mirage (Omondi,2015). Several studies have been conducted in the past both internationally and locally with the aims of exploring and mitigating this problem (Halpert, 2011; Yuliarini, et al., 2012; Mumtaz et al.,2016; Okeke, 2017; Card et al., 2012; Mutwiri, 2015; Mwangi, 2012).

However, the problem of lack of job satisfaction still persists and it is, thus, important that further research be performed to establish the variables influencing teacher job satisfaction in public high schools. In this research, four variables; work environment, workload, teacher compensation, and teacher supervision practices stand out among other job context variables as being understudied for their effects on job satisfaction among secondary school teachers in Nakuru West Sub County, Kenya. A systematic review of the variables follows.

### **2.3 Influence of Work Environment on Job Satisfaction**

Working environment refers to conditions in and under which work is performed as regards the work environment and the time, place and organization of work (International Labour Organization, 2018; Clements, 2015). The work environment should create enabling working conditions and promote employee performance and

productivity. The work environment can be measured on the basis of three constructs; Working Conditions; Availability of Teaching Material, and; State of Facilities.

### **2.3.1 Influence of Working Conditions on Job Satisfaction**

Working conditions play a very central role in influencing job satisfaction of any employee. Ngima and Kyongo (2013) assert that employees would feel satisfied in their jobs if they are working in a clear and orderly workplace, with adequate tools and equipment, acceptable levels of environmental quality, temperature, humidity, and noise. The surrounding in which people work should not be that which pose a threat to the worker's lives; when that is the case then the employer should ensure that there are safety measures in place to ensure that the hostile conditions are tamed. According to Herzberg (1968), if working conditions are not conducive, hardworking employees who can find work elsewhere leave, while mediocre employees would remain and this compromises the success of the organization.

In the education community, concerns regarding working environments have been raised by several stakeholders. The nature of the school's physical location; the environmental conditions, the school's relations with the local community, availability of well-equipped classrooms to facilitate teaching and learning, availability of a well-equipped library, proper housing and sanitary facilities, water and electricity, and security are matters of great concern to the teachers. Two recent studies conducted in the US by Boyd, Lankford, Loeb and Wyckoff (2011) found that, in addition to salaries and benefits, favorable working conditions substantially influence teachers' output. Working conditions are important predictors of New York City teachers' decisions to change schools or leave the profession, even after accounting for differences in student demographic characteristics across schools. The studies further found strong evidence suggesting that working conditions and particularly the quality of a school's leadership, are related to teachers' stated career intentions.

A research in Nigeria by Olatunji and Ajayi (2016) demonstrated that many teachers in public schools lack enthusiasm and job satisfaction due to the bad state of their working environment. This is because an atmosphere in the office with essential services is a prelude to employee job satisfaction. Job is improved by environmental factors. Such requirements are critical for job satisfaction, such as sufficient temperature, humidity, ventilation, lighting, cleanliness of the workplace and adequate tools and equipment (such as public address systems, computers, teaching facilities, good offices). Effective working conditions give teachers greater physical comfort and improve their

morale. Although very poor circumstances generate resentment and regret, and therefore a high sense of discontent.

In a study carried out in Tanzania by Shonje (2016) on the impact of working conditions and job satisfaction to secondary school teachers' performance in relation with students' academic performance, it was revealed that poor working conditions demoralized teachers leading to teacher absenteeism, sickness, lateness, hence lowering of students' academic performance (results) in national examinations. Njije (2013) examined job satisfaction among secondary school teachers in Nairobi County. The study revealed that the teachers were satisfied in the job factor of interpersonal relationships and the lowest level of job satisfaction was recorded in the job factor of the work environment and working conditions.

The influence of working conditions on job satisfaction among public secondary school teachers in large urban contexts such as Nakuru West Sub County has, however, not been examined, therefore, it is important that a closer examination of the influence of working conditions on job satisfaction among public secondary school teachers in Nakuru West Sub County be undertaken.

### **2.3.2 Influence of Availability of Teaching Material on Job Satisfaction**

For the better performance of students, the learning environment is crucial. Such an atmosphere provides teachers with the facilities necessary to allow them to effectively impart information to learners. This also helps teachers to take advantage of their ability to share information. A study in Saudi Arabia by Tayyar (2014) established that inadequate teaching materials and housing were critical dissatisfiers among teachers. In Pakistan, Khan and Iqbal (2012) also found out that one of the major constraints that face quality of education was overcrowding in classrooms. Most programmes of instruction and pupil service require some physical facilities including school buildings, grounds, and equipment.

Strydom, Nortjé, Beukes, Esterhuyse and Van der Westhuizen (2012) noted that due to a lack of appropriate textbooks, teacher satisfaction is impaired in lower grades in South African schools. Instructors may be determined to doing their best to teach literacy, but in circumstances where there is a shortage of the most important tools required for teaching and learning, their efforts may be made futile. Similarly, Ntumi (2016) observed that schools in the rural areas of the Eastern Cape Province are plagued by the absence of classroom tables and chairs for teaching and learning. In reality, circumstances in which teachers have to conduct their professional tasks with little to no support or perform the duties intended for three teachers can be very challenging.

In Nigeria, Okeke and Mtyuda (2017) allude to the fact that the absence of resources is a cause of school dissatisfaction. Working without essential tools that are needed to ensure productive teaching and learning is also stressful for instructors. In Zambia, Chimombe (2011) suggested that individual resources boost the favorable climate that facilitates effective learning and teaching. In Malawi, Meke (2013) related success in exams to the state of school learning and teaching services, indicating that children from diverse backgrounds perform poorly in exams because the schools they attend are often deprived of basic facilities. Shonje (2016) also linked low level of job satisfaction among secondary school teachers in Tanzania to a shortage of office chairs, houses, lack of in-service training, promotion which lowers their morale of work.

In Masaba South Sub-County, Kenya, Matoke, Okibo, and Nyamongo (2015) investigated the determinants of teacher motivation in public secondary schools. The results of the study revealed that there was a significant regression between environmental factors and teacher motivation in Masaba South Sub-County. Okello (2018) believes that having sufficient teaching and learning tools at all levels, including human resources, increases the consistency and relevance of teaching skills to learners, supporting the study's results.

However, the availability of teaching and learning material and their effect on public secondary school teacher job satisfaction were adequately explored in these studies. Moreover, in Nakuru County, it is not known how this contributes to job satisfaction among public secondary school teachers in Nakuru West Sub-County.

### **2.3.3 Influence of State of Facilities on Teachers Job Satisfaction**

Some of the requirements needed for job satisfaction in an organization/institution include the provision of modern equipment and services, quality furniture, well-ventilated offices, well-spaced offices, safe, well-spaced staff quarters, among many others. In another study, Karanja (2015) carried out a study on the influence of the learning environment of infrastructural projects on students' academic performance in public schools in Mukuru slum. The study revealed that temporal learning facilities created an uncomfortable and uninviting workplace for teachers, the same also led to poor pupil concentration and hyperactivity, lethargy, or apathy, which created a stressful set of working conditions for teachers. The study established that teachers deployed in slum areas lacked sufficient learning materials and that they were faced with too much work, caused by the influx of students in the schools which resulted to stress and dissatisfaction in their work.

Mugambi (2013) conducted a study on teachers' perceptions of how selected school factors affect learning in secondary schools in Tharaka Nithi County, Kenya. The findings revealed that the majority of the teachers felt that the classrooms were not attractive and friendly. Most of the classrooms were congested while and did not meet the hygienic threshold befitting the standards required in the secondary school learning environment. This implied that the indoor learning environment in most secondary schools was not simulative and conducive as it ought to be for students. However, similar studies on state of facilities in learning institutions have not been done on public secondary schools in Nakuru West Sub County.

## **2.4 Influence of Workload on Teachers Job Satisfaction**

The interest in identifying and understanding teacher workload and teacher work-life has increased over time as school systems, governments and teacher associations struggle to make sense of the work intensification that has occurred as a result of the increased levels of accountability, role conflict, unrealistic expectations and burdensome administrative tasks (Öztürk, 2011). Increased workloads are also being linked to the issue of teachers' turn over from the profession due to resignation, exit or attrition due to a host of health-related factors. The predictors of workload include class sizes, administrative duties and work hours.

More parents and governments in the developing world are becoming increasingly aware of the benefits of education in improving the learning prospects of the child. The pressures of high transition rates from primary to secondary have caused an influx of students and hence high student to teacher ratio. Several developing nations, what is anticipated from educators in the societal context In several nations, material benefits, workloads and living conditions are not based on a legitimate basis (Onyambu, 2014). Teachers in secondary schools are, therefore, faced with difficult challenges such as classroom management and discipline, managing instructional tasks and sacrificing leisure time to prepare for the lessons or mark the pupil's work.

Limited studies have concentrated on the impact of workload distribution on job satisfaction; therefore, this study examines studies related to the influence of class size, administrative duties and working hours as predictors of workload distribution on job satisfaction among public secondary school teachers in Nakuru West Sub-County.

### **2.4.1 Influence of Class Size on Teachers Job Satisfaction**

Class sizes as a workload factor affect job satisfaction among public secondary school teachers. Acha (2010) conducted research in Uganda on teacher motivation and

observed that teachers were overwhelmed by large classes and that the number of students did not equal the number of instructors. In Kenya, a study done by Majanga, Nasongo, and Sylvia (2011) on the influence of class size on classroom interaction in the wake of Free Secondary Education (FSE). The study found that FSE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. However, this was not linked to secondary school transition.

According to a study by Kagwiria and Amukowa (2013) on teacher's productivity in promoting quality education in schools in Kenya, large class sizes and heavy workloads in relation to pay (the effort-price of work) made teachers resistant to the introduction of new teaching methodologies and other innovations. Nyangaya (2015) investigated factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Kenya. The study established that majority of teachers taught for long hours every day and as a result, the teachers lacked time during the day to prepare for the lessons, mark books and perform other duties as may be assigned. The teachers, therefore, go to class unprepared to teach or fail to attend classes altogether and this could be a source of dissatisfaction.

It is evident from preceding discussions that several studies have arrived at different conclusions regarding the influence of class sizes as a workload predictor on job satisfaction among teachers. This means their findings cannot be generalized as yet. Contexts such as public schools in Nakuru West sub-county have also not benefitted from a similar type of study despite the fact that they also face challenges related to job satisfaction evidenced by merging of classes or moving from one class to the next in rapid succession within school hours. Therefore, it is important to establish the effect of

class size on teachers' level of satisfaction.

#### **2.4.2 Influence of Administrative Duties on Teachers Job Satisfaction**

Teachers' workloads have also been affected by the shifting of some work assignments from school administrators. The workload of the teachers has been observed to increase tremendously as a result of more administrative duties, increased expectations from parents and children, and the constant new non-educational thesis in schools. It is argued that excessive workload especially due to handling administrative work is noted to be the chief source of tutor dissatisfaction (Kaur, 2017). The increased workload is also evidenced by the teacher being assigned a lot of paperwork and discipline management.

Several studies have identified rising expectations for teachers to complete tasks or assignments that were previously reserved for administrators. Brazil (2013) surveyed primary teachers in Hong Kong and found that increased workload, lack of time in the day larger class sizes and administrative paperwork were all indicators of increased teacher dissatisfaction. Similarly, findings of a survey by Libent (2015) on primary teachers indicated that teacher to child ratios, long working hours and administrative issues have also been identified as sources of dissatisfaction for early educators. In the West African country of Togo, Akyem (2010) sought to examine teacher development in the country using a descriptive survey approach. 1000 teachers were randomly sampled. The findings revealed that high demands on the job will create dissatisfaction if the returns do not commensurate with the duties.

It is clear from the foregoing discussions that the involvement of teachers in administrative work has an effect on their productivity. However, there were mixed views on the exact effect of such duties on their level of job satisfaction. Previous research has been insufficiently examined on the extent to which public secondary school teachers in Nakuru West sub-county take up administrative roles and the increased workload from this affects their job and this needs to be closely examined.

#### **2.4.3 Influence of Work hours on Teachers Job Satisfaction**

Turner (2007) contends many teachers raise concerns about dissatisfaction with working conditions, the time allotted for planning instructions, poor relations at school with colleagues and the general school environment. Cuddapah (2012) found that many first time teachers felt they lacked time to reflect on what happens in the classroom and



consider implications for future practice. All these were to a large extent attributed to the increased workload that effectively limited their time for interaction. A study by Wesangula (2013) in Kenya found that while teachers were most satisfied with work itself, they were not satisfied with time for family and interpersonal relationships implying that their jobs took up most of their time.

Omondi (2012) performed a research in Mombasa County, Kenya, on variables affecting the work satisfaction of public secondary school teachers. The study found that teachers were pleased with their overall job efficiency, workload, work hour flexibility, job security, co-worker relationships, and personal responsibility at school. Nganzi (2014) study on factors influencing secondary school teachers' job satisfaction levels in Nairobi found that working hours contributed to job satisfaction. The study also found that having a flexible timetable was a factor in job satisfaction because it creates room for one to engage in personal activities that could be geared towards personal growth and development. It was also associated with increased autonomy to perform own duties with no interference.

Nyangaya (2015) investigated factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Kenya. The study established that the majority of teachers taught between 21- 40 lessons per week which were an indication that these teachers taught a maximum of 5 lessons per day. Further, it meant that they only had 3 lessons a day to prepare for the lessons, mark books and perform other duties as may be assigned. It was for this reason that some of these teachers go to class unprepared to teach or fail to attend classes all together because of excess workload. The study also found that job satisfaction was high among teachers who taught less than 10 lessons per week. Murawski (2012) explained that teachers needed to find list a small amount of time (20 minutes minimum) once a week to meet.

The foregoing discussions reveal that the issue of increased working hours on teacher job satisfaction was still debatable. As such it was likely to vary from one individual to another or from one context to another. In the case of Nakuru West Sub County, the effect of working hours as a function of workload has been insufficiently examined and, hence, this research intends to determine whether it contributes to the dissatisfaction of teachers of public schools in the area.

## **2.5 Influence of Compensation on Teachers Job Satisfaction**

People throughout the world participate in work to obtain payments to obtain the essentials and luxuries needed to improve their lives. Obineli (2013) reported that salary, promotion, and monetary rewards significantly affect the levels of job satisfaction among employees. Teachers, as employees, often need money to allow them to care for extended family members. Most teachers encounter stagnation and are demoralized, disappointed and unhappy with their work when this happens and search for greener pasture elsewhere, so this study seeks to investigate the effect of teacher pay on job satisfaction among teachers of public secondary schools in Nakuru West Sub County.

### **2.5.1 Influence of Allowances on Teachers Job Satisfaction**

Hoerr (2014) argues that any non-merit-based system is unfair for exceptional teachers because they are judged on inefficient criteria. This will cause, it is argued, talented teachers to leave the education system because excellence is not fairly rewarded (Odden, 2011). Only when performance is rewarded and teachers command salaries equal to the private sector without having to progress up an arbitrary salary scale, will the best talent be attracted and retained (Solomon & Podgursky, 2001).

The existing compensation scales are thus at best only loosely related to the expertise and skills needed in the classroom (Mohrman, Mohrman & Odden, 2016). If the pay structure is based on this formula, it inevitably produces unsatisfactory outcomes as it is not well aligned to education output (Odden, 2010). Thus, a substantial body of literature argues performance-based reward systems are an improvement on the efficiency of salary scales. Several analysts have argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Hoerr, 2014).

A research by Fatima and Ali (2016) in Pakistan on the effect of financial incentives for teachers on their work satisfaction at higher secondary level in Pakistan found that most higher secondary schools have a fixed pay structure, whereas few have a variable pay system. The teachers' basic pay includes six main components, such as protection allowance (DA); house rental allowance (HRA), medical allowance, gratuity, PA and transportation allowance, and non-cash benefits such as housing, medical, pensions day care, education reimbursement, private use of official vehicle, laptops, sick leaves and vocation pay common in of teachers while cell phone, insurance, food, loan, uniform and festival bonus were not found in the compensation of the teachers. Their pay was not related to their productivity, though teachers accept that the profit relies on employee attraction and retention.

In Kenya, Sirima and Poipoi (2010) established that teachers' appreciation of their schools is enhanced by the compensation they receive, especially when their compensation terms correspond to their levels of education, responsibilities they hold, and duties they perform in the school. A study by Lolchuraki (2013) investigated factors that contribute to low satisfaction of school teachers in Samburu County revealed that morale of teachers in the area was low due to among other things lack of promotion opportunities and poor pay. Most of these preceding studies did not clearly distinguish whether the teachers were dissatisfied with the pay alone or with the job altogether. This pay phenomenon is also yet to be explored in public secondary school in Nakuru West Sub-County.

### **2.5.2 Influence of Monetary Awards on Teachers Job Satisfaction**

Monetary rewards refer to money-based incentives given to employees whenever they achieve or meet their expectations (Karandish, 2011). This includes any incentive that increases the compensation of an employee, such as paid holidays, salaries increments, paid internships, and bonuses which are discussed in this section. According to Merhar (2015), benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life. For the employer, benefits are important as they are one of the most visible rewards in the process of recruitment. Adams (2015) conducted a study in Finland on junior staff in Helsinki University and established that rewards such as sickness payment, contributory pension schemes, and medical insurance and subsidized meals contributed to job satisfaction.

Chabaya (2015) found that a greater proportion of academic staff among academic professionals in tertiary institutions in Zimbabwe was unlikely to be satisfied with their jobs. Dissatisfaction emanated mainly from inadequate salaries and allowances, inaccessibility to loans to facilitate the purchase of houses and cars as well as the increasing volume of work. Nyangaya's (2015) study in Kayole Sub County also revealed that majority of the teachers was not satisfied with the benefits awarded to them

in the form of compensation. Only a few teachers were satisfied with the transport allowances they received. Further, the study established that the manner of rewarding teachers in comparison with the existing discontent with the long term benefits for teachers has made incentives not to yield the desired impact in terms of boosting teachers' satisfaction with their jobs. The study concluded that compensation should come with other fringe benefits for teachers compared to other civil servants, like the proper medical cover, other allowances like sitting allowances, leave allowance, among others.

From the current studies on the subject of fringe benefits; it is evident that studies have not pointed out with certainty whether such benefits were provided to the teachers, therefore, it is important to establish how compensation and benefits affect job satisfaction among these teachers, therefore the present study seeks to establish the influence of monetary awards on job satisfaction among public secondary school teachers in Nakuru West sub-county.

## **2.6 Influence of Supervision Practices on Teacher Job Satisfaction**

Supervision, since it can increase the efficiency of educational institutions, is an essential part of educational administration. Glickman & Gordon & Ross-Gordon (2015) should also incorporate discrete instructional components into whole school operations, minimizing the likelihood of burn-out, boosting work efficiency and increasing employee satisfaction (Rico, 2010). Supervision is similar to leadership in terms of enhancing teaching. The direct effect of supervision on educational leadership is described by Glickman et al., (2015) in terms of five tasks: direct assistance, community development, personnel development, curriculum development and action analysis. Glickman argues that combining these activities unites the interests of teachers with the priorities of the school.

Pajak (1990) defines supervision through practice in 12 areas: communication, staff development, instructional programs, planning and change, motivating and organizing, observation and conferencing, curriculum, problem-solving and decision-making, service to teachers, personal development, community relations and research and program evaluation. According to Pajak (1990), these 12 activities are not the responsibility of one individual but of the entire organization.

This research adopts the perspective of Palak (1990), as its all-sided description encompasses most supervisory aspects. The Herzberg's (1987) motivation hygiene theory states that there are certain factors in the workplace that foster job satisfaction, while a separate set of factors causes dissatisfaction. On the one hand, achievement, recognition, work itself, responsibility, advancement and growth can motivate staff. On the other, hygiene factors such as policy, supervision, relationship, work conditions, salary and security must be satisfied if they are not to have a negative influence on staff.

### **2.6.1 Staff Development, Supervisory Practices and Teacher Job Satisfaction**

The aim of staff development is shifting the learning to the actual work field (De Rijdt, Stes, van der Vleuten, & Dochy, 2013). Glickman *et al.*, (2015) narrated that supervision is like leadership which has a function and a process. This improves the quality of education, learning, training and teaching (De Rijdt et al., 2013). Also it needs understanding, relational skills and procedural skills. In this regard, supervisors work in collaboration to improve learning (Zepeda, 2014). Staff development supervisory practices of principals also respond to teachers' requirements and improve supervisory competence (Suseela, 2007). Therefore, principals should offer professional and continuous development including coursework, seminars and learning chances for better development of staff.

According to Zepeda (2014), staff development is imperative for better supervision. It helps in teachers grooming and making education a learning experience. Furthermore, better staff development practices helps in offering required trainings to the teachers, also with respect to curriculum and team work (Jill & Betty, 2012). Additionally, better staff development practices of principals may help teachers with respect to human relations and development (Heaton, 2016). In this vein, the goals need to be identified and better strategies should be selected first to approach objectives (Steiner & Kowal, 2007). Hence, staff development practices need to be focused and should be backed up by continuous feedbacks (Steiner & Kowal, 2007). Better staff development practices helps in grooming teachers and achieving better performance and at the end making their tasks interesting William (2010) and increase the chances of job satisfaction and growth (Pajak, 1990). Therefore, for achieving the improvement in overall standard of education, staff development supervisory practices of principals must be given serious consideration.

Yousaf, Usman and Islam (2018) carried out a study on Effects of Supervision Practices of Principals on Work Performance and Growth of Primary School Teachers in Pakistan. The study found that staff development supervision practices of principals contribute significantly in teachers' work performance and teachers' growth irrespective of male and female primary schools. Therefore, the principals and significant stakeholders should pay attention to their staff development practices as these can enhance their teachers' work performance and growth. They should relatively focus more on staff development practices to train teachers in achieving overall aims of schools. Further, it is also found that there is no significant difference between principals' staff development practices in male and female schools.

This shows that staff development practices employed by principals of male and female schools are not much different. The findings also revealed that similar supervision practices for both male and female school teachers work reasonably well as results depict the significant influence of supervision practices on works performance and growth on teachers (Yousaf et al., 2018). On the other hand, significant differences were found in work performance and growth of male and female teachers. This indicated that the work performances as well as the growth of male and female teachers are significantly different. This may require differentiated practices which lead to their growth and performance enhancement.

Following this teachers' work performance can be improved and their growth can be achieved. This in turn will surely help in improving children's grades and attaining good fame. However, in Nakuru West Sub-County, this is not practiced; hence this study seeks to investigate how training and development influence teacher job satisfaction.

### **2.6.2 Influence of Teacher Involvement in decision making on Teachers Job Satisfaction**

Any mode of expression that can serve the function of shared understanding of ideas, knowledge and attitudes is communication. Any of the topics managers need to convey to their staff, according to Armstrong and Taylor (2014), include resources for learning, preparation and growth, priorities, plans, practices, and the organization's actual and planned results, working environments, and aspirations. Heads of schools need to convey the financial status of the school to their students, implementing methods for successful school management as well as operational activities in the school. Wilkinson and Marchington (2015) note that such a move would convey to staff that they are valued by management and therefore build a sense of engagement in school management as well as in school management. This improves teamwork and allows

school administrators an easier time to deal with teachers who think they are interested in decision-making and the implementation of school management strategies.

### **2.6.3 Influence of Instructional Supervision on Teachers Job Satisfaction**

In its current form, instructional supervision was introduced in the United States in the middle of the 20th century. Generally, effective teacher supervision is a cyclical process that includes a pre-observation conference, classroom observation, and a post-observation conference (Zepeda, 2012). Supervision is conducted either by principals or by specially assigned supervisors. In the era of educational cuts and increased accountability requirements, teacher supervision has become one of the main responsibilities of a principal.

Traditionally, teacher supervision aims to develop and support teachers by providing objective feedback on their classroom practices to help solve instructional issues, develop and refine instructional skills, and assess teachers' performance (Gall & Acheson, 2010). Although supervision varies in different schools, districts, and educational systems, the general agreement among researchers and practitioners is that effective supervision is meaningful and based on trust (Zepeda, 2012). Following its introduction in the 1960s, the concept of teacher supervision has been modified and different models have been introduced. Among the most popular ones have been instructional supervision Zepeda, (2012), differentiated supervision Sungu, Ilgan, Parylo & Erdem, (2014) and developmental supervision.

As the name suggests, instructional supervision focuses on improving instruction and student achievement by providing professional assistance to teachers (Sungu et al., 2014). Differentiated and developmental supervisory approaches are more teacher-driven and conducted based on teacher needs and career stages. Although these models differ in foci, they are all directed at professional development for teachers to increase their instructional efficacy and to improve student learning (Glickman *et al.*, 2015). International research points to the positive effects of instructional supervision on teachers. A study from New Brunswick Bouchamma & Michaud, (2011) reported that

supervisors (i.e., principals, assistant principals, and department chairs) have gained knowledge and developed skills from supervising teachers.

A quantitative study of one Wyoming school district reported that teachers found the post-observation conference more important, valued principal's constructive feedback, and believed that supervisory experiences helped them reflect on their pedagogical practice (Range et al., 2013). However, an overview of empirical research on teacher supervision points to the numerous obstacles to successful implementation of this process. Among the common factors inhibiting the success of instructional supervision is a school's hostile climate Moswela (2010), inadequate supervisory and interpersonal skills of principals Pansiri, 2008; Titanji & Yuoh, (2010) and the lack of feedback and follow-up (Wanzare, 2012).

However, the instructional supervision in public secondary schools in Nakuru West Sub County has been insufficiently investigated in research and this study, therefore, seeks to establish how the instructional supervision practices adopted by principals influence teacher job satisfaction.

## **2.7 Theoretical Framework**

This study was guided by Motivation-Hygiene Theory; also known as the dual-factor theory, proposed by Frederick Herzberg in 1959. Herzberg, an American psychologist, who was very interested in people's motivation and job satisfaction, came up with the theory. He conducted his research by asking a group of people about their good and bad experiences at work. He was surprised that the group answered questions about their good experiences very different from the ones about their bad experiences. Based on this, he developed the theory that people's job satisfaction depends on two kinds of factors; factors for satisfaction (motivators/satisfiers) and factors for dissatisfaction (hygiene factors/dissatisfiers).

Performance, recognition, job status, responsibility and opportunities for growth all fall under motivators/ satisfiers. Hygiene factors are about salary, secondary working conditions, the relationship with colleagues, physical workplace and the relationship between supervisor and employee. In his theory, Herzberg claims these factors function on the same plane (Santhapparaj, Srinivasan & Koh, 2005). In other words, satisfaction and dissatisfaction are not polar opposites. Taking away an employee's dissatisfaction – for example by offering a higher salary – does not necessarily mean the employee will



then be satisfied. The employee is just no longer dissatisfied (Herzberg, 1959).

Herzberg's Two-Factor Theory provides a good starting point to investigate job context factors affecting employee job satisfaction such as those affecting teachers in secondary schools. However, it is important to point out that the theory does not exactly map out the entire job context factors affecting job satisfaction as job satisfaction is itself a complex phenomenon that has remained elusive for quite some time now (Hyun, 2009). Consequently, adopting interventions for job satisfaction in the workplace has encountered mixed results that have confounded both the human resource practitioner and the Theorist alike. However, the Two-Factor Theory supports the view that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assumes that an increase in satisfaction necessarily leads to decrease in dissatisfaction. In other words, both factors are not complimentary (Madura, 2006).

Herzberg conducted a study on 200 accountants and engineers about job satisfaction in the attempt to identify factors that contribute to their satisfaction or dissatisfaction towards their jobs (Madura, 2006). Consequently, Herzberg's listed common factors causing dissatisfaction among employees as; working conditions, supervision, salary, job security, and status. These were also categorized as job context factors. These were called job context factors (Mukherjee et al., 2009). Studies done on Herzberg's two-factor theory have either validated or invalidated this theory at least in part for example, Khalifa and Truong (2010) study of 80 of the teaching staff at the Egyptian private universities found that perceptions of Herzberg's motivator's equity were all positively related to job satisfaction and that improving hygiene factors would lead to an improvement in employee's job satisfaction. Critics, however, point out that this theory contains the relatively explicit assumption that happy and satisfied workers produce more, even though this might not be the case (Schultz & Schultz, 2010).

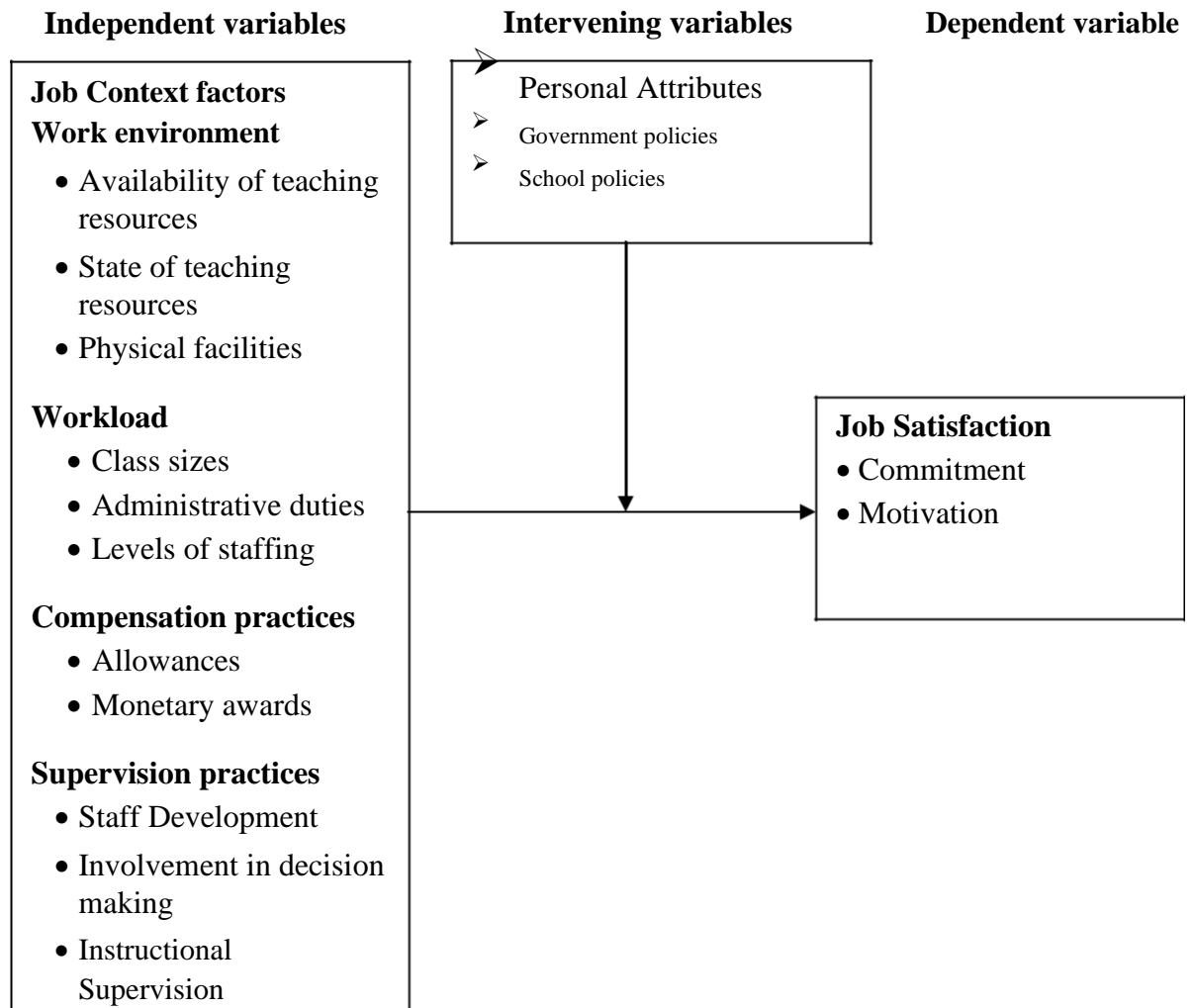
In terms of strength, this theory differentiates between behavioural needs, describing the reasons why employees need specific things and allowing a manager to better direct their motivation. The most important part of this theory of motivation is that the main motivating factors are not in the environment but in the intrinsic value and satisfaction gained from the job itself (DeShields, Kara, & Kaynak, 2005). In terms of its weakness, the Two- Factor Theory is widely used, but there are a few issues with it. One issue is the fact that humans tend to look at the aspects of their work that they like and

project them onto themselves when things are going well. When times are bad, external factors seem to play a larger part. Another point of criticism is that the Two-Factor Theory assumes that job satisfaction equals higher productivity. There are plenty of reasons to disagree, like external factors that might influence productivity.

The Application of the Two-Factor Theory is well established within organizational settings. In fact, every leader has the responsibility to ensure that their employee's hygiene factors are attended to and that proper motivators are implemented to increase job satisfaction. Organizations and their managers want teams with the best possible performance. But how do you motivate that team? There's not much point in motivating secondary teachers if the hygiene factors aren't taken care of. Motivating secondary teachers really work when the things that bother them – the things they complain about disappear.

## 2.8 Conceptual Framework

The conceptual framework for this study as presented in Figure 2.1 hypothesizes the relationships between independent variables and the dependent variable.



**Figure 2.1: Conceptual Framework of Job Context Factors affecting Teacher Job Satisfaction**

**Source: Researcher (2019)**

As indicated in Figure 2.1 the study assumes that certain job context factors can influence job satisfaction, such as high workload, compensation, work environment, and management practices in schools. In many settings, the increased workload is always viewed as a de-motivator and, hence, it can be expected to influence job satisfaction. Similarly, staff compensation which is a hygiene factor is also hypothesized as being able to have a bearing on job satisfaction. It is also expected that the work environment which is among the hygiene factors may affect the job satisfaction of teachers. Finally,

supervision may also serve to shape the relations among the employees and lead to improved job satisfaction as hypothesized in the conceptual framework. Intervening variables such as personal factors (individual's cultural background, age, gender, level of education and attitudes to work), government policies, interpersonal relationships, and school policies might have an effect on the outcome of the research findings, hence, will need to be taken into consideration when interpreting results.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the methodology that were used for this study. It describes the research design, the area of the study, the target population, the sample size and sampling techniques, instrumentation, data analysis and presentation and finally ethical considerations.

#### **3.2 Research Design**

This study adopted a correlational research design. According to Oso and Onen (2009) the major purpose of a correlation study is to determine whether or not an association exists between two or more paired and quantifiable variables. It collects data from two or more quantifiable variables from the same group of subjects and compares how they vary (Nardi, 2018). In obtaining both qualitative and quantitative data, the design was helpful. The design was also useful in gathering data on the views, beliefs, behaviors or some of the different educational or social issues of individuals. The research was suitable for this design since it facilitated the testing of the relationships between each hypothesized independent variable and the dependent variable of interest to the study.

#### **3.3 Location of Study**

The study was carried out in public secondary schools in Nakuru West Sub County, Nakuru County, Kenya. The sub-county lies in a cosmopolitan area, a tourist destination, and an industrial center. Administratively, Nakuru West Sub County has five wards; Kaptembwo, Kwa Rhonda, London, Kapkures, Shabab and Barut. Currently, there are 9 public secondary schools in Nakuru West Sub-County. The location was chosen because it has a high number of secondary schools which are representative of the general characteristics of the entire population and also the manifestation of the problem in terms of the fact that the schools have lost a good number – 16% on average - of teachers to other professions, (Nakuru County Education Office, 2019) .

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

In academic study, the target population refers to an entire group of people, events or objects with similar observable features. A target population is a population to which a researcher wishes to generalize his or her findings, according to Mugenda and Mugenda

(2013). The study targets 326 teachers in all the 9 public secondary schools in Nakuru West Sub County.

### 3.5 Sampling Procedure and Sample Size

#### 3.5.1 Sample Size

Sekaran and Bougie (2012) observed that the purpose of sampling is to secure a representative group which will enable the researcher to gain information about an entire population when faced with limitations of time, funds and energy. The total population of teachers under consideration in public schools is 326, which is a large enough population to warrant random sampling. Therefore, the sample size for the teachers was computed using the formula proposed by Nassiuma (2000) as follows;

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

Where n = sample size, N = population size, c = coefficient of variation ( $\leq 30\%$ ), and e = error margin ( $\leq 5\%$ ). In this study c is taken as 50% as recommended by Nassiuma (2000), e to be 2% and N = 535, therefore, fitting this into the formula:

$$n = \frac{326 * (0.5)^2}{(0.5)^2 + (326-1) * (0.02)^2} = 150.23 \approx 150$$

A sample size of 150 teachers obtains from the above formula.

#### 3.5.2 Sampling Procedure

The sample size was allocated according to the respondent type as shown in Table 1.

**Table 1: Sample Size Distribution in Relation to the Population**

<b>Respondent Type</b>	<b>Population</b>	<b>Sample Size</b>
Teachers	326	150
<b>Totals</b>	<b>326</b>	<b>150</b>

Source: Researcher (2019)

The study was carried out in all the 9 public secondary schools in the area. Since the number of teachers is high, systematic random sampling was used to select teachers for the study. To achieve this, the study used a list of teachers from each school and located the teachers whose names were odd numbered until the prescribed sample size was obtained. The use of this sampling method as opposed to the simple random sampling was that it was cheaper to implement than simple random sampling (Oso & Onen, 2009).

### **3.6 Instrumentation**

In this survey, the investigator made use of the questionnaire to collect primary data and from both the teachers and principals. Questionnaire method is the most widely used in survey studies and was chosen in this research since it is an effective way of producing large quantities of data, of reaching a broad population and is also easy to administer. The questionnaire items gravitated on four factors of job satisfaction namely; workload, work environment, compensation and supervision practices. The questionnaire was divided into sections A, B, C, D, and E. Section A captured the demographic information of respondents while sections B, C, D, and E contain items on the research objectives respectively. The items in the questionnaire were in the form of four points Likert scale format where participants were required to respond by indicating their level of job satisfaction in the scale of; Strongly Disagree (SD), Disagree (D), Agree (A), and Strongly Agree (SA). The response categories were assigned weights from 1 to 4. The scoring scheme to be used was to give a score of 4 to each response marked under „strongly Agree“, a score of 3 to each response marked under „Agree“, a score of 2 to each response marked under „Disagree“ and a score of 1 to each response marked under „strongly Disagree“.

#### **3.6.1 Validity of the Instrument**

Validity is the consistency and meaningfulness of inferences based on the findings. It is a measurement of how well a test tests what it is intended to measure. The correct representation of the variables under analysis is concerned. In this analysis, content validity was used to assess if the method actually tests what it is intended to measure (Mugenda & Mugenda, 2003). Content validity refers to the degree to which all facets of a given subject are reflected by a measure. The validity of content involves the use of experts to determine whether test items evaluate specified content. Hence, the instruments were given to the supervisors to evaluate them for content validity. The recommendations from the researcher's supervisors helped in the restructuring of the

instruments by incorporating the missing information, omitting irrelevant questions and paraphrasing questions that appear ambiguous to the respondents. These corrections helped in improving the validity of the questionnaires to be used for the actual study.

### **3.6.2 Pilot Study**

Piloting was done in public secondary schools in Nakuru West Sub-County before the actual collection of data. The purpose of this study was to enable the researcher to discover the weakness of the research instruments to be used during the actual study, check the clarity of the questions or items and also elicit comments that could assist the researcher to reconstruct the questionnaires for the purposes of improvement and modifications of the instruments. The results of the pilot study, therefore, assisted the researcher in evaluating the precision of the questionnaire items to improve the quality of the data collection instrument. Gay (2009) suggests that 10% of the accessible population is an acceptable pilot sample for piloting. Therefore, 10 teachers from one school constituted the pilot study sample. The pilot sample was not included in the final study sample.

### **3.6.3 Reliability of the Instrument**

Reliability is the measure of the consistency of the results from the tests of the instruments. It is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The internal consistency approach was used to determine the reliability of the instruments. The Alpha coefficient of the Cronbach was applied to the data obtained from the pilot test to determine how objects in the same instrument correlate between them. For the purposes of the analysis, the Cronbach coefficient Alpha of more than 0.7 was considered to be appropriate. A proposed psychometric instrument can only be used as a rule of thumb, according to Tavakol and Dennick (2011), if a value of 0.70 or greater is obtained from a significant sample. Therefore, a reliability coefficient of about 0.70 was introduced for this measurement. The results are in Table 3.



**Table 2: Reliability Statistics**

<b>Variables</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Work environment	0.921	11
Workload	0.767	9
Compensation	0.881	7
Supervision practices	0.903	12
Job satisfaction	0.844	11
<b>Aggregate</b>	<b>0.8632</b>	<b>50</b>

The reliability coefficient  $\alpha = 0.8632$  indicates the goodness of the items in the data for carrying out statistical analysis. Bhattacharjee (2012) noted that a correlation coefficient above 0.7 shows good reliability of data in social science research.

### **3.7 Data Collection Procedure**

The permission to carry out the study was sought first by obtaining an introduction letter from the Institute of Post Graduate Studies at Kabarak University and then a research permit from National Commission for Science, Technology, and Innovation (NACOSTI). Additional permits were sought from the Sub-County Director of Education. Before the research instruments were distributed the researcher made prior visits to the selected schools to seek appointments with the schools' principals. The researcher adopted a drop-wait-and collect approach where the questionnaires are administered to the respondents, allowed some time to fill, and then picked once they are dully filled. This guaranteed a high questionnaire return rate.

### **3.8 Data Analysis**

Data obtained from the questionnaires were converted to numerical codes and be scored on a 4 point scale in order of magnitude of the construct being measured, then be entered into the Statistical Package for Social Sciences (SPSS) version 22 computer programme. The data was analyzed using both descriptive and inferential statistical methods. Descriptive analysis was done using frequencies and percentages to describe the basic characteristics of the population. Inferential statistics involved the use of Pearson's Product Moment correlation to determine the nature of the relationship between the variables and multiple regression to test the proposed joint model involving

all independent variables and the dependent variable. The regression model below was used to examine the relationships between the variables under study;

$$y = b_0 + b_1x_1 + b_2 x_2 + b_3 x_3 + b_4 x_4 + e$$

y = Job Satisfaction

X<sub>1</sub>= Work Environment

X<sub>2</sub>= Workload

X<sub>3</sub>= Compensation Practices

X<sub>4</sub>= Supervision Practices

b<sub>0</sub> = Regression Constant

b<sub>1</sub> to b<sub>5</sub>, are the coefficients of the variables determined by the model e =error term.

The findings were then presented in tables and discussed

### **3.9 Ethical Considerations**

The researcher observed ethics throughout the research process. Ethical issues which were considered in carrying out the research were privacy, confidentiality, sensitivity to cultural differences, gender and anonymity (Orodho, 2010). Adequate and clear explanations clarifying the intention of the research was given to all the respondents. The researcher disclosed the real purpose of the research and gave all the facts pertinent to the research so that the respondents may be able to make informed decisions on whether to participate in the study or to decline. The participants in the study were assured of anonymity and confidentiality throughout the research process. Further, respondents were not expected to write their names or those of their schools anywhere in the questionnaire. They were further assured that the information given will only be used for the purpose intended

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

#### 4.1 Introduction

This chapter presents results arising from the analysis of data collected using questionnaires. The findings are given in terms of the objectives of the study which were; to determine the influence of job context factors namely; workload, teacher compensation, working environment, supervision practices on job satisfaction among public secondary school teachers in Nakuru West Sub County. The data collected was analyzed using descriptive and inferential statistical methods for each variable and the findings presented in tables, and their implications discussed.

#### 4.2 Response Rate

Table 3 shows the response rate of the questionnaires.

**Table 3: Response Rate**

<b>No. of questionnaires Issued</b>	<b>No. of questionnaires Returned</b>	<b>Response Rate (%)</b>
<b>150</b>	<b>110</b>	<b>73</b>

The high questionnaire response rate (73%) shown in Table 3 resulted from the method of administration of the instrument, which was in this case self-administered. This was acceptable according to Moser and Kalton (2017). This method also ensured that the respondents' queries concerning clarity were addressed at the point of data collection; however, caution was exercised so as not to introduce bias in the process. The other questionnaires were not returned by the respondents, hence, they were not included in the study.

#### 4.3 Demographic Characteristics of the Respondents

The study sought to determine the demographic characteristics of the respondents as they are considered as categorical variables which give some basic insight about the respondents. The characteristics considered in the study were; range of ages of the respondents; gender; highest level of education attained by them and; number of years they had worked in their present school. The findings on these are summarized in Table 3.

**Table 4(a): Demographic Characteristics of the Respondents**

Variable	Category	Frequency	Percentage(%)
Gender	Male	47	43
	Female	63	57
Age in Years	26–30	24	22
	31–35	38	34
	36–40	24	22
	41–45	3	3
	46–50	21	19
	Level of Education	Diploma	23
	Bachelors Degree	74	67
	Masters Degree	13	12

The findings in Table 4 suggest that majority (57%) of the respondents were female although the high proportion of males indicated that a significant number of male teachers in the schools. The results also indicate that majority (34%) of the teachers were aged between 31 – 35 years. Concerning the level of education, the results indicate that majority (67%) of the respondents had bachelors degree as their highest academic qualifications although there was also a considerable number with post graduate qualifications. These findings imply that the respondents had reasonable level of education and were young, hence, could still make other career choices if they were not satisfied. Therefore, they could give reliable information for the study.

**Table 4(b): Work experience of the teachers in the schools in years**

Variable	No. of years	Frequency	Percentage
Number of years worked in the present school	Less than 5 years	29	26
	6 - 10 years	31	28
	11 - 15 years	25	23
	16 – 20 years	17	16
	20 years and above	8	7

Majority (28%) of the respondents had also worked in their current schools for between 6 and 10 years. These findings suggest that the teachers had considerable work experience in their present schools and, thus, were expected to give valid opinions

concerning the study problem. Further, the study sought to establish whether there were gender differences in terms of the teachers work experience in the schools in years of service. The findings are given in Table 4(c).

**Table 4(c): Gender on Work Experience of the teachers in the schools in years**

		Gender		Total
		Male	Female	
How long have you been a teacher in this school?	1 - 5 years	8	21	29
	6 - 10 years	9	22	31
	11 - 15 years	18	7	25
	16 - 20 years	6	11	17
	Above 20 years	6	2	8
Total		47	63	110
Pearson Chi-Square		17.636		
Df		4		
Sig. (2-sided)		0.001		

The results in Table 4(c) suggests that there were significant gender dimensions when it came to work experience in the schools in years ( $\chi^2 = 17.636, p \leq 0.05$ ). Particularly, majority of the female teachers had worked in the schools as teachers for between 6 and 10 years (22) while most of the male teachers had served for between 11 and 15 years (18). However, after serving for 15 years, there was a significant drop in the number of male teachers compared to female teachers suggesting that more male teachers either moved to different schools or made a career switch than their female counterparts. Overall, these findings on the demographic characteristics of the teachers imply that majority of the respondents had reasonable level of education for their line of work and were well familiar with their workstations and were, therefore, expected to give valid opinions in relation to the study problem being investigated. Abere and Muturi (2015) explained that for a reliable study to be conducted, the respondent's background characteristics, such as, age, gender, educational qualifications and work experience needed to be established so as to ascertain that one sampled from a reliable population that is likely to give valid answers for the study.

#### **4.4 Work Environment on Job Satisfaction**

The first objective of the study was to establish the influence of the work environment on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. This variable was described

resources and State of teaching resources. A four point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 4 = strongly agree. In addition, the mean was used as a parameter to assess the reactions of the respondents to the statements posed. The closer the mean score on each item was to 4, the more the agreement concerning the statement while scores below 2.5 would indicate disagreement regarding the statement posed.

#### 4.3.1 Percentages and Mean Statistics on Perception of the Work Environment

Questionnaire items on the work environment were selected and their percentage scores computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed. The findings are presented in Table 5.

**Table 5: Work Environment on Job Satisfaction**

<b>Statement</b>	<b>SD</b> <b>%</b>	<b>D</b> <b>%</b>	<b>A</b> <b>%</b>	<b>SA</b> <b>%</b>	<b>Mean</b>	<b>St.</b> <b>Dev</b>
The class room have chairs for teachers	15.5	53.6	26.4	4.5	2.2	0.752
The classroom have tables for teachers	3.6	87.3	7.3	1.8	2.07	0.422
The classroom are well ventilated	1.8	63.6	30.9	3.6	2.36	0.586
There is adequate lighting	7.3	58.2	31.8	2.7	2.3	0.643
Classrooms are overcrowded	1.8	15.5	75.5	7.3	1.41	0.849
Teachers have ample office space	2.7	3.6	40	53.6	1.7	0.698
We have adequate toilet facilities in our school	7.3	87.3	3.6	1.8	2	0.428
We have safe drinking water for teachers	8.2	83.6	7.3	1	2.01	0.439
The school provides meals for teachers	7.3	61.8	26.4	4.5	2.28	0.665
There is adequate internet connectivity for teachers	84.5	7.3	5.5	2.7	1.26	0.686
There are adequate reference materials for teachers	65.5	27.3	5.5	1.8	1.44	0.684
<b>Aggregate</b>					<b>1.912</b>	<b>0.623</b>

The results in Table 5 indicate that the classrooms did not have chairs for teachers as indicated by majority (53.6%) who disagreed. Majority (87.3%) of the respondents also disagreed that their classroom had tables for teachers. This shows that the schools were under-furnished for teaching and learning and could be a reason behind the lack of job satisfaction among the teachers. Indeed, the findings agree with Ntumi

(2016) who found that teaching and learning in schools are hampered by lack of tables and chairs in the classrooms and this was a cause of lack of job satisfaction.

The findings also indicate that the classrooms were not well ventilated as indicated by most respondents who disagreed (63.6%). Most schools classrooms also lacked adequate lighting as indicated by most teachers who disagreed (58.2%). This was likely to affect the job satisfaction of teachers as ventilating and lighting the classrooms was important to teacher job satisfaction as they are the primary workstations of the teachers. Conditions such as sufficient temperature, humidity, ventilation and lighting, cleanliness of the workplace and adequate instruments and equipment are critical for job satisfaction (Okonkwo & Obineli, 2016). Effective work conditions provide teachers with greater physical comfort and raise their morale. Although very poor circumstances generate resentment and regret, and therefore a high sense of dissatisfaction. This is because a workplace environment with essential facilities is a prelude to job satisfaction among workers. Environment conditions enhance working.

Most teachers agreed (75.5%) that their classrooms were overcrowded. The overcrowding of classrooms could necessarily lead to dissatisfaction among teachers as pointed out by Khan and Iqbal (2014) who found in their study that one of the major constraints that affect teacher job satisfaction was overcrowding in classrooms. Further, most programmes of instruction and pupil service require adequate physical facilities including school buildings, grounds, and equipment. Mugambi's (2013) study in Tharaka Nithi County, Kenya had also revealed that the majority of the teachers felt that the classrooms were not attractive and friendly. Most of the classrooms were congested and did not meet the hygienic threshold befitting the standards required in the secondary school learning environment.

The findings also indicate that the teachers did not have ample office space as indicated by most of the respondents who disagreed (53.6%). This could affect the level of job satisfaction of the teachers as indicated by Shonje (2016) who linked low level of job satisfaction among secondary school teachers in Tanzania to among other things a shortage of office space and chairs. Further, most of the teachers also disagreed (87.3%) that their schools had adequate toilet facilities while 83.6% also disagreed that their schools had safe drinking water for teachers. The UK Department for International Development (DfID, 2017) highlighted the importance of educational teaching and learning facilities in schools stressing that where quality of facilities are maintained and

improved (particularly water and sanitation facilities), enrolment and completion rates are improved, there is less teacher absenteeism and learning outcomes are also improved.

Most of the schools in the area also did not provide meals for teachers as indicated by majority (61.8%) of the teachers who disagreed. This could also affect their levels of job satisfaction as indicated by Muguongo *et al.*, (2015) whose study revealed that provision of free/subsidized meals and refreshments contributed to teacher job satisfaction.

Most schools did not have adequate internet connectivity for teachers as indicated by most teachers who disagreed (84.5%) and also lacked adequate reference materials for teachers (65.5%). Currently, the internet is a very important teaching and learning resource as it enables both the teacher and learner to access important reference material which is not easy to obtain locally and as such the availability of the internet can enrich learning. Therefore, lack of internet or inadequate supply of internet could potentially lead to loss of job satisfaction among teacher in this digital world. Further, as learning is a continuous process, adequate reference material in hard copy is equally important. Tayyar (2014) observed that teacher satisfaction is affected in lower grades in South African schools due to lack of adequate textbooks. Teachers may be committed to doing their best to teach reading but their efforts may be rendered futile in situations where there is a lack of the most important resources necessary for teaching and learning.

Further, the overall work environment index determined by aggregate mean ( $m = 1.912$ ) and standard deviation ( $SD = .623$ ) observed suggests that there was general disagreement with the statements describing the working environments in the schools. These are indications that the configurations of the working environment in the public secondary schools especially in terms of the state of physical infrastructure and teaching and learning material as well as water and sanitation were unsatisfactory. Chimombe (2015) in Zambia had asserted that physical resources enhance the conducive environment that promotes effective teaching and learning while Tayyar (2014) established that inadequate teaching materials and housing were critical dissatisfiers among teachers. Situations in which teachers have to perform their professional duties with little or no resources can be very demanding indeed and eventually impact their job satisfaction negatively.



### 4.3.2 T-Test on Work Environment Perception based on Gender

Following these findings, the study also sought to assess whether there were significantly different perceptions of the working environment between male and female teachers in the public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the work environment among the two groups were indeed significant. The findings are summarized in Table 6.

**Table 6: T-Test on Work Environment Perception based on Gender**

	Gender	N	Mean	Std. Dev.	Mean Difference	df	T	F	Sig.
Work Environment		4					-	0.03	0.84
	Male	7	21.02	3.65	-0.026	108	6	8	6
	Female	3	21.05	3.84	-0.026				

It is evident from the results in Table 6 that there was no statistically significant difference in the perception of the work environment in the public secondary schools in the area across both genders of teachers ( $t = -0.036$ ;  $f = 0.038$ ;  $df = 108$ ;  $p = 0.846 > p = 0.05$ ). This implies that both groups of teachers had a shared view of their schools' environment. The observation that there was not significant gender could be explained by the fact that most schools in the area had good gender representation among teaching staff and management and, as such, their facilities could accommodate both genders.

### 4.3.3 Regression of Work Environment on Job Satisfaction among Teachers

Bivariate regression analysis was conducted to determine whether there was a significant relationship between Work Environment and Job Satisfaction among Teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values was greater than  $p > 0.05$ . The findings are summarized in Table 7.

**Table 7: Regression of Work Environment on Job Satisfaction among Teachers**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	6.375	2.568		2.482	0.015
Work Environment	0.505	0.12	0.476	4.191	0.000
R	0.476	F	17.562		
R Square	0.227	Df	(1,107)		
Adjusted R Square	0.206	Sig.	.000		

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Work Environment

Table 7 shows that the model Pearson Product Moment correlation coefficient is  $R = 0.227$  and the model adjusted R-square,  $R^2$  is 0.206 which suggests that the model with the schools' Work Environment as the independent variable could explain up to 20.6% of the variations in the dependent variable, that is, job satisfaction among public secondary school teachers in Nakuru West Sub County. The rest of the variations could be explained by the variables not fitted in the model. Moreover, the model's F-statistic is 17.562 with  $p = 0.000 \leq p = 0.05$  with 1,107 degrees of freedom, which further confirms that the explanatory variable, Work Environment, is significant in explaining variations in the dependent variable. In addition, the findings on the model coefficients suggest that Work Environment had a significant, positive and moderate relationship with job satisfaction among public secondary school teachers in Nakuru West Sub County ( $\beta = 0.375$ ;  $p \leq 0.05$ ). This finding implies that a unit increase in Work Environment will necessarily translate to a + 0.375 increase in standard deviations in variations of job satisfaction among public secondary school teachers in Nakuru West Sub County.

These findings are consistent with those of Boyd *et al.*, (2011) in the US which that found that working conditions substantially influence teachers' output and are important predictors of New York City teachers' decisions to change schools or leave the profession. They also agree with Okonkwo and Obineli (2016) who found that many teachers in public schools lack job satisfaction resulting from the poor condition of the environment of their workplace. Okeke and Mtyuda (2017) have found that the shortage of facilities in schools is a cause of discontent. Working without basic resources that are needed to ensure effective teaching and learning is often frustrating for teachers.

#### 4.4 Workload on Job Satisfaction

The second objective of the study was to establish the influence of the workload on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. This variable was described in terms of Class sizes, Administrative duties and Levels of staffing. A four point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 4 = strongly agree. Further, the mean was used as a parameter to assess the reactions of the respondents to the statements posed. The closer the mean score on each item was to 4, the more the agreement concerning the statement while scores below 2.5 would indicate disagreement regarding the statement posed.

##### 4.4.1 Percentages and Mean Statistics on Perception of the Workload

The study selected questionnaire items on the workload construct and their percentage scores computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed and conclusions drawn. The findings are presented in Table 8.

**Table 8: Workload on Job Satisfaction**

<b>Statement</b>	<b>SD</b>	<b>D</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>St. Dev</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>		
I teach many lessons per week	1	4.5	44.5	50	3.44	0.628
I work for more than the required hours when I am on duty	1	2.7	44.5	51.8	3.47	0.601
I am assigned administrative duties	1	6.4	91.8	1	2.93	0.324
I mark a lot of exam papers	0	6.4	74.5	19.1	3.13	0.49
I administer many exams in a month	0	6.4	81.8	11.8	3.05	0.425
I teach during weekends	0	7.3	90	2.7	2.95	0.314
I am involved in more than one co-curricular activities	0	5.5	82.7	11.8	3.06	0.413
I teach many remedial classes	0	11.8	79.1	9.1	2.97	0.459
The deadline are unrealistic	3.6	4.5	40.9	50.9	3.39	0.743
<b>Aggregate</b>					<b>3.154</b>	<b>0.489</b>

It is evident from the findings in Table 8 that most teachers teach many lessons per week as indicated by majority (50%) of the respondents who strongly agreed and 44.5% who agreed. Majority (51.8%) of the respondents strongly agreed that they work for many hours when they are on duty. This according to Nyangaya's (2015) findings led to the teachers lacking time during the day to prepare for the lessons, mark books and perform other duties as may be assigned and, therefore, go to class unprepared to teach or fail to attend classes altogether and this could be a source of dissatisfaction. Similarly, Majanga *et al.*, (2014) study on the influence of class size on classroom interaction in the wake of Free Secondary Education (FSE) found that teachers are dissatisfied with heavy workloads, handling many lessons, many pupils and working for long hours.

In most schools, the teachers were also assigned administrative duties as indicated by majority (91.8%) of the teachers who agreed. According to Kaur (2017), excessive workload especially due to handling administrative work is found to be a major cause of teacher dissatisfaction. The workload of the teachers has been observed to increase tremendously as a result of more administrative duties, increased expectations from parents and children, and the constant new non-educational thesis in schools. Libent (2015) also found that increased administrative paperwork were all indicators of increased teacher dissatisfaction. Similarly, findings of a survey by on primary teachers indicated that teacher to child ratios, long working hours and administrative issues have also been identified as sources of dissatisfaction for early educators.

Most teachers (74.5%) agreed that they mark a lot of exam papers as they administer many exams in a month. According to Waga and Simatwa (2014), having many exam papers to make affects the teacher's job satisfaction as it compels them to spend more time during the day for marking pupils' work and abandon other necessary responsibilities. As a result, it denies the teachers time to adequately prepare themselves for the next day's routine as they become exhausted.

Most teachers also teach many remedial classes as indicated by majority (79.1%) of the teachers who agreed. Further, most teachers (90%) claimed that they teach during weekends and that they are also involved in more than one co-curricular activities (82.7%). Kyara (2013) in Tazania had also found that in some cases, teachers were forced to prepare remedial classes for slow learners, however, this affected teachers teachers who resided in far away from school due to challenges of travelling in evening hours. In either case, compelling teachers to teach remedial classes without adequate

arrangements affected their job satisfaction. However, according to a findings in a study by Aminga (2016), majority of teachers were of the view that remedial lessons created reputation to teachers and most often the reputation rests on the academic results they are able to achieve. This makes provision of remedial lessons something that brings some relief and balance. The study concluded that if teachers were in a position to decide, they would like private tuition to continue being given to students.

In addition, majority felt that the deadlines given to them were unrealistic as indicated by majority (50.9%) who strongly agreed. This could also affect the teachers job satisfaction as it means the teachers would be working under pressure and, thus, would have less time for other activities including preparation for other classes. Murawski (2015) explained that high school teachers needed to find at least a small amount of time (20 minutes minimum) once a week to meet and deliberate on work issues or socialize and get relieved from the work pressure.

The overall index for workload given by the aggregate mean 3.154 and standard deviation 0.489 suggests that majority of the teachers agreed with the statements posed on the workload characteristics in their schools. The general trend was that the workload was high and this could affect the teachers level of job satisfaction. According to a study by Kagwiria and Amukowa (2014) on teacher's productivity in promoting quality education in schools in Kenya, large class sizes and heavy workloads in relation to pay (the effort-price of work) made teachers resistant to the introduction of new teaching methodologies and other innovations. Wesangula (2017) in Kenya pointed out that while teachers were most satisfied with work itself, they were not satisfied with time – especially weekends- for family and interpersonal relationships implying that their jobs took up most of their time.

#### **4.4.2 T-Test on Workload Perception based on Gender**

The study also sought to assess whether there were significantly different perceptions of the workload between male and female teachers in the public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the workload among the two groups were indeed significant. The findings are summarized in Table 9.

**Table 9: T-Test on Workload Perception based on Gender**

	Gender	N	Mean	Std. Dev.	Mean Difference	df	T	F	Sig.
Workload				1.50		10	1.15	7.93	0.00
	Male	47	28.7	2	0.528	8	1	9	6
	Female	63	28.17	2.86	0.528				

The results in Table 9 indicates that the perception of the workload in the public secondary schools in the area was statistically significant different across both genders of teachers ( $t = 1.151$ ;  $f = 7.939$ ;  $df = 108$ ;  $p = 0.006 > p = 0.05$ ). This implies that both groups of teachers did not necessarily share the same views on the levels of workloads in their schools. The significant difference in the perception of workload based on gender of the teachers could be as a result of women doing a lot of chores at home compared to men and as such extra workload at school would affect them.

#### 4.4.3 Regression of Workload on Job Satisfaction among Teachers

The study carried out bivariate regression analysis was conducted to determine whether there was a significant relationship between Workload and Job Satisfaction among teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values was greater than  $p > 0.05$ . The findings are summarized in Table 10.

**Table 10: Regression of Workload on Job Satisfaction among Teachers**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	23.553	5.766		4.084	0.000
Workload	-0.422	0.152	-0.41	-2.77632	0.005
R	.410a	F	5.2773		
R Square	0.168	Df	1, 107		
Adjusted R Square	0.153	Sig.	.000b		

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Workload

The results in Table 10 suggest that the model Pearson Product Moment correlation coefficient is  $R = 0.410$  and the adjusted R-square, that is, the standardized coefficient of determination,  $R^2$  is 0.153. This suggests that workload could independently explain upto 15.3% in the variations in job satisfaction among public secondary school teachers in the area. However, the model's F-statistic is 5.2773 with  $p = 0.000 \leq p = 0.05$  and  $df = 1,107$ , is significant which implies that the workload when fitted into the model had explanatory power in explaining variations in the dependent variable, that is, job satisfaction among public secondary school teachers in Nakuru West Sub County. Further, the bivariate model constant is significant ( $p \leq 0.05$ ) which indicates that there were other variables which when fitted into the model could explain the variations in the dependent variable, that is, job satisfaction among public secondary school teachers in Nakuru West Sub County. These findings support those of Brazil (2016) whose study found that increased workload, lack of time in the day larger class sizes and administrative paperwork were all indicators of increased teacher dissatisfaction. Similarly, findings fail to support those of Libent (2015) which revealed that teacher to child ratios, long working hours and administrative issues were identified as sources of dissatisfaction for early educators.

#### **4.5 Compensation Practices on Job Satisfaction**

The third objective of the study was to establish the influence of the compensation practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. This variable was described in terms of Salaries and Monetary awards. A four point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 4 = strongly agree.

##### **4.5.1 Percentages and Mean Statistics on Perception of the Compensation Practices**

The study selected questionnaire items on the compensation practices construct and their percentage scores computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed and conclusions drawn. The findings are presented in Table 11.

**Table 11: Compensation Practices on Job Satisfaction**

<b>Statement</b>	<b>SD</b> <b>%</b>	<b>D</b> <b>%</b>	<b>A</b> <b>%</b>	<b>SA</b> <b>%</b>	<b>Mean</b>	<b>St.</b> <b>Dev</b>
I am paid for involvement in co-curricular activities	8.2	50	41.8	0	2.34	0.625
I am paid when I take student out for games	1	20.9	77.3	1	2.78	0.457
I am paid when I take student for academic trips	0	19.1	80	1	2.82	0.41
I get paid when I teach remedial Classes	1	53.6	45.5	0	2.45	0.517
I get paid when my students surpass the mean marks	84.5	14.5	1	0	1.16	0.396
I get paid my students get the best grade in K.C.S.E exams	83.6	13.6	2.7	0	1.19	0.459
I am paid when I do extra duties in the school	86.4	13.4	0	0	1.14	0.345
<b>Aggregate</b>					<b>1.983</b>	<b>0.458</b>

The findings in Table 11 suggest that the teachers were divided when asked whether they were paid for involvement in co-curricular activities by their school with half of them (50%) disagreeing while 41.8% agreed and 8.2% who strongly agreed. This suggests that compensation schemes varied and this could affect the teachers job satisfaction. According to Nyamesenge (2014), school principals had been given the mandate to raise additional non-school fees income for their schools from income generating activities. This was the money used to compensate the teachers for co-curricular activities and was not uniformly available in all public secondary schools. Apart from their salaries, their schools gave teachers compensation from extra activities in the school. However, the satisfaction levels could vary with the amount and surrounding economic conditions. For example, teachers in schools in more rural areas may not necessarily experience the same financial impact when paid equal allowances with their counterparts from schools in urban areas. Adeniji, Falola and Heirsmac (2014) indicate that compensation package must be attractive enough to prevent employees from becoming dissatisfied and looking elsewhere for fringe benefits, bonuses and incentives.

Most of them also agreed that they get paid when they take student for academic trips (80%). Majority (77.3%) also claimed that they were paid when they take students out for games. However, this could not necessarily translate to job satisfaction as



reasoned out by Trevor (2017) who stated that compensation was not affected by the socio- economic as well as political factors and that, “compensation system choices are not necessarily driven by purely economic interests nor formulated on the basis of equity.” This means, the compensation is not meant to address an economic need the teacher may be facing, but simply facilitate his/her comfort in the engagement. Moreover, Fatima and Ali (2016) observed that the allowances for government teachers such as compensatory allowance, ad hoc and special allowances were often very low.

It also emerges from the findings that most teachers were not paid when they teach remedial classes as indicated by majority (53.6%) of the respondents who disagreed. While such pay can be instrumental in the job satisfaction of teachers given that teaching remedial classes are considered extraneous duties, the nature of allowances is largely left to the discretion of the school managers as explained by De Rond and Thietart (2017), who claimed that the shape and development of compensation practice relies on management leadership as well as work setting that influences managerial decisions regarding employee compensation. A study by Aminga (2016), however, revealed that teachers disagreed that remedial classes exist due to low level of teachers’ salaries. The overloaded curriculum was also given as a reason for conducting remedial lessons. Findings further revealed that if teachers were in a position to decide, they would like private tuition to continue being given to students.

Most of the teachers also strongly disagreed (84.5%) that get paid when their students surpass the mean marks. Most also claimed that they do not get paid when their students get the best grade in K.C.S.E exams as suggested by majority (83.6%) who strongly disagreed. While this type of compensation is not factored in the salary structure of the teachers, it is nevertheless important in motivating teachers as it affects job satisfaction. Several analysts have argued that performance-based pay schemes improve the administration of schools. Under a performance-based pay scheme, principals must know the quality of teachers in all classrooms (Adams, 2015). However, according to a study by Parsa (2017), such allowances do not directly influence performance of teachers but rather increase their levels of creativity and this ultimately affects performance. Ultimately, this affects their job satisfaction as job performance and students’ performance are also key factors of teacher’s job satisfaction and have a significant relationship to each other (Muindi, 2014; Noordin, 2015).

Further, most of the teachers strongly disagreed (86.4%) that they are paid when they do extra duties in their schools. While extra duties are not factored in the salary schemes of the teachers, giving them compensation for extra duties undertaken motivates

them and shows their extra input is valued and this makes them creative and also satisfied with their work.

The overall index for compensation given by the aggregate mean 1.983 and standard deviation 0.458 suggests that majority of the teachers disagreed with the statements posed indicating that they were not well remunerated for extraneous duties and their performance. This could be a reason for lack of job satisfaction among the teachers and one that could affect their performance and also make them seek better paying jobs elsewhere. The findings agree with Chabaya (2015) who found that a greater proportion of academic staff among academic professionals unlikely to be satisfied with their jobs mainly due to inadequate salaries and allowances. The amount of compensation the teachers receive in comparison to that of their counter parts in the civil service and the allowances given to the teachers are some of the major factors that influence teachers' job satisfaction. According to a report by Muguongo et al. (2015), while allowances have a substantial effect on teacher work satisfaction in Tharaka Nithi County, the study concluded that teachers are extremely unhappy with all forms of pay they earn.

#### 4.5.2 T-Test on Compensation Practices Perception based on Gender

The study also sought to assess whether there were significantly different perceptions of the compensation practices between male and female teachers in the public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the workload among the two groups were indeed significant. The findings are summarized in Table 12.

**Table 12: Compensation Practices on Gender of Teachers**

	<b>Gender</b>	<b>N</b>	<b>Mean</b>	<b>Std. Dev.</b>	<b>Mean Difference</b>	<b>df</b>	<b>t</b>	<b>F</b>	<b>Sig.</b>
Compensation practices	Male	47	13.55	1.613	-0.558	108	1.482	4.356	0.039
	Female	63	14.11	2.171	-0.558				

The results in Table 12 indicates that the perception of the compensation practices in the public secondary schools in the area when assessed across both genders of teachers was statistically significant different ( $t = -1.482$ ;  $f = 4.356$ ;  $df = 108$ ;  $p = 0.039 \leq p = 0.05$ ). This implies that both groups of teachers did necessarily share the same views on the compensation practices in their schools. Despite male teachers mostly having more financial responsibilities in their personal lives compared to female teachers, they tend to have more access to social capital and can easily set up additional income streams to cushion them from financial inadequacy from their teaching jobs.

#### 4.5.3 Regression of Compensation Practices on Job Satisfaction among Teachers

It was also important to determine whether compensation practices significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. Therefore, the study carried out bivariate regression analysis was conducted to determine whether there was a significant relationship between compensation practices and Job Satisfaction among teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values was greater than  $p > 0.05$ . The findings are summarized in Table 13.

**Table 13: Regression of Compensation Practices on Teachers Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	2.683	3.179		0.844	0.401
Compensation practices	1.029	0.227	0.402	4.539	0.000
R	.402a	F	20.607		
R Square	0.161	df	(1,107)		
Adjusted R Square	0.154	Sig.	.000b		

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Compensation Practices

The correlation analysis in Table 13 indicates that the correlation between compensation practices and job satisfaction among the teachers was indeed significant ( $r = 0.402$ ,  $p = 0.000 < p \leq 0.05$ ). The result also suggests that the relationship between the

variables was a positive and moderate relationship implying that increases in compensation practices would raise the levels of teachers' job satisfaction significantly. These results agree with Odike and Nnaekwe (2018) who reported that salary, promotion, and monetary rewards significantly affect the levels of job satisfaction among employees. Sirima and Poipoi (2014) similarly, established that teachers' appreciation of their jobs was enhanced by the compensation they receive, especially when their compensation terms correspond to the responsibilities they hold, and duties they perform in the school. However, the study disagreed with Samoei (2014), who observed that there was no substantial correlation between allowances and work satisfaction. Therefore, the study adopts the view that improving the compensation schemes of the teachers was important in raising their job satisfaction levels and this could go a long way in impacting their performance and commitment to their work and school.

#### **4.6 Supervision Practices on Job Satisfaction**

The fourth objective of the study was to establish the influence of the supervision practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. This variable was described in terms of Training, Involvement in decision making and Communication. A four point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 4 = strongly agree.

##### **4.6.1 Percentages and Mean Statistics on Perception of the Supervision Practices**

The study selected questionnaire items on the Supervision Practices construct and their percentage scores computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed and conclusions drawn. The findings are presented in Table 14.

**Table 14: Supervision Practices on Job Satisfaction**

<b>Statement</b>	<b>SD %</b>	<b>D %</b>	<b>A %</b>	<b>SA %</b>	<b>Mean</b>	<b>St. Dev</b>
My supervisors always available for consultation	1.8	66.4	29.1	2.7	2.33	0.56
Peer to peer supervision is always practiced in our school	35.5	60.9	2.7	1	1.69	0.571
My supervisors set clear targets and standards for work	1.8	90.9	7.3	0	2.05	0.298
My supervisors always follow up on assignments given to me	1.8	60	38.2	0	2.36	0.52
I get along well with my supervisors	45.5	48.2	5.5	1	1.62	0.635
My supervisors involve me in decision making	42.7	54.5	2.7	0	1.6	0.545
My supervisor supervises my teaching	3.6	90	6.4	0	2.03	0.316
My supervisor supervises how I manage classroom	38.2	56.4	5.4	0	1.66	0.565
I am supervised on how I do guiding and counseling	43.6	54.5	1	1	1.59	0.563
My supervisor supervises syllabus completion	1	52.7	45.5	1	2.46	0.536
My supervisor supervises my marking	0	50	49.1	1	2.51	0.52
My supervisor supervises my arrival time	0	46.4	50.9	2.7	2.56	0.551
<b>Aggregate</b>					<b>2.038</b>	<b>0.515</b>

From the results in Table 14 it is evident that most supervisors were not always available for consultation as indicated by majority (66.4%) of the teachers who disagreed with the statement. The teachers further disagreed that their supervisors set clear targets and standards for work (90.9%). The findings also indicate that most supervisors did not always follow up on assignments given to the teachers as indicated by majority (60%) of respondents who disagreed. According to Kyara (2014), supervisory behavior strongly affects the development of trust in relationships with employees, and in turn, has a significant impact on job satisfaction. The supervisor's attitude and behaviour toward employees may also be a contributing factor to job-related complaints.

Most teachers also disagreed (60.9%) that peer to peer supervision was always practiced in their schools. This was in contrast to Wabuko (2016) who found that majority of the teachers observed one another in class in schools in Nairobi County. This is a form of differentiated supervision that has been shown to yield better results as it improves the self-efficacy of the teachers and self-efficacy increases their job satisfaction (Klassen & Chiu, 2016). According to a study by Glickman *et al.*, (2015), differentiated and developmental supervisory approaches are more teacher-driven and conducted based on teacher needs and career stages. Although these models differ in foci, they are all directed at professional development for teachers to increase their instructional efficacy and to improve student learning.

Most teachers also claimed that they do not get along well with their supervisors as indicated by majority (48.2%) who disagreed and 45.5% who strongly disagreed. This finding was in contrast to Mghanga (2017) who found that the relationship between the supervisors and the employees was moderately good and influenced their level of satisfaction to a very great extent consistent with Herzberg. According to Maforah and Schulze (2014), while obtaining the support of colleagues at work is essential to job satisfaction, having the support and co-operation of supervisors and or management may present an even equal or higher positive impact on job satisfaction.

The results also show that majority of the teachers were not always involved in decision making by their supervisors as indicated by majority (54.5%) of the respondents who disagreed. This could lead to dissatisfaction of teachers as make it It is challenging for principals to have a simple time to deal with instructors who believe they are participating in decision-making and the production of school management strategies. Wilkinson and Marchington (2015) observed that supervision especially when done with the intention of letting teachers be involved in decision making communicates to them that they are trusted by the management and thus build a sense of involvement in the management of schools as well.Indeed, Gupta (2018) that allowing employees an opportunity to influence decisions and control over their pace of work led to their job satisfaction, similarly, Muguongo *et al.*, (2015) found that task autonomy, participatory and decision-making were among the factors that affect teachers satisfaction to a great extent. According to Desslar (2014) the employee voice was important in the workplace and, consequently, organisations should encourage workers to provide any decision-making input that will touch them; establish goals and objectives but let the employees determine how they will achieve those goals and objectives.

Majority of the teachers disagreed that their supervisors supervises their teaching (90%) and also how they manage their classrooms (56.4%). Most teachers also said that they were not supervised on how they do guiding and counseling (54.5%) and also syllabus completion (52.7%). These findings are consistent with Hamzah *et al.*, (2015) who found that the dimension of the curriculum was not emphasized as compared to other dimensions of teacher supervision in secondary schools in Kuala Lumpur, Malaysia and He Fei, China. Moss (2018) indicated that school administrators should guide instructors to properly learn the rules of curriculum, suitable curriculum plans, useful material, and amiable tone and attitude. This study therefore suggests that managers should promote the management of curriculum to support teachers for better supervision practices. Better guidance of curriculum will lead to better teachers' satisfaction. Hence it is clear that instructors need more curriculum input from supervisors for improved job results.

However, other findings indicate that the teachers were divided on whether their supervisors supervise their marking with 50% agreeing with the statement and another 50% disagreeing. Majority (50.9%) of the teachers, however, agreed that their supervisor supervise their arrival times in school. These findings agree in part with those of Wabuko (2016) who found that the head teachers regularly inspected the schemes of work and student assessment reports.

Moreover, from the results in Table 4.12, the overall supervision practices index as determined by aggregate mean has mean = 2.038 and standard deviation = .623. This suggests that there was general disagreement with the statements describing the supervision practices in the schools. Apart from the supervisors supervising the teachers marking of students assignments (Mean = 2.51; S.Dev = 0.52) and supervising the teachers arrival time in school (Mean = 2.56; S.Dev = 0.551) which were above the 2.5 mark, the means of all the responses on the other items describing supervision practices indicated disagreement from the teachers regarding them. These findings imply that the supervisory practices in the schools were not being done in a satisfactory way especially given that supervision was a communicative even on appraisal of performance. These approaches to supervision were likely to affect the teachers job satisfaction. These findings are in contrast to Asif *et al.*, (2016) who found that teachers were satisfied with

the behaviors of their supervisors. The findings also disagree with Mghanga (2017) who found that majority of the teachers were slightly satisfied with the support by the immediate supervisor AEO/DEO/head of administration.

According to Hamzah et al., (2015), supervision is an essential element of educational management as it can improve the efficiency of educational organizations. It can also draw together discrete elements of instruction into whole-school decisions. (Glickman *et al.*, 2015), reducing the risk of burn-out, enhancing work performance and increasing job satisfaction. Supervision was one of the hygiene factors pointed out by Herzberg in his motivation hygiene theory that must be satisfied if they are not to have a negative influence on staff.

It was also evident from the results that there was insufficient communication between the supervisors and the teachers and this could affect their job satisfaction as according to the findings in a study by Fatima and Ali (2016), majority of the teachers would feel more satisfied when they receive helpful suggestions and guidance from their supervisors. Robbins et al., (2018) also explained that communication in the workplace controls and motivates emotional expressions in the organization. A study by Osae-Apenteng (2012) revealed that appraisal results are important for counseling sessions since staff expects that they are directed where they fall short. Consequently, through the exchange of information on supervision, heads of school may advise and explain school objectives as well as give input on concerns that teachers can rise in the school. Such contact would therefore follow an upward or downward or horizontal direction of knowledge sharing.

#### **4.6.2 T-Test on Perception of Supervision Practices based on Gender**

Following these findings, the study also sought to assess whether there were significantly different perceptions of the Supervision Practices between male and female teachers in the public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the Supervision Practices among the two groups were indeed significant. The findings are summarized in Table 15.



**Table 15: T-Test on Perception of Supervision Practices based on Gender**

	Gender	N	Mean	Std. Dev.	Mean Difference	df	t	F	Sig.
Supervision Practices	Male	47	24.11	1.233	-0.637	108	1.473	7.082	0.009
	Female	63	24.75	2.735	-0.637				

From the results in Table 15, it is evident that there was a statistically significant difference in the perception of the Supervision Practices in the public secondary schools in the area when compared across both genders of teachers ( $t = -1.473$ ;  $f = 7.082$ ;  $df = 108$ ;  $p = 0.009 \leq p = 0.05$ ). This implies that both groups of teachers had a significantly different view of the Supervision Practices in their schools.

#### 4.6.3 Regression of Supervision Practices on Job Satisfaction among Teachers

The study also sought to determine whether supervision practices significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. Bivariate regression analysis was conducted to determine whether there was a significant relationship between supervision practices and Job Satisfaction among Teachers. The results were then used to test the corresponding hypothesis stated for the study. The decision rule was to accept the hypotheses if the corresponding p-values was greater than  $p > 0.05$ . The findings are summarized in Table 16.

**Table 16: Regression of Supervision Practices on Teachers' Job Satisfaction**

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	t	Sig.
	B		Beta		
(Constant)	0.911	5.094		0.179	0.858
Supervision practices	0.656	0.207	0.293	3.166	0.002
R	.293a	F	10.022		
R Square	0.086	Df	(1,107)		
Adjusted R Square	0.077	Sig.	.002b		

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Supervision Practices

The results in Table 16 indicates that there was indeed a significant relationship between supervision practices and job satisfaction among public secondary school teachers in the area ( $\beta = 0.293$ ,  $p = 0.002 < p \leq 0.05$ ). In addition, this finding implies

that a unit increase in supervision practices will necessarily translate to a + 0.293 increase in standard deviations in variations of job satisfaction among public secondary school teachers in Nakuru West Sub County. The positive but moderate relationship observed between the variables suggests that improving supervision practices would necessarily lead to increased job satisfaction among the teachers in the secondary schools in the area.

This finding agrees with Asif, Fakhra, Tahir and Shabbir (2016) who found that supervision significantly correlated with teachers' job satisfaction. Teachers were satisfied with the behaviors of their supervisors. The findings also support those of Hamzah et al. (2015), who discovered that supervisory activities in Kuala Lumpur, Malaysia have a positive and medium relationship with teacher satisfaction, while in He Fei there was a positive and strong relationship between them. As such, teacher job satisfaction will decrease if the level of supervision practices correspondingly decreases. Therefore, supervision cannot have effect on performance if staff job satisfaction is down played. For improved performance, supervisors must make staff job satisfaction their top priority.

#### **4.7 Job Satisfaction among public secondary teachers in Nakuru West Sub County**

Finally, the study sought to determine the levels of job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. This variable was described in terms of Performance, Commitment and Motivation. A four point Likert scale was used to rate responses of this variable and it ranged from; 1 = strongly disagree to 4 = strongly agree.

##### **4.7.1 Percentages and Mean Statistics on Perception of the Supervision Practices**

The study selected questionnaire items on job satisfaction and their percentage scores computed and the means and standard deviations determined. This provided the basic trends of the data from which the reactions could be analysed and conclusions drawn. The findings are presented in Table 17.

**Table 17: Job Satisfaction among public secondary school teachers**

<b>Statement</b>	<b>SD</b> <b>%</b>	<b>D</b> <b>%</b>	<b>A</b> <b>%</b>	<b>SA</b> <b>%</b>	<b>Mean</b>	<b>St.</b> <b>Dev</b>
I am satisfied With the compensation	74.5	23.6	1.8	0	1.27	0.487
I am satisfied with my teaching job	71.8	25.5	2.7	0	1.31	0.52
I feel a sense of pride doing my job	40	52.7	7.3	0	1.67	0.607
I am satisfied with the school working environment	45.5	51.8	2.7	0	1.57	0.55
I am satisfied with the office space provided	45.5	50	4.5	0	1.59	0.579
I am satisfied with the relationship I have with my colleagues	43.6	53.6	2.7	0	1.59	0.547
I am satisfied with level of support I receive from my co-workers	38.2	60	1.8	0	1.64	0.52
I receive recognition of job done well	43.6	53.6	2.7	0	1.59	0.547
I feel good about working in this school	61.8	35.5	2.7	0	1.41	0.547
I am satisfied with the level of supervision in my school	37.3	55.5	7.3	0	1.7	0.599
I am committed to work	43.6	48.2	8.2	0	1.63	0.619
<b>Aggregate</b>					<b>1.543</b>	<b>0.557</b>

According to the findings in Table 17, most teachers strongly disagreed with the propositions that they were satisfied with the compensation (74.5%). This was the case in various contexts where compensation among teachers has been found to be a cause of lack of teacher job satisfaction. This was especially in the case of compensation which was done at the school level as salaries were determined by the teachers' employer which was the Teachers Service Commission in the case of Kenya. According to Fatima and Ali (2016), the compensation practices and job satisfaction are highly correlated with each other but the practice of compensation in itself has no significant effect on job satisfaction because work can be a very strong factor in the compensation equation itself.

The findings also indicate that most of the teachers and that they were not satisfied with their teaching job (71.8%). Further, most disagreed that they felt a sense of pride when doing their job (52.7 %). These findings show that most teachers were not satisfied with the job per se and this could affect their performance and commitment.

These findings agree with Odike and Nnaekwe (2018) who established that some secondary school teachers had negative attitudes towards teaching profession mostly due to peer influences. However, in contrast, Sivakumar (2018) found that teachers were a having favourable attitude towards teaching profession and high level of self-concept. The poor appraisal of the job observed in the current study could be attributed to lack of enrichment of the jobs and school based factors.

Majority also disagreed that they were satisfied with the school working environment (51.8%), with the office space provided (50%). A good working environment has been linked with job satisfaction since very poor conditions produce frustration and regret and a high sense of dissatisfaction as a consequence. Sufficient temperature, humidity, ventilation, lighting, cleanliness of the workplace and appropriate facilities and equipment (such as public address systems, computers, teaching services, good offices) are essential requirements for employee satisfaction. According to Okonkwo and Obineli (2016) in Nigeria stressed that many teachers in public schools lack motivation and job satisfaction because of the poor condition of the environment of their workplace.

Majority (53.6%) of the teachers also reported that they were not satisfied with the relationship they had with their colleagues. The findings also suggest that most teachers were not satisfied with level of support they receive from their co-workers (60%). Relationship with co-workers is an important job satisfaction constructs as indicated by Khanka (2017) who found that relation with coworkers. According to Asif *et al.*, (2016), relationship with colleagues is important because it is one of the primary factors of work.

Majority, also disagreed that they receive recognition of job done well (53.6%). Most of the teachers (61.8%) also strongly disagreed that they felt good about working in their schools. These findings suggest that most secondary school teachers in the area were not satisfied with their jobs. The findings agree with those of Nzomo"s (2016) examination of factors affecting job satisfaction among public secondary school teachers in Machakos County, Kenya revealed that the teachers had low levels of job satisfaction with most teachers. Similarly, Nyakundi (2014) attributed the unsatisfactory teachers" job performance in public secondary schools in Western Kenya to low job satisfaction. However, they disagree with Omondi (2015) whose study on job satisfaction among

public secondary school teachers in Mombasa County, Kenya established that teachers were satisfied with their overall performance on the job.

Majority (55.5%) of the teachers also disagreed that they were satisfied with the level of supervision in their schools and also disagreed that they were committed to their work (48.2%). This was in contrast to Mghanga (2017) who found that majority of the teachers were slightly satisfied with the support by the immediate supervisor AEO/DEO/head of administration. However, this could not be generalized as supervision practices vary with context and individual dispositions.

#### 4.7.2 T-Test on Perception of Job Satisfaction based on Gender

Following these findings, the study also sought to assess whether there were significantly different perceptions of the job satisfaction between male and female teachers in the public secondary schools in the area. The independent sample T-test was used to establish whether the differences in perception of the job satisfaction among the two groups were indeed significant. The findings are summarized in Table 18.

**Table 18: T-Test on Perception of Job Satisfaction based on Gender**

	Gender	N	Mean	Std. Dev.	Mean Difference	df	t	F	Sig.
Job Satisfaction				4.16			-	1.79	
	Male	47	15.67	9	-2.247	108	2.352	9	0.183
	Female	63	17.92	5.41	-2.247				

It is evident from the results in Table 18, that there was no statistically significant difference in the job satisfaction across both genders of teachers in the public secondary schools in the area ( $t = -2.352$ ;  $f = 1.799$ ;  $df = 108$ ;  $p = 0.183 > p = 0.05$ ). This implies that both groups of teachers held a shared view of their schools' environment. This could be attributed to the fact that the teachers were equally treated in the schools irrespective of their gender. The finding also failed to agree with that of Debdas and Santosh (2016) that the job satisfaction of teachers depended on the gender of teachers.

#### 4.7.3 Regression of Demographic Factors on Job Satisfaction among Teachers

Finally, the study sought to determine whether demographic factors (age, education level and years of work experience as a teacher) significantly influenced job satisfaction among public secondary school teachers in Nakuru West Sub County, 62

Kenya. multivariate regression analysis was conducted to determine whether there was a significant relationship between supervision practices and Job Satisfaction among Teachers. The decision rule was to accept the significance of the variable if the corresponding p-values were  $p \leq 0.05$ . The findings are summarized in Table 19.

**Table 19: Regression of Demographic Factors on Teachers Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	19.024	1.728		11.007	0.000
Age	0.361	0.41	0.099	0.878	0.382
Academic qualifications	0.539	0.898	0.06	0.6	0.549
Years of work experience	-1.621	0.422	-0.401	-3.841	0.000
R	.361a	F	5.234		
R Square	0.13	Df	3, 105		
Adjusted R Square	0.105	Sig.	.002b		

The results in Table 19 indicates that of the three demographic factors considered, (age, education level and years of work experience as a teacher), only years of work experience as a teacher had a significant relationship with job satisfaction among public secondary school teachers in the area ( $\beta = -0.401$ ,  $p = 0.000 < p \leq 0.05$ ). However, the relationship was inverse implying that job satisfaction decreased with more years of teaching experience in their current school. This could be attributed to the presence of the job context factors in the schools which when left unaddressed overtime led to increased levels of job satisfaction. These findings agree with Nzomo (2016) who found that teachers had low levels of job satisfaction with time and when working conditions did not improve. Mutwiri (2015), however, found that teachers were dissatisfied with various aspects of the job including time, pay and amenities.

#### **4.8 Multivariate Regression Analysis**

Multivariate regression analysis was used to determine the coefficients in multiple regression model hypothesized in chapter three. It was also used to determine how the independent variables influenced the dependent variable collectively. The analysis was also meant to establish the extent to which each independent variable affected the dependent variable in such a collective set up and which were the more significant factors. The results are summarized in Table 20.

**Table 20: Multiple Linear Regression Analysis Model Summary**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
.502a	0.252	0.224	4.431

a Predictors: (Constant), Supervision Practices, Compensation Practices, Workload, Work Environment

b Dependent Variable: Job Satisfaction

The regression analysis in Table 20, shows that the relationship between the dependent variable and all the independent variables pooled together had a model correlation coefficient = 0.502. The adjusted r-square ( $R^2_{Adj} = 0.224$ ), further, indicates that the model could explain upto 22.4% variations in the job satisfaction among public secondary school teachers in the area. It also suggests that the model could improve when more predictive variables were incorporated into the model. Sen and Srivastava (2011) state that the appropriateness of the multiple regression model as a whole can be tested using F test. Therefore, the study also performed an ANOVA on the independent and dependent variables and the results are summarized in Table 21.

**Table 21: Summary of ANOVA**

	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	689.128	4	172.282	8.775	.000b
Residual	2041.789	104	19.633		
<b>Total</b>	<b>2730.917</b>	<b>108</b>			

a Dependent Variable: Job Satisfaction

b Predictors: (Constant), Supervision Practices, Compensation Practices, Workload, Work Environment

The results in Table 20, indicate that there is a significant difference between means of job context variables predicting job satisfaction and the dependent variable predicting job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya ( $F_{obs} = 8.775 > F_c = 2.50$ ;  $\alpha < 0.05$ ;  $df = 4, 104$ ;  $p = 0.000$ ). This finding confirms that the model predicted by Table 4.18 and shows it is indeed significant.

In order to determine which of the human resource practices variables was more important when it came to job satisfaction among public secondary school teachers in

Nakuru West Sub County, Kenya, the beta value was used. The results are given in Table 22 provides a summary of the multiple linear regression analysis correlation coefficients.

**Table 22: Regression Results of Job Context factors on Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-8.559	8.483		-1.009	0.315
Work Environment	0.326	0.131	0.243	2.491	0.014
Workload	0.123	0.062	0.108	1.9839	0.025
Compensation Practices	0.801	0.226	0.313	3.539	0.001
Supervision Practices	0.281	0.216	0.125	1.299	0.197

a Dependent Variable: Job Satisfaction

It can be deduced from the findings in Table 22 that the most influential job context variable in the model as per the beta values was compensation practices ( $\beta = 0.313$ ,  $p = 0.001 < p \leq 0.05$ ). This was followed by Work Environment ( $\beta = 0.243$ ,  $p = 0.014 < p \leq 0.05$ ) and Workload ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ) respectively. This indicates that the dependent variable, that is, job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya, would change by a corresponding number of standard deviations when the two respective independent variables changed by one standard deviation. However, Supervision Practices ( $\beta = 0.125$ ,  $p = 0.197 > p \leq 0.05$ ) was not found to be significant in the joint model for all the independent variables. This finding disagreed with Sungu *et al.*, (2014) who found that teacher job satisfaction was influenced by principals' instructional supervision in Turkish public schools. According to Aseka (2016), principals who consistently conduct lesson observation and held model teaching sessions with teachers, significantly influenced teacher job satisfaction and performance.

These findings suggest that only three independent variables; compensation practices, Work Environment and Workload matter most when it comes to teachers job satisfaction in secondary schools in the area. The study, therefore, establishes that compensation practices, Work Environment and Workload were the factors affecting



teachers job satisfaction in secondary schools in the area when the joint model was considered. Other job context variables though important, did not register any significant impact on teachers' job satisfaction in the model.

#### **4.9 Hypothesis Testing**

The first hypothesis was tested under the null hypothesis;

##### **HO1: Work environment has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.**

From the beta values in Table 4.12, it was evident that there was no significant relationship between the variables ( $\beta = 0.243$ ,  $p = 0.014 < p \leq 0.05$ ). Therefore, the null hypothesis was rejected and the view that work environment has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya rejected as well. This means that improvements in the secondary schools in the area working environment would necessarily lead to higher levels of job satisfaction among the teachers. These findings agree with Okonkwo and Obineli (2016) who found that good working conditions provide greater physical comfort for teachers and boost their morale while very poor conditions breed frustration and regret and consequently a high sense of dissatisfaction.

The second hypothesis was tested under the null hypothesis;

##### **HO2: Workload has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.**

The beta value from the multiple regression results in Table 4.11 indicate that the relationship between the two variables was not significant ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ). Consequently, the null hypothesis was rejected and the view adopted that workload did significantly influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. These findings agreed with Kaur (2017) who argued that excessive workload especially due to handling administrative work is found to be a major cause of teacher dissatisfaction. They also agreed with Akyem (2015) that high demands on the job will create dissatisfaction if the returns do not commensurate with the duties. They also fail to agree with Nganzi (2014) who found that moderate working hours contributed to job satisfaction secondary school teachers'.

The third hypothesis was tested under the null hypothesis;

**HO3: Teacher Compensation practices have no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya**

It is evident from the results in Table 4.12, it is evident that there was indeed a significant relationship between the variables ( $\beta = 0.313$ ,  $p = 0.001 \leq p = 0.05$ ). The null hypothesis was, therefore, rejected and, as such, it can be inferred that improving teacher compensation practices would necessarily lead to raised levels of job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. These results are in agreement with Adams (2015) who established that that rewards such as sickness payment, contributory pension schemes, and medical insurance and subsidized meals contributed to job satisfaction. The findings also support those of Sogomo (2013) who established that that morale of teachers in the area was low due to poor pay among other things. Merhar (2015) observed that benefits are important to employees in any organization as they provide the means through which they meet their needs for basic necessities in life.

The fourth hypothesis was tested under the null hypothesis;

**HO4: Supervision practices have no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya**

The results from the multiple regression analysis suggest that there was indeed no significant relationship between the two variables ( $\beta = 0.125$ ,  $p = 0.197 > p \leq 0.05$ ). Therefore, the null hypothesis was accepted and, subsequently, the view that improving supervision practices raises job satisfaction levels among public secondary school teachers in Nakuru West Sub County, Kenya rejected as well. This result supports those of Darling-Hammond and McLaughlin (2015), who discovered that continuous professional development is important for teachers because it is the key to updating the knowledge of their subjects and teaching skills for teachers in light of the ever-changing dynamics of teaching-learning, equips teachers with knowledge and skills to implement curriculum changes and create institutions that can develop innovative teaching.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings and the conclusions drawn from them, and makes recommendations for stakeholders that can be implemented to help address the problem identified in the study.

#### **5.2 Summary of the Findings**

The purpose of this study was to establish the influence of job context factors on job satisfaction among public secondary school teachers in Nakuru West Sub County. Specifically, the study sought to determine the influence of work environment, workload, compensation practices and supervision practices on job satisfaction among public secondary school teachers. A summary of the major findings arising from the analysis of these variables is presented in this section.

##### **5.2.1 Work Environment on Job Satisfaction among Secondary School Teachers**

Concerning this objective, the results revealed that the classrooms in most secondary schools in the area did not have chairs and tables for teachers (mean = 2.2). The findings also revealed that the classrooms were not well ventilated (mean = 2.36) and that most of the schools did not have adequate toilet facilities (mean = 2.00) nor safe drinking water for teachers (mean = 2.01). Most schools also lacked ample office space for teachers (mean = 1.7) and also claimed that the classrooms were overcrowded (mean = 1.41). Most of the schools in the area did not provide meals for teachers (mean = 2.28) and did not have adequate lighting (mean = 2.3) and internet connectivity for teachers (mean = 1.26). They also lacked adequate reference materials for teachers (mean = 1.44). Findings from the multiple regression analysis, however, revealed that Work Environment significantly affected Job Satisfaction among Secondary School Teachers ( $\beta = 0.243$ ,  $p = 0.014 < p \leq 0.05$ ). Consequently, the null hypothesis that work environment has no significant influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya was rejected.

##### **5.2.2 Workload on Job Satisfaction among Secondary School Teachers**

In relation to this objective, the findings revealed that most teachers teach many lessons per week (Mean = 3.44). Majority of the teachers strongly agreed that they work

for many hours when they are on duty (Mean = 3.47). In most schools, the teachers were also assigned administrative duties (Mean = 2.93). Most teachers said that they mark a lot of exam papers (Mean = 3.13) as they administer many exams in a month (mean = 3.05). Further, most teachers claimed that they teach during weekends (Mean = 2.95) and that they are also involved in more than one co-curricular activities (mean = 3.06). Most teachers also teach many remedial classes (mean = 2.97). In addition, majority felt that the deadlines given to them were unrealistic (mean = 3.39). Results from the multiple regression analysis revealed that workload did not have any significant effect on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya ( $\beta = 0.108$ ,  $p = 0.025 < p \leq 0.05$ ). Consequently, the null hypothesis was rejected and the view adopted that workload did significantly influence on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.

### **5.2.3 Compensation Practices on Job Satisfaction among Secondary School Teachers**

The results on this objective revealed that most of the teachers were not paid for involvement in co-curricular activities (mean = 2.34) though most claimed that they were paid when they take students out for games (mean = 2.78) and for academic trips (mean = 2.82). It also emerged from the findings that most teachers were not paid when they teach remedial classes (mean = 2.45) and also they did not get paid when their students surpass the mean marks (mean = 1.16) and when their students get the best grade in K.C.S.E exams (mean = 1.19). Further, most of the teachers strongly disagreed that they are paid when they do extra duties in their schools (mean = 1.14). Multiple regression results revealed that compensation practices had the most significant effect on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya ( $\beta = 0.313$ ,  $p = 0.001 \leq p = 0.05$ ). The null hypothesis that teacher compensation practices would necessarily lead to raised levels of job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya was, therefore, rejected.

### **5.2.4 Supervision Practices on Job Satisfaction among Secondary School Teachers**

Finally, results on the fourth objective revealed that most supervisors were not always available for consultation (mean = 2.33) and that peer to peer supervision was not always practiced in their schools (mean = 1.69). The supervisors did not set clear targets and standards for them (mean = 2.05) and did not always follow up on assignments given

to the teachers (mean = 2.36). Most teachers also claimed that they do not get along well with their supervisors (mean = 1.62) and were not always involved in decision making (mean = 1.6). Majority of the teachers claimed that their supervisors did not supervise their teaching (mean = 2.03), how they manage their classrooms (mean = 1.66) and further how they do guiding and counseling (mean = 1.59). However, other findings indicate that the teachers were divided on whether their supervisors supervise their syllabus completion (mean = 2.46). Majority of the teachers, however, said that their supervisor supervises their arrival times in school (mean = 2.56). Findings from the correlation analysis revealed that supervision practices significantly affected teacher job satisfaction in secondary schools in the area ( $\beta = 0.293$ ,  $p = 0.002 < p \leq 0.05$ ). However, in the joint model in multiple regression analysis this was not found to be so ( $\beta = 0.125$ ,  $p = 0.197 > p = 0.05$ ). Therefore, the null hypothesis was accepted and, subsequently, the view that improving supervision practices raises job satisfaction levels among public secondary school teachers in Nakuru West Sub County, Kenya rejected as well.

### **5.3 Conclusions**

Based on the results of the study, it can be concluded that work environment significantly influenced satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The positive and moderate relationship between the work environment and job satisfaction observed implied that improving the work environment in the schools would lead to improvements in teachers' job satisfaction.

The study also concludes that workload did significantly influence job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The finding implies that the current levels of workload experienced by teachers in secondary schools in the area affected their job satisfaction levels.

In relation to the influence of compensation practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The study concludes that compensation practices had the most significant effect on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The positive and moderate relationship observed between the variables implied that increases in compensation practices would raise the levels of teachers' job satisfaction significantly.

Finally, regarding the influence of supervision practices on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya. The study concludes that supervision practices significantly influenced job satisfaction among teachers only when its effect was considered independently and not when combined with others. Therefore, improving supervision practices would necessarily lead to increased job satisfaction among the teachers in the secondary schools in the area.

## **5.4 Recommendations**

The study makes the following recommendations on policy and practice based on the findings;

### **5.4.1 Recommendations for Policy**

- i. The findings revealed that the state of the schools' work environment was not satisfactory, however, improvements on this could significantly raise the levels of teacher job satisfaction. Therefore, the study recommends with respect to policy that the Ministry of Education should implement policies on the level of school infrastructure required for public secondary schools and also make provisions for upgrading existing school infrastructure.
- ii. Regarding the workloads of the teachers, the study established that most employees put in more hours at work on their teaching work and other administrative duties. The significant relationship that was established between workload and teacher job satisfaction, leads the study to recommend that the policy makers at the Ministry of Education and the TSC should make efforts to increase the number of teaching staff in the public secondary schools so as to reduce the workload on teachers.
- iii. In relation to compensation practices on job satisfaction among secondary school teachers, it was observed that apart from their statutory compensation, most schools only paid allowances selectively when assigning their teachers extraneous duties. Further, most teachers did not get financial rewards for improving performance of their students. The study, therefore, recommends that the policy makers at the government level should implement guidelines on compensating staff for extra-curricular activities.
- iv. Finally, concerning the influence of supervision practices on job satisfaction among public secondary school teachers, it emerged that the supervision practices were poor for the most part, though it was a significant predictor of job satisfaction. The

study, therefore, recommends that policy makers at the Ministry of Education and the TSC should do regular follow-ups on the supervision practices in the schools with a view of improving the levels of supervision practice and consequently teacher job satisfaction.

#### **5.4.2 Recommendations for Practice**

- i. The study recommends in relation to the schools' work environment that the schools management invest in the school infrastructure and also in bonding activities to improve the levels of satisfaction among teachers with their jobs.
- ii. The study also recommends in relation to the workload of teachers that the schools management explore more ways through which they can reduce extra workload on teachers and make them more happy and satisfied with their work.
- iii. It is also recommended concerning the compensation that the teacher compensation schemes should be done competitively and equitable in the schools by the management so as to have considerable effect on the teacher's job satisfaction levels.
- iv. The study also recommends in relation to supervision practices that the management of the schools should pay more attention to their supervision practices and try to create a rapport with their teaching staff so as to enable them address issues regarding appraisals in their work.

#### **5.5 Recommendations for Future Studies**

The purpose of this study was to establish the influence of job context factors on job satisfaction among public secondary school teachers in Nakuru West Sub County. The study was, however, limited in scope and was, therefore, in-exhaustive. The study explored how work environment affected teacher job satisfaction in Nakuru West Sub County, the study established that several environmental factors affected teacher job satisfaction. However, the study focused mostly on the physical factors and issues such as the teachers relationship with their colleagues was not explored. Therefore, future studies should consider this construct. Concerning workload, while it was evident that the teachers were dissatisfied with the workload, student factors such as performance was not examined, as such, the study recommends that future studies should be done on the effects of student performance on teacher job satisfaction in the area.

There is also need to assess how the perception of equity on workload affects teachers job satisfaction in the area. Future studies also need to consider the effects of social amenities provision for teachers as construct of job satisfaction given that public school are under the same employer and hence entitled to the same salary scheme. There is also need to examine how differential compensation systems for extra-curricular activities affect teacher job satisfaction in the area. In addition, the study recommends that future studies should be done on the effect of changes in school principals on teacher job satisfaction in the area.



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## APPENDICES

### Appendix I: Permission Letter to sampled schools to collect data

Maldrine Tallam

P.O. Box 190, Nakuru

Date: \_\_\_\_\_

The Principal \_\_\_\_\_

Dear Sir/Madam

#### **Re: Data Collection for Research Purposes**

I am a master's student of Kabarak University-Nakuru. I am writing a research proposal on the *Influence of job context factors on job Satisfaction among Public Secondary School Teachers in Nakuru West Sub County*. This study involves public secondary school teachers and principals. Questionnaires will be administered to both teachers and principals.

I am therefore writing to request you to allow the sampled respondents to participate in this study at an agreed date. I take this opportunity to assure you that the data solicited will be confidentially handled and only used for the purpose of this study. Thank you.

Yours Faithfully,

Maldrine Tallam

GME/M/2357/11/16

## Appendix II: Questionnaire for Teachers

The questions below are for the purposes of finding out the *Influence of job context factors on job satisfaction among public secondary school teachers in Nakuru West Sub County*. Your opinions as reflected in this questionnaire are important to this study and will be held in confidentiality. Therefore, you are requested to fill this questionnaire in the most free and honest way possible.

Do not write your name on the questionnaire. Thank you in advance for your time and cooperation.

### Section A: Background Information

Please tick (√) the appropriate answers in the boxes provided

1. Kindly indicate your gender Male ( ) Female ( )
2. Kindly indicate your age bracket  
26 – 30 yrs ( )                      31 – 35 yrs ( )                      36 – 40 yrs ( )  
41 – 45 yrs ( )                      46 – 50 yrs ( )
3. What is your highest academic level attained?  
Diploma ( ) Bachelors ( ) Masters ( ) Others(specify) \_\_\_\_\_
4. How many years have you been teaching in your current station?  
Less than 5 yrs ( )                      6 – 10 yrs ( )                      11 – 15 yrs ( )  
16 – 20 yrs ( )                      20 yrs and Above ( )

### Section B: Work Environment factors and Job Satisfaction

5. The following are statements related to the influence of working environment on job satisfaction among secondary school teachers in Nakuru West Sub County. Please rate them according to your understanding by ticking (√) where it is appropriate.



**Key:SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	D	SD
The class room have chairs for teachers				
The classroom have tables for teachers				
The classroom are well ventilated				
We have adequate toilet facilities in our school				
We have safe drinking water for teachers				
Teachers have ample office space				
Classrooms are overcrowded				
The school provides meals for teachers				
There is adequate lighting				
There is adequate internet connectivity for teachers				
There are adequate reference materials for teachers				

### Section C: Workload and job satisfaction

6. The following are statements related to the influence of workload on job satisfaction among secondary school teachers in Nakuru West Sub County. Please rate them according to your understanding by ticking (✓) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	D	SD
I teach many lessons per week				
I work for many hours when I am on duty				
I am assigned administrative duties				
I mark a lot of exam papers				
I administer many exams in a month				
I teach during weekends				
I am involved in more than one co-curricular activities				
I teach many remedial classes				
The deadline are unrealistic				

**Section D: Compensation Practices and job satisfaction among secondary school teachers**

7. The following are statements related to the influence of teacher compensation on job satisfaction among secondary school teachers in Nakuru West Sub County. Please rate them according to your understanding by ticking (√) where it is appropriate,

**Key:SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	D	SD
I am paid for involvement in co-curricular activities				
I am paid when I take student out for games				
I am paid when I take student for academic trips				
I get paid when I teach remedial classes				
I get paid when my students surpass the mean marks				
I get paid my students get the best grade in K.C.S.E exams				
I am paid when I do extra duties in the school				

**Section D: Supervision Practices and job Satisfaction**

8. The following are statements related to the influence of nature of supervision on job satisfaction among secondary school teachers in Nakuru West Sub County. Please rate them according to your understanding by ticking (√) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	D	SD
My supervisors always available for consultation				
Peer to peer supervision is always practiced in our school				
My supervisors set clear targets and standards for work				
My supervisors always follow up on assignments given to me				
I get along well with my supervisors				
My supervisors involve me in decision making				
My supervisor supervises my teaching				
My supervisor supervises how I manage classroom				
I am supervised on how I do guiding and counseling				
My supervisor supervises syllabus completion				

My supervisor supervises my marking				
My supervisor supervises my arriver time				

**Section F: Job satisfaction among secondary school teachers in Nakuru West Sub County**

1. The following are statements related to the status of job satisfaction among secondary school teachers in Nakuru West Sub County. Please rate them according to your understanding by ticking (✓) where it is appropriate.

**Key:SA=Strongly Agree; A=Agree; D=Disagree and SD=Strongly Disagree**

Statement	SA	A	D	SD
I am satisfied with the compensation				
I am satisfied with my teaching job				
I am satisfied with the school working environment				
I am satisfied with the office space provided				
I am satisfied with the relationship I have with my colleagues				
I receive recognition of job done well				
I feel good about working in this school				
I am satisfied with level of support I receive from my co-workers				
I feel a sense of pride doing my job				
I am satisfied with the level of supervision in my school				
I am committed to work				

*Thank you for your time*

*God bless you*

### Appendix III: University Authorization Letter

# KABARAK



# UNIVERSITY

Private Bag - 20157  
KABARAK, KENYA  
<http://kabarak.ac.ke/institute-postgraduate-studies/>

Tel: 0773 265 999  
E-mail: [directorpostgraduate@kabarak.ac.ke](mailto:directorpostgraduate@kabarak.ac.ke)

## BOARD OF POSTGRADUATE STUDIES

21<sup>st</sup> May, 2019

The Director General  
National Commission for Science, Technology & Innovation (NACOSTI)  
P.O. Box 30623 – 00100  
NAIROBI

Dear Sir/Madam,

**RE: MALDRINE TALLAM- REG. NO. GME/M/2357/11/16**

The above named is a Master of Education (Management and Leadership) student at Kabarak University in the School of Education. She is carrying out research entitled “*Influence of Job Contextual Factors among Public Secondary School Teachers in Nakuru West Sub County, Kenya*”. She has defended her proposal and has been authorized to proceed with field research.

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide her with a research permit to enable her to undertake her research.

Thank you.

Yours faithfully,

**Dr. Betty Jeruto Tikoko**  
**DIRECTOR, POSTGRADUATE STUDIES**



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### Kabarak University Moral Code

*As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)*



## Appendix IV: NACOSTI Authorization Letter



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website : www.nacosti.go.ke  
When replying please quote

NACOSTI, Upper Kabete  
Off Waiyaki Way  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/19/65444/30781**

Date: **25<sup>th</sup> June, 2019.**

Maldrine Jemutai Tallam  
Kabarak University  
Private Bag - 20157  
**KABARAK.**

#### **RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Influence of job context factors on job satisfaction among public secondary school teachers in Nakuru West Sub County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for the period ending **24<sup>th</sup> June, 2020.**

You are advised to report to **the County Commissioner, and the County Director of Education, Nakuru County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

**DR. ROY B. MUGIIRA, PhD.**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Nakuru County.

The County Director of Education  
Nakuru County.

## Appendix V: NACOSTI Reserach Permit

THIS IS TO CERTIFY THAT:  
**MS. MALDRINE JEMUTAI TALLAM**  
of **KABARAK UNIVERSITY, 0-20157**  
**NAKURU**, has been permitted to conduct  
**research in Nakuru County**

on the topic: **INFLUENCE OF JOB**  
**CONTEXT FACTORS ON JOB**  
**SATISFACTION AMONG PUBLIC**  
**SECONDARY SCHOOL TEACHERS IN**  
**NAKURU WEST SUB COUNTY, KENYA**

for the period ending:  
**24th June, 2020**

Permit No : **NACOSTI/P/19/65444/30781**  
Date Of Issue : **25th June, 2019**  
Fee Recieved : **Ksh 1000**



**Applicant's**  
**Signature**



**Director General**  
**National Commission for Science,**  
**Technology & Innovation**

**THE SCIENCE, TECHNOLOGY AND**  
**INNOVATION ACT, 2013**

The Grant of Research Licenses is guided by the Science,  
Technology and Innovation (Research Licensing) Regulations, 2014.

**CONDITIONS**

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

**National Commission for Science, Technology and Innovation**  
P.O. Box 30623 - 00100, Nairobi, Kenya  
TEL: 020 400 7000, 0713 788787, 0735 404245  
Email: [dg@nacosti.go.ke](mailto:dg@nacosti.go.ke), [registry@nacosti.go.ke](mailto:registry@nacosti.go.ke)  
Website: [www.nacosti.go.ke](http://www.nacosti.go.ke)



**REPUBLIC OF KENYA**

**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH LICENSE**

**Serial No.A 25463**

**CONDITIONS: see back page**

**Appendix VI: Ministry of Education Authorization Letter**

**MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION**

Telegrams: "EDUCATION",  
Telephone: 051-2216917  
When replying please quote



COUNTY DIRECTOR OF EDUCATION  
NAKURU COUNTY  
P. O. BOX 259,  
NAKURU.

Ref.CDE/NKU/GEN/4/21/VOL.VI/49

11<sup>th</sup> September,2019

TO WHOM IT MAY CONCERN

**RE: RESEARCH AUTHORIZATION –MALDRINE JEMUTAI TALLAM –  
PERMIT NO. NACOSTI/P/19/65444/30781**

Reference is made to letter NACOSTI/P/19/65444/30781  
25<sup>th</sup> June, 2019.

Authority is hereby granted to the above named to carry out research on  
***“Influence of job context factors on job satisfaction among public  
secondary school teachers in Nakuru West Sub County, Kenya”*** for a period  
ending ***24<sup>th</sup> June, 2020***

Kindly accord her the necessary assistance.

A handwritten signature in blue ink, appearing to read 'G.N. Kimani'.



**G.N.KIMANI  
FOR: COUNTY DIRECTOR OF EDUCATION  
NAKURU**

Copy to:

✓ Kabarak University  
P.O Private Bag  
**KABARAK**

MINISTRY OF EDUCATION  
STATE DEPARTMENT OF BASIC EDUCATION

Email: [nakuruwestedu@gmail.com](mailto:nakuruwestedu@gmail.com)



SUB COUNTY EDUCATION OFFICE  
NAKURU WEST SUB COUNTY  
P.O. BOX 1028 – 20100  
NAKURU

RE: SCDE/NKUWEST/GEN/2/87

DATE: 12<sup>th</sup> September , 2019

To all Principals  
Nakuru West Secondary Schools

RE: RESEARCH AUTHORIZATION – MALDRINE JEMUTAI TALLAM

The above subject refers.

Authority is hereby granted to the above named to carry out research on  
“Influence of job context factors on job satisfaction among public secondary  
school teachers in Nakuru West Sub County for a period ending 24<sup>th</sup> June, 2020.

Kindly accord her the necessary assistance.

*J Mutai*  
FOR SUB-COUNTY DIRECTOR  
OF EDUCATION  
NAKURU WEST SUB-COUNTY

*12/9/2019*

JOAN MUTAI  
FOR SUB-COUNTY DIRECTOR OF EDUCATION  
NAKURU WEST



**Appendix VII: County Commission Authorization Letter**



**THE PRESIDENCY  
MINISTRY OF INTERIOR AND  
CO-ORDINATION OF NATIONAL GOVERNMENT**

Telegram: "DISTRICTER" Nakuru  
Telephone: Nakuru 051-2212515  
When replying please quote

COUNTY COMMISSIONER  
NAKURU COUNTY  
P.O. BOX 81  
NAKURU.



Ref No. CC. SR.EDU 12/1/2/VOL.V/38

11<sup>th</sup> September, 2019

Deputy County Commissioner  
NAKURU WEST

**RE: - RESEARCH AUTHORIZATION - MALDRINE JEMUTAI TALLAM**

The above named from Kabarak University has been authorized to carry out research on **"influence of job context factors on job satisfaction among public secondary school teachers** in Nakuru West Sub County for a period ending 24<sup>th</sup> June, 2020.

Please accord her all the necessary support to facilitate the success of her research.

**PATRICK OMUSE  
FOR: COUNTY COMMISSIONER  
NAKURU COUNTY**

For: SUB-COUNTY DIRECTOR  
OF EDUCATION  
NAKURU WEST SUB-COUNTY

### Appendix VIII: Map of Nakuru West Sub-County



**Appendix X: Teacher Turnover Statistics in Nakuru West Sub County**

<b>Teacher Turnover</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Total Number of teachers	311	325	334	329
Teacher Transfer				
Accepted	16	16	32	19
Requests				
Declined	51	59	99	55
Teacher early retirement	16	22	14	11
Teacher Job Change (to County)	27	38	35	46
Teacher Job Change (to other fields)	11	12	18	15
<b>Total</b>	<b>121</b>	<b>147</b>	<b>198</b>	<b>146</b>

(Nakuru County Education Office, 2019)