

**INSTITUTIONAL FACTORS INFLUENCING PRINCIPALS'
GOVERNANCE PRACTICES ON TEACHERS' JOB SATISFACTION IN
PUBLIC SECONDARY SCHOOLS IN RANGWE SUB-COUNTY, KENYA**

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Award of Master of Education Degree in Corporate Governance**

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DECLARATION

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

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This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

This work is dedicated to my husband and our children for the moral support they accorded me during the process of my study.

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LIST OF ABBREVIATIONS AND ACRONYMS

ILO	International Labor Organizations
KEESP	Kenya Education Sector Support Program me
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post Primary Education Teachers
MOEST	Ministry of Education Science and Technology
NACOSTI	National Council of Science, Technology and Innovation
PDE	Provincial Director of Education
TSC	Teachers Service Commission
UNESCO	United Nations Educational Scientific and Cultural Organization
WCR	Waruhiu Commission Report

ABSTRACT

The purpose of this study was to investigate the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Rangwe Sub-county, Kenya. The objectives were to determine the extent to which principals' supervision, recognition, support for promotion and improvement of the working conditions influence teachers' job satisfaction among teachers in public secondary schools. The study employed Maslow's Hierarchy of Needs Theory and adopted a descriptive survey research design. The target population for this study comprised of 38 public secondary schools with 38 head teachers and 420 teachers, due to the small number of schools, census sampling was used to select all the schools and all head teachers. Simple random sampling was used to sample three teachers in each school. The researcher used a questionnaire and an interview schedule guide to get information. Descriptive statistics analysis was used for qualitative and quantitative data. The study findings showed that a majority of the teachers were extremely dissatisfied with their principals' supervision which in-turn influenced their job satisfaction. A majority of the teachers were dissatisfied with the principal's recognition practices while a majority of the teachers were contented with the principals' support for promotion in their schools. The study findings showed that many teachers were dissatisfied with the working conditions provided in their schools causing high levels of job dissatisfaction. The study concluded that there were various governance practices that related to teachers' principals' recognition practices, principals' letters of recommendation, principals' supervision practices and principals' improvement of the working conditions to the teachers by the principals' that influenced the teachers' job satisfaction. The following recommendations were made that the Principals in Rangwe should develop and nurture a cordial working relationship with the area teachers in order to improve their job satisfaction. There is need for further research on other principals practices' variables that influence secondary school teachers' job satisfaction other than the four identified in this research.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Administrative governance in educational institutions have changed over time. Governance properties like soft skills, teamwork, communication and the ability to motivate and mobilize, all of which impact teachers' job satisfaction are becoming the skills increasingly desired in leaders. Since relationships are fundamental, Robinson, Lloyd and Rowe (2008) emphasized professional development and teacher inclusion in decision making as crucial to successful school leadership. Bush and Bell (2003) found that teachers with positive perceptions of their principals' governance practices also had job satisfaction. Ayodo (2011) states that leadership and school management issues have raised concern globally and locally.

Administrative governance is an important role played by school management in achievement of school goals and its implications on the overall performance of both teachers and students (Mbiti 2007). Job satisfaction is also positively related to motivation, job commitment, life satisfaction, mental health and job performance and negatively correlated to absenteeism, turnover, and perceived stress (Halkos & bousinakis, 2010). The principals' governance practices play an important role in determining productivity among the teachers in the school. The principal has to balance between the jobs being performed and the personal needs of the teachers. It is necessary to have staff who are focused as far as the critical

job tasks are concerned and who are comfortable as individuals. The governance practices of the principal engage in determine and set the school climate which may facilitate or hinder academic performance. Likewise, schools with satisfied teachers are likely to be more productive in terms of effective teaching and consequent academic performance than those with unsatisfied teachers.

Job satisfaction is viewed as the extent to which employees favorably perceive their work (Hughes, 2012). The most important information to have regarding an employee is a validated measure of his or her job satisfaction since people join and work in organizations in order to meet their personal needs (Bush & Bell, 2003). Job satisfaction can also be referred to as a positive or pleasant emotional state resulting from a person's appreciation of his or her own job experience. According to Robinson, Lloyd and Rowe (2008), teachers' job satisfaction is an effective tool to one's situation at work. Therefore, teachers' job satisfaction refers to a teachers' effective relation to his or her teaching role.

Further, Rajaeepour (2012) states that job satisfaction as one's feelings and thinking towards his/her work. As in the case of other attitudes, one's attitude towards their job is greatly influenced by experience, especially stressful experiences. Similarly, a teacher's expectations about the job and communication from others can play an important role to a person's level of job satisfaction. Job satisfaction is an appraisal of the perceived job characteristics, work environment

and emotional experiences at work. As Adeyemi (2010) stated, job satisfaction represents an employee's evaluation of the job and work context. There is no doubt that teachers will experience greater work satisfaction and higher morale when they are viewed by their principals as the professionals they perceive themselves to be (Ali, Zaman, Tabassam & Iqbal, 2011). Satisfaction with work life among teachers translates into job satisfaction which may in turn lead to less stress, reduced turnover, high realization of the schools' goals and objectives leading to better academic performance.

Employees are to be provided with an enabling environment to perform and produce the desired results. Adelabu (2010) states clearly that the success of any organization hangs on the contentment of its workers. It is in this regard that prudent organizations place high premium in their workers' welfare. Chamundeswari (2013) attributes low job satisfaction to deteriorating conditions in schools. Hughes, (2012) asserts that for work to be done efficiently it needs to be done under favorable conditions thus an individual should be provided with an enabling environment to perform and produce the desired results. There is a lot of work given under stressful environment. This as a result gives rise to strikes, slowdowns, absenteeism, disciplinary problems and employees' turnover rates. People management is an important aspect of organizational process. This emanated from the recognition that the human resource of an organization and the organization itself are synonymous. well managed business organization or institution normally

consider the average employees as the primary source of productivity gains (Griffins, 2001). To ensure the achievement of institutional goals, the learning institution must create an atmosphere of commitment and corporation for her teaching staff through policies that facilitate employees' satisfaction.

Principals' supervision practices affect all schools' learning situations including teachers' job satisfaction (Hulpia, Devos & Rosseel, 2010). Studies by Lipit (2003) in Mumbai established that teachers' job satisfaction is strongly correlated to participation in decision making and influence over school policy. In Malaysia, Jaafar and Osman (2014) found that the management approach of the principal on instructional supervision was one of the major determinants of teachers' job satisfaction, thus reported that 65.5 per cent of teachers were dissatisfied with 'poor' governance practices.

In England and Wales, a study by Marie and Neal (2011) concluded that those learning institutions with plenty of teaching and learning resources, commendable workload, favorable student-teacher ratio, and good reward and incentives for teachers perform much better compared to learning institutions which do not provide the same. The impact of teachers' job satisfaction is seen in terms of quality performance. The current focus on teachers' job satisfaction influenced by new public management for which places heavy emphasis on the management for results. Studies in countries like Uganda, Tanzania, Gambia and Kenya by Barret (2005) and Hedges (2002)

found that many teachers were teaching not because of internal motivation but rather due to lack of other openings elsewhere.

Okemwa,(2003) notes that teachers working in rural areas are more disadvantaged compared to their urban counterparts because of low levels of developments in their schools. The scenario portrays teaching as a very demanding job, unfortunately which is however poorly remunerated .This is one of the reasons why there has been an exodus from the profession to other better paying jobs, depriving the teaching service of young, energetic and qualified people, plaguing most countries into teachers' shortage. Nkonge (2009) states that in order to realize efficiency in any work place, there is higher need of doing it under favorable conditions of working. Olando (2003) further urges that for any efficient work to take place, there is need for favorable conditions thus an individual ought to be provided with an enabling environment to perform and produce the desired results.

Most countries in the world are faced with this problem of teacher shortage, but it is most evidenced in the poor countries (Nguni, Slegers & Denessen, 2006).The availability of other jobs has greatly altered the position of teaching profession in Africa. With the innovations in all the spheres of the economy ,an increased demand for highly qualified personnel is on the demand. This has aggravated the problem because teaching has also to compete with the civil service, the industrial and the commercial sectors for

the available trained personnel attempts to improve performance in schools will never succeed if teachers' job satisfaction is ignored. If employees in an organization are positively motivated, they will render services to the employer (TSC) and customers (students) very efficiently and effectively (Warui, 2013). This implies that motivated and satisfied secondary school teachers are likely to positively affect the students' learning while the opposite of this may have negatively impacts on the students' performance.

Education leaders and Administrators or managers have to pay special attention to the phenomenon of job satisfaction and motivation (Republic of Kenya, 201). Elimu Yetu coalition (2010) have consistently drawn attention over the last decade to the fragile and perceived teacher job motivation (Kenyan Republic, 2007). Even though there have been some efforts in the past to try and improve the terms and conditions of work for teachers in the public sector, teachers are generally poorly motivated workers in Kenya. Nyakundi (2012) listed some functions and roles of teachers at school levels. These include being a mediator for learning being able to recognize the various qualities that reflect on the learning environment. Dubey states that teachers are controller of learners' behavior since he sets rules and standards of behavior inclined towards acceptable norms of the school. The teacher further advocates for positive changes in policies and practices affecting learning in the community since he plays a very important role in modeling future beings into acceptable members of the society.

Job satisfaction is supported by wide range of factors which are none class based in nature (Halachet, 2005). Ngwala (2011) established that the none class based factors include; level of salaries and benefits, relationship with immediate supervisors and incentives. The classroom based factors were established as; student-teacher ratio, teacher's work load, pupil achievement levels in examinations and adequate teaching and learning resources. Effective supervision is assumed to be having an impact on job satisfaction. Proofs exist in that supervisors do not judge the junior staff justifiably and impose personal liking and disliking in the rewards and punishments (Obina, Mbona & Acire, 2012). As teachers go about their duties, the manner in which their supervisors coordinate their activities is very important. The supervisor has positive impact on satisfaction, (Griffin, 2001) superior-subordinate communication is an important influence on job satisfaction in work place.

Recognition by head teachers can have an effect on the job satisfaction and motivation of teachers. Statistics show that there is an important link between reward and recognition and that between motivation and job satisfaction increase performance. Awarding the financial benefit to employee without any prominent show also loses its importance. Promotion of an employer is the advancement of an employer's position. Robbinson, Lloyd and Rowe (2008) say that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Christopher (2014) postulate that many people experience satisfaction when they believe that their future prospects are good. This may

translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. The Waruhiu commission Report (WCR) made observations that teachers were not satisfied with their jobs in relation to other public servants working in other sectors or fields (Republic of Kenya, 2010). Teachers don't see clear promotion prospects even those who have attained Bachelors and Masters degree in education, a situation that stifles Initiative and innovations and this leads to frustrations. Working conditions are the teacher's working environment. Working condition is a factor that has a modest effect on job satisfaction. Adelabu (2005) asserts that clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction. Poor working conditions such as inadequate space, noisy and uncomfortable surrounding will make the workers dissatisfied with their work.

In Kenya , there is a growing awareness of the need for a motivated public sector work force to provide quality services. In order to improve this quality service in education, there is need to improve teaching and learning facilities to give efficient coverage of the overstretched curriculum content. Some of our secondary schools lack basic facilities like Libraries, Laboratories, Textbooks, good classrooms, just to mention but a few. This hampers effective teaching and leads to dissatisfaction (MOE, 2007). Gikunda (2016) observed that all learning institutions focus on attainment of good results and the teacher is regarded a pivotal center upon which teaching

and learning revolve. Quality results can only be realized in schools where the staff is motivated hence satisfied jobwisely. Nationally, teachers are often in short supply therefore it is necessary to study whether job satisfaction among teachers contribute to the current situation (Simatwa, 2011). Furthermore, in Rangwe Sub-county teachers has been in constant struggle to have their hardship allowances among other dissatisfaction grievances addressed, thus necessitating the current study sought to establish whether there are institutional factor contributing to the level of job satisfaction.

1.2 Statement of the Problem

The ability to satisfy staff is the key to effective management (MOEST, 2000). Principals should be capable of continuously giving meaningful personal and emotional support to the teachers, promote their self-confidence and hold them in high esteem for the teachers to feel satisfied with their job so as to improve school performance. Furthermore, the Kenya government through subsidized Education is supplementing the provision of teaching and learning materials through tuition fee and recruitment of teachers though there is teachers shortage by more than 5000 (KNUT Report 2012) and development of centers of excellence in each constituency under economic stimuli project, (2011-2018). Despite the increase in enrolment, little has been done to bring all schools to the same levels in terms of favorable working conditions for all teachers in both urban and rural schools in Kenya including teacher-student ratio and teacher workload.

In Rangwe Sub-county public secondary school teachers under the union KUPPET boycotted classes and demonstrated in the streets within Rangwe sub-county after their hardship allowances which they had been receiving since 1997 were scrapped off without prior consultations and a given number of teachers changed their jobs and left teaching profession for in other sectors where terms and conditions are better than teaching. This dissatisfaction could be a major cause of the departure. This study therefore sought to establish factors influencing job dissatisfaction among public secondary schools in Rangwe sub-county, Kenya in relation to institutional factors.

1.3 Purpose of the Study

The purpose of this study was to investigate the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Rangwe Sub-county, Kenya.

1.4 Objectives of the Study

The study was guided by the following objectives;

- i. To determine the extent to which principals' supervision influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya.
- ii. To examine how principals' recognition of teachers influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya.

- iii. To establish how principals' support for promotion influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya.
- iv. To examine the extent to which principals' improvement of the working conditions influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya

1.5 Research Questions

The study was guided by the following research questions;

- i. To what extent does principals' supervision influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya.?
- ii. What is the influence of principals' recognition on teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya?
- iii. How does principals' support for promotion influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya?
- iv. To what extent does principals' improvement of the working conditions influence teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya?

1.6 Significance of the Study

The findings may be useful to the managers of secondary schools in Kenya by using identified management practices that enhances job dissatisfaction in public secondary schools. The findings will be handy to the stakeholders of education to present their grievances to the respective bodies in education sector i.e. educationists, policy makers and education administrators in a more objective manner. The findings will also help the MOEST to review factors behind job dissatisfaction among teachers. The findings may be of great benefit to KUPPET, KNUT in handling issues pertaining to job satisfaction in learning institutions. Teachers may use the findings to improve management practices by the education managers. Student performance may be improved due to satisfied teachers. TSC may use the findings to improve policies on teachers, to provide data for researchers in same areas. Rangwe sub-county education department may be able to address these changes faced by the teachers and strive to ensure that teachers get appropriate support commensurate to their duties.

1.7 Limitations of the Study

Limitations of the study according to Best and Khan (2006) are the conditions beyond the control of the researcher that may affect the conclusion of the study and its application to other situations like the availability of the respondents especially principals and teachers. To overcome

this challenge, the researcher made a pre-visit to the schools to book appointments. Follow-ups were also done through the study involved the use of questionnaires but more open ended questions and other data collection instruments provided valid data. Assurance of confidentiality was given to minimize this limitation. The researcher gave assurance to the target respondents that the study was strictly for academic purposes and their identity would be treated with confidence. Thus the study would not give an actual picture of the situations in other areas which do not have circumstances similar to Rangwe Sub-county, Kenya.

1.8 Delimitations of the Study

The study was confined to public Secondary Schools in Rangwe Sub-county, Kenya. The study only focused on the institutional factors that influence teachers' job satisfaction in public secondary schools in Rangwe Sub-county, Kenya. The respondents were teachers and principals of secondary schools within Rangwe Sub-county, Kenya.

1.9 Basic Assumptions of the Study

The basic assumptions of the study included;

- i. Principals' governance practices influence teachers' job satisfaction in public secondary schools.

- ii. The principals, heads of departments, deputy principals have a role to play in ensuring teachers achieve their job satisfaction.
- iii. The high motivation increases effort in standing for quality teaching will enhance high job satisfaction levels.

1.10 Definition of significant Terms of the Study.

Governance practices refers to the way in which the principals exercise or practice power or authority in secondary schools in management to achieve the goals and objectives of the institutions.

Job dissatisfaction refers to a mixture of physiological, psychological and environmental factors that are unpleasant to the individual worker barring him or her from rendering full services to the organization.

Job satisfaction refers to the feeling of being able to meet ones demand and needs as a teacher in the place of work as professionals.

Support for promotion refers to the principals' role in applauding job progression opportunities and other professional development strategies for the teachers

Recognition refers to the principals' appraisal process in acknowledgement of teachers' efforts.

Supervision refers to the principals' oversight role in assessing teachers effectiveness in the instruction and conflict resolution practices

Working conditions refers to the situations of working in a school environment. These include availability of teaching materials, physical structures, as well as conflict resolution.

1.11 Organization of the Study

The study is organized into five chapters. The first chapter covers; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definitions of significant terms and organization of the study. The second chapter consists of the literature review which consists of the; concept and dimensions of job satisfaction, influence of principals' governance practices on supervision, recognition, promotion and working conditions on teachers' job satisfaction, as well as the theoretical framework and finally the conceptual framework. The third chapter covers research methodology which included research design, target population sampling size and sampling procedures, research instruments, for data collection and data analysis procedures. Chapter Four consists of data analysis, and discussions of the findings. Chapter Five covers summary of the study, conclusions and recommendations. Suggestions for further research were also presented.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter covers scholarly review of related literature on teachers' job satisfaction in relation to; influence of principals' governance practices on supervision, recognition, promotion and working conditions as well as the summary of reviewed literature, theoretical framework, and conceptual framework.

2.2 Concept of Teachers' Job Satisfaction

The motivation of people is dependable on the needs that are unsatisfied and thereafter helping individuals to meet them. The management of Education has a responsibility to create work environment in which a teacher can satisfy their job needs. Psychological conditions seen in poor working conditions such as inappropriate and unavailable teaching \learning resources, healthy interrelationship with immediate supervisors, inadequate classrooms, toilets, laboratories, libraries need to be improved .The personal growth of teachers is as well vital. If these psychological conditions are not availed, these will increase frustrations, low job satisfaction and low performance by the teachers.

This is the reason for the peoples actions, desires, and needs. Motivation also refers also to ones direction to behavior. The term motivation is derived from the Latin word 'Movere' meaning to move (Christopher, 2013). It is a process that starts with a physiological deficiency or need that activates behavior or a drive that is geared at goal or incentive .On the other hand, job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of ones job experience comes as pay, variety in stimulation, consideration from their supervisors , promotion and control over work.

According to Christopher (2013) there are two dimensions of job satisfaction: The first one is that job satisfaction is usually determined by how well incomes meet or exceed expectations. The second one is being an emotional response to a job situation which cannot be seen but only be inferred. Public Secondary School teachers may feel that they are working much harder than other employees with similar qualifications in other fields.

2.3 Principals' Supervision and Teachers' Job Satisfaction

Proper supervision is assumed to be having an impact on job satisfaction. Supervision has positive impact on satisfaction (Griffin, 2001). As teachers go about their duties ,the manner in which their supervisors coordinate their activities is key. Bush and Bell (2003) indicate that the effectiveness of a

leaders behavior is measured by the degree to which the manager meets both satisfaction of the employees needs and organizational goals.

Bennell (2004) , say that a supervisor who is friendly has open communication which is most likely to receive positive feedback and high satisfaction from subordinate. A supervisor who is antisocial and unfriendly receive negative feedback and thus create low job satisfaction in their subordinate in their subordinate at their effective supervision is assumed to be having an impact on job supervision. Halkos and Bousinakis (2010) indicates that motivation of workers as a concept of effectiveness in leadership has been discussed that leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying. Another study conducted by Akoth (2011) discovered that management and friendly staff relationship contributes to the level of job satisfaction. A number of teachers in a study were dissatisfied with the supervision by the headteachers (Karavas, 2010). It was therefore concluded that effective supervision by the headteachers is an important factor towards teacher's job satisfaction. Jaafar and Osman (2014) indicate that the caliber of the leaders and supervisors has an effect on the working environment of school. It is therefore necessary to acquire professional and competent persons in state of uncertainty to pool up the correct applier which must also be paid at supervisors 'judgment'.

2.4 Principals' Recognition and Teachers' Job satisfaction

Recognition is the process of identifying efforts or being acknowledged. Recognition is among the factors which go along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Mbiti (2007) proposes that employees can be motivated by a manager by being recognized in their achievement and being praised by their team and individual success being communicated to. He also proposes holding of meetings regularly to monitor and counsel individuals and the organizations progress which adds value to employee's motivation. Statistics show that there is an important link between reward and recognition and that between motivation and satisfaction. Awarding the financial benefit to employee without any prominent show also loses its import. According to Okoth (2018), for effective governance, the headteacher should evoke enthusiasm and team spirit of shared purpose. This would enhance job satisfaction by inspirational motivation through recognition. The findings showed that head teachers had trust that teachers had the ability to deal with obstacles as they performed their duties.

Mbwiria (2010) define recognition as a public expression of appreciation given by a group to individuals who undertake desired behaviors. Christopher (2014) defines recognition as non-financial rewards praise and effective in employee's motivation hence promotes job satisfaction Mbiti (2007) proposes that employees can be motivated by a manager by being recognized in their achievement and

being praised and their team and individual success being communicated to. He also proposes holding of meetings regularly to monitor and counsel individuals and the organizations progress which adds Value to employee's motivation. The KNUT Match (2013) Newsletter highlights that teachers often complain that they are not adequately consulted regarding policy changes and that their rights are violated. This leads to frustrations, dissatisfaction and in turn affects the commitment and productivity of teachers.

Many teachers are taking their noble career as a stepping stone to better careers which means they are discontent with teaching career (King'ori, 2013). Other studies that have been carried out indicate that teachers have low job satisfaction (Kimani, 2002). It is necessary to pay attention to the kind of recognition that enhances teachers' sense of professionalism and decreases their job dissatisfaction (Mwangi, 2013). This leads to frustrations and dissatisfaction, and in turn affects the commitment and productivity of teachers.

2.5 Principals' Support for Promotion and Teachers' Job Satisfaction

This can be referred to as the advancement of an employee's position. Marie and Neal (2011) postulate that many people experience satisfaction when they believe that their future prospects are good. According to McShane and Glinow (2007) employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be

promoted, as well as the basis and the fairness of such promotions. Robinson Lloyd and Rowe (2008) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may increase.

Promotional opportunities therefore have differential effects on job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance employee satisfaction. Christopher (2013) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Teachers seem dissatisfied with factors pertaining to their jobs such as remunerations, promotion requirements and policies ,teaching loads , supervision and physical working conditions (Kamina, 2002). As a result ,teachers have continued to leave the profession for greener pastures in other sectors where terms and conditions are better than teaching (Mbiti, 2007). This dissatisfaction could be a major cause of the departure.

2.7 Principals' Improvement of Working Conditions and Teachers' Job Satisfaction

An employee's overall contention and satisfaction in his job is the result of a combination factors. The management's role is to enhance an employee's job satisfaction by creating positive work environment (Allen, 2003). Owalabi (2006)

says that workers are concerned with their work environment for their personal Comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more efficiently contributing to job satisfaction. Omeke and Onah (2012) wrote that poor working condition can be described by inadequate equipment, poor staffroom among others. Poor design of building and physical setting example of the office can be a source of job dissatisfaction. Working conditions is a factor that has a modest effect on job satisfaction (Bush & Bell, 2003).

Schools are learning environments where teachers need to work in with a lot of satisfaction in their jobs. Clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction. The teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things, can impact poorly on working mental and physical wellbeing (Born and Greenberg, 2003). Robbins (2003) advocate that working condition will influence job satisfaction as employees are concerned with comfortable physical working environments which influence job satisfaction. According to James Brown (2007) fairness is an equal treatment; receiving the same services and benefits as competent leaders are essential to the success of the school.

Ayodo (2011) states that working conditions are factor that have modest effect on teachers' job satisfaction. Clean and attractive working environment appear to make staff happy when working thus increasing job satisfaction. Work environment in the school should be such that it enhances teacher's sense of professionalism and in turn decrease their dissatisfaction, as proposed by Karanja, Mugwe and Wanderi (2011) in their research findings, where they indicated that job satisfaction of school principals in the Nakuru district, Rift Valley province of Kenya, were similar.

2.8 Summary of the Review of Related Literature

Job satisfaction in an education setting is an unavoidable; it is the duty of the employee and other administrators to use effective job satisfaction methods. Reviewed literature shows that failure to solve issues related to job satisfaction can lead to decrease in job satisfaction and higher staff turnover resulting to poor academic performance. Ali and Ahmed (2009) say that changes in recognition and rewards can bring a definite change in work motivation and satisfaction. However, they did not address the governance practices of the principals.. The reviewed literature has identified various styles of job satisfaction that are employed by education administrators and employees. These are; headteachers' supervision (Griffin 2001), recognition (Nzuuve, 1999), Promotion (Drafke & Kossen, 2002), Working conditions (Allen, 2003; Okumbe, 1998). Although each of these studies established the

governance practices that influence teachers job satisfaction, non-conducted a study of all these four variables thus necessitating the current study.

Good performance purely depends on every worker's positioning at team work level in an educational institution (secondary school in this case). Both the manager who is the principal and the teachers will need to act responsibly in discharging their duties with flexibility to adapt change to be able to remain in line with the changing trends in education sector and society at large and finally achieve quality results effectively and efficiently. This study therefore sought to establish the extent to which good corporate governance, remuneration/salary, recognition, promotion and working conditions influences workers job satisfaction of secondary school teachers in Rangwe Sub-county Kenya.

2.9 Theoretical Framework

The study employed Maslow's Hierarchy of Needs Theory which was proposed by Abraham Maslow (1943) and (Smith & Cronje 1992) who believed that people, who come out of an environment which does not meet their basic needs, tend to experience psychological complaints later in life. Based on the application of this theory to organizational settings, it can be argued that people who do not meet their needs at work will not function efficiently.

The theory is based on two assumptions; that is: people always want more and people arranged their needs in order of importance (Smith & Cronje 1992).

Maslow (1970) and Schultz, Bagraim, Potgieter, Viedge and Werner (2003) summarized these needs as: physiological, safety, social, ego and esteem needs as well as self-actualization that are naturally prioritized in hierarchy structure based on the urgency of priority. The first level needs are met before moving to the next level of the personalized needs. This theory is appropriate for this study because teachers' job satisfaction is dependent of realization of the primary needs like the school institutional factors like supervision, recognition, promotion, remuneration and working conditions before going for other levels of needs. Therefore, the theory demonstrates that when the psychological needs are meet through recognition and supervision teachers feel job secure. Also the remuneration fulfills the safety needs and self-actualization is realized when offered favorable working conditions.

2.10 Conceptual Framework

Kombo and Tromp (2006) explain a conceptual framework as the possible connection between the variables (dependent and independent). The figure below shows a conceptual model of the factors that influence job satisfaction.

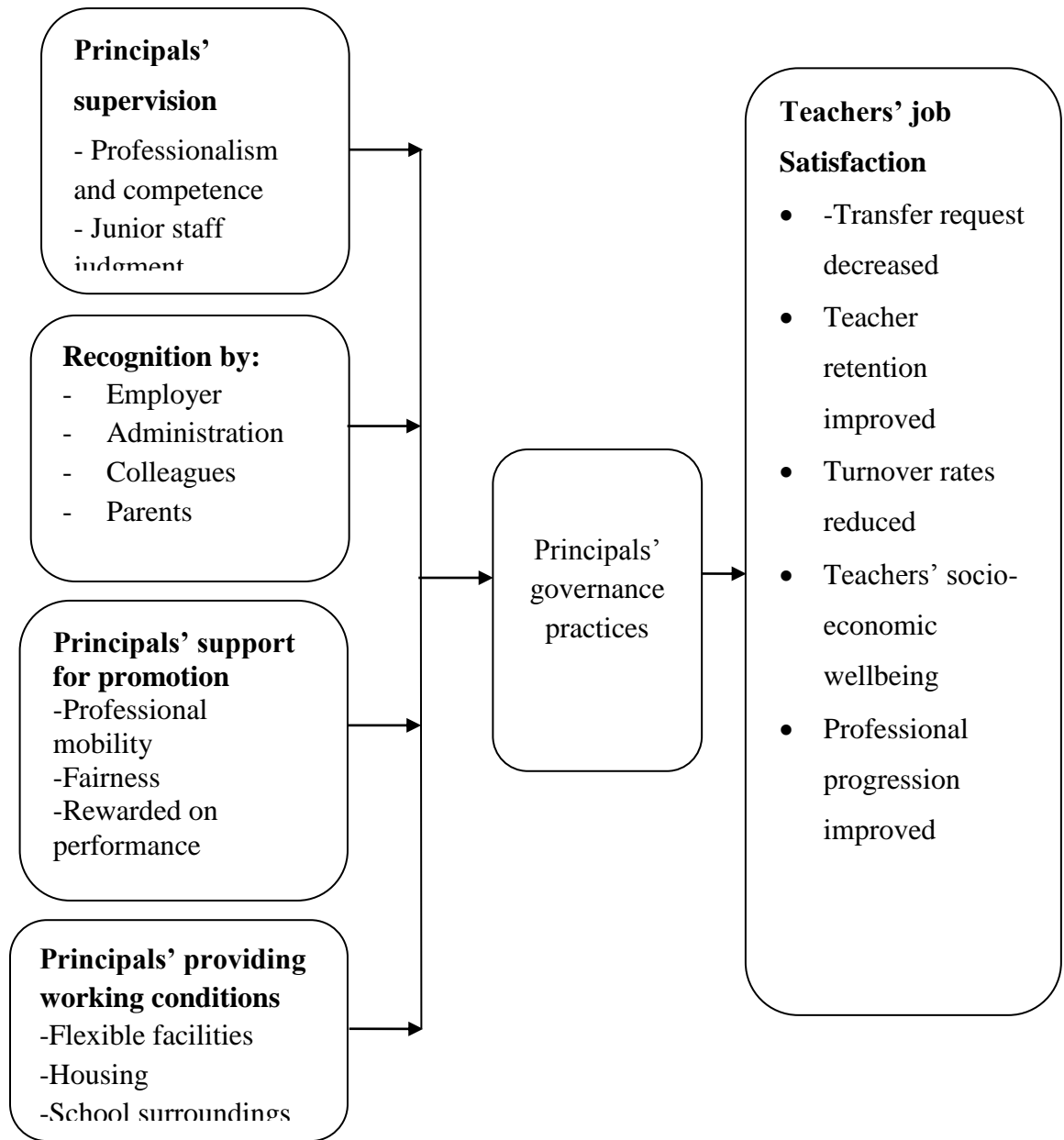


Figure 2.1: Principals' Governance Practices Influencing Teachers' Job Satisfaction

The figure 2.1 shows the different factors that influence job satisfaction and are also major in achieving better teaching and learning process. These can as well impact positively or negatively on the performance of the teachers and job satisfaction. Levels of job satisfaction in this case depends on the success of teaching and learning processes at various schools in Rangwe Sub-County, Kenya depending on the factors; supervision, recognition, promotion, and working conditions

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on research methodology on the factors affecting job satisfaction in public secondary schools in Rangwe sub-county, Kenya under the following sub headings: research design, target population, sample size, sample and sampling procedures, research instruments, instrument, instrument validity, instrument reliability, data collection procedures and data analysis techniques and ethical considerations.

3.2 Research Design

This study employed a descriptive survey design. A descriptive survey design is a process of collecting information by interviewing or administering questionnaire to a sample of individuals (Orodho 2003). Mugenda and Mugenda (2008) state that descriptive surveys helps researchers to collect confidential information from a stipulated population within a short duration and offer secrecy to the respondents as well as covering a wider population of a target group promptly. Then design was deemed most appropriate for the study because the questionnaire used enabled collection of data which was easily drawn directly from the respondent and existing records to give the needed results.

3.3 Target Population

Borg and Gall (2007) observed that target population is the real hypothetical set of people, events or objects which a researcher wishes to generalize the findings. The target population for this study comprised of 38 public secondary schools with 38 head teachers and 380 teachers (Rangwe Sub-county Directorate of Education Office, 2017).

3.4 Sample Size and Sampling Procedure

Sampling entails selecting a given number of respondents from a defined population. on the other hand, sample is part of the entire population selected for study to obtain information on the whole set of human respondents from the population (Kothari, 2006). It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Kombo & Tromp, 2006). According to Mugenda and Mugenda (2008) 30% sample size is adequate for a small population of less than 100,000 people. Where there is a small population, all individuals can be included using census method. For this study, due to the small number of target schools, the study sampled all the schools to participate in the study, while census sampling was used to select the head teachers in the sampled schools as stipulated by Mugenda and Mugenda (2008). Simple random sampling was used to sample three teachers in each sampled

school to constitute to thirty percent of the entire target population. The table below illustrates how the sample size was determined

Table 3.1 Sampling Frame

Category	Total population	Percentage (%)	Sample size
Public schools	38	100	38
Head teachers	38	100	38
Teachers	380	30	114

Source: Sub-county Education office Rangwe

3.5 Research Instruments

The researcher used a questionnaire and an interview guide. Mugenda and Mugenda (2008) argue that a questionnaire is easy to administer to a huge number of respondent. Questionnaires are commonly used to obtain important information since they can be developed to address a specific objective. The questionnaire covered items from the research objectives. The research utilized questionnaire both closed and the questionnaires were divided into three parts. Part one consisted of seven short questions about the demographic information. Part two was used to seek for information related to some variables influencing job

satisfaction. Part three was used to inquire on issues of Management. An interview schedule for Principals was used to get information for this study.

3.6 Validity of the Instruments

According to Orodho (2009), Validity of an instrument is the degree to which the outcomes obtained from an analysis of the data instrument which represent the phenomenon under investigation. A questionnaire is said to be valid when it actually measures the laid down items. This study evaluated content validity to verify whether the content obtained the desirable outcomes. The study sought expert judgment from the university supervisors who individually and separately reviewed the relevance of every item in the research instrument (Njeru & Orodho, 2008). The instruments were piloted in two schools in Rangwe Sub-county which was not included in the study sample. This was to reveal errors or ambiguity in the items.

3.7 Reliability of the Instruments

Kombo and Tromp (2006) refer to reliability as the consistency of the scores obtained, how consistent they are for each individual from one administration of an instrument to another. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials (Mugenda & Mugenda, 2008). The researcher used the test-retest technique for the questionnaire on teachers' job satisfaction and the interview guide for the

principals to assess the reliability of the research instruments. Similar instruments were administered to the same respondents two times with an interval of one week. A correlation coefficient was calculated to indicate the relationships between the two sets of scores were obtained. Pearson's product formula was used to calculate the correlation (Kothari, 2002).

3.8 Data Collection Procedures

After the approval of the proposal and undergoing through a successful defense, the researcher was issued with a letter of introduction from the University of Nairobi to get a permit from the National Council of Science, Technology and Innovation (NACOSTI). The researcher then visited the Rangwe Sub-county Education Office to present the research permit and got consent to carry out the research within the Sub-county. Thereafter the researcher sought permission from the head teachers of the public Secondary schools in Rangwe Sub-county to conduct the study in their schools. Then the researcher visited the schools and personally administered the questionnaires to the teachers and head teachers. The respondents were assured of confidentiality of their identities in dealing with responses. Questionnaires were filled and collected immediately or on agreed time.

3.9 Data Analysis Techniques

Data analysis deals with searching and arrangement of data collected from the study (Orodho, 2009). For this study, the researcher inspected the questionnaires to ensure that they were adequately completed and accurate. They were then coded and computed through the Statistical Package for Social Sciences (SPSS) which is ideal for accuracy and speed processing. Descriptive statistics was used to analyses the data qualitatively and quantitatively. Analyzed data was presented using pie-charts, tables, and bar graphs.

3.10 Ethical Consideration

A letter was issued with a letter to obtain a permit prior to the collection of data. The researcher then made visits to book appointments. The researcher then explained the purpose of the study on the data collection day to the teachers and the principals. There was an option for voluntary participation and the teachers were free to opt out of the study even after initial participations. Confidentiality was assured to those who participated. Identification based on school names and the respondents were not of a requirement.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents data analysis and discussion of the research findings. The purpose of the study was to investigate the institutional factors influencing principals' governance practices on teachers' job satisfaction in public secondary schools in Rangwe sub-county, Kenya. The findings of the study were based on four research questions namely: principals' supervision practices, principals' recognition practices, principals' role in the recommendation of teachers for promotion, and principals' improvement of working conditions on teachers' job satisfaction in public secondary schools in Rangwe Kenya.

4.2 Questionnaire Return Rate

Response rate is the proportion of the sample that participated in all the research procedures (Kothari, 2006). According to Mugenda and Mugenda (2003), a 50 percent response rate is regarded as adequate, 60 percent response rate is good and above 70 percent response rate very excellent. Table 4.1 gives a summary of the response rate.

Table 4.1 Response Rate

Target respondents	Sample size	Response	Return rate
Teachers	114	111	97.4
Principals'	38	35	92.1
Totals	152	146	96.1

The study targeted to collect data from a sample of 114 teachers and 38 principals' from 38 secondary schools in Rangwe sub -county, Kenya. Table 4.1 shows that the teachers' response rate was 97.4 percent which was rated very excellent in line with Mugenda and Mugenda (2003). The response rate from the principals was 92.1 percent which was also considered to be very excellent thus the total response rate achieved in the study was 96.1 percent making the acquired information representative to draw the study conclusions due to the excellent results.

4.3 Demographic Information

This section presents the demographic information of the respondents in the study. It provides an insight on the participants' characteristics which included gender, age, professional qualification, teaching experience, and housing scheme of teachers in relation to job satisfaction.

4.3.1 Gender of Principals and Teachers

Gender of the respondents was considered in order to highlight the ratio of male and female teachers working in the area under study. Previous research by Tasnim (2006) portrays varying levels of job satisfaction between male and female workers showing that the female teachers less satisfied with the social environment than male teachers. In another study carried out in Nyahururu District by Njuguna (2010), a great gender disparity was noted whereby the male teachers were more than double the female teachers. This study would establish whether there was such gender disparity in Rangwe sub –county and whether it had any effect on the teachers’ job satisfaction. The gender distribution of the principals and teachers is shown in Table 4.2.

Table 4.2 Distribution of Principals and Teachers by Gender

Gender	Principals		Teachers	
	F	%	F	%
Male	24	68.6	72	64.9
Female	11	31.4	39	35.1
Total	35	100.0	111	100.0

Data contained in Table 4.2 shows that majority (64.9%) of the teachers were males while female were the minority (35.1%). The findings implied that

although the teaching profession is regarded by other scholars like Akoth (2011) the situation was different in Rangwe sub –county and female teachers may be finding working quite challenging. The findings were similar to Mghana (2013) who found that 61 percent of the teachers working in Voi District were male and 39 percent were female.

Further, information in the table shows that majority (68.6%) of the Principals' in Rangwe sub–county were male while the minorities (31.4%) were female. The findings implied that there was gender disparity in the study area in the distribution of male and females in the teaching professions. The results showed that job satisfaction affected the retention of female teachers as suggested by Tasnim (2006). The study findings were also contrary to the Kenya constitution (2010) that stipulates that there must be a third of each gender at any public institution/ organization. The findings were, however, in agreement with Mkongo (2013) who did his research in Taita- Taveta County and Kimeu (2013) who did his research in Kathonzwi District stating that gender disparity had a significant relationship with teachers' job satisfaction.

4.3.2 Age of Teachers and Principals

The researcher sought to determine the age distribution of the teachers and the principals since this would affect their job competence due to the level of experience. Table 4.3 indicates the findings:

Table 4.3: Distribution of Teachers and Principals by Age

Age category (In years)	Teachers		Principal	
	F	%	F	%
Below 25	36	32.5	0	0.0
26 – 35	52	46.8	0	0.0
36 – 45	17	15.3	5	14.3
46 – 55	3	2.7	18	51.4
Above 56	3	2.7	12	34.3
Total	111	100.0	35	100.0

Table 4.3 shows that most of the teachers (46.8%) were aged between 26 and 35 years old. The findings show that majority of the teachers were energetic enough to offer quality service to the students thus their level of job satisfaction was expected to be significantly satisfactory because they were in their prime years in the profession. This was in agreement with a study carried out among Turkish special school teachers showed that more experienced teachers had less job satisfaction than their less- experienced colleagues (Sari, 2004).

Again data from on the distribution of the principals by age showed that more than half (51.4%) of the principals were aged between 46 and 55 years old. It was found that no principals were within the age bracket of below 35 years. The finding meant that the given numbers of the principals were highly experienced

and thus suited for the management role in secondary schools. This also indicated that the principals were in a good position to give a credible account on the trends of teachers' job satisfaction in the area based on their vast experience. The findings concurred with arguments by Nzuve, (1999) that as people mature and gain more experience, they become more willing and ready to assume higher responsibilities and deal with complex tasks. Young employees give high expectations and aspirations which may not be met by the organization, thus automatically translates to the levels of job satisfaction among the youthful employees (Okumbe, 1992).

4.3.3 Working Experience of Teachers and Principals

The researcher sought to find out the number of years the teachers and principals had worked in Rangwe Sub County. Table 4.4 presents the study findings:

Table 4.4: Teachers' and Principals' Working Experience

Teaching Experience	Principals		Teachers	
	F	%	F	%
Below 5 years	0	0.0	51	45.9
6-10 years	0	0.0	24	21.6
11 – 15 years	6	17.1	18	16.2
16 years and above	29	82.9	18	16.2
Total	35	100.0	111	100.0

Information contained in Table 4.4 shows that most of the teachers (45.9%) had been working in Rangwe Sub County for less than 5 years. The findings showed that majority of teachers were new in the area and could probably be unsettled, thus may be unsatisfied with their job tasks. Also, it may imply high turn-over of teachers in the Rangwe Sub County. The findings also showed that teachers with an experience of between 6 to 10 years made a third of the teachers' population. Less than a quarter of the teachers had a teaching experience of between 11 to 20 years. These were the teachers who had substantial working experience necessary for effective performance of the demanding teaching job.

From the responses on principals' working experience in years Table 4.4 shows that a majority (82.9%) of the principals in Rangwe Sub County on had been in the teaching profession for more than 16 years. These implied that a high

percentage of the principals have had adequate experience in the management of secondary schools and were appropriate to give their insight on teachers job satisfaction based on their hands-on experience.

4.3.4 Cross Tabulation on Teachers' Positions and Weekly Workload

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

Table 4.5: Cross Tabulation of Teachers' Position and Weekly Workload

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

Table 4.5 indicates that the least number of subject teachers had a weekly workload of 15 lessons and below. This was in line to the TSC guidelines that teachers should be fully utilized. The teachers with 16 to 20 lessons made a small percentage while majority of the teachers had a weekly workload of 21 to 25 lessons and above per week. The teachers with over 26 lessons per week were highly overworked and may be demoralized due to very strenuous workload. Such teachers could also suffer from work fatigue and could also lack time to undertake other important tasks like assessing, marking and giving students appropriate feedback.

Most of the Heads of Departments had 16 to 20 lessons per week. This was contrary to the provisions of the TSC which stipulated that Heads of Department should have a maximum of 18 lessons per week in order to undertake their administrative duties effectively. A significant proportion of the deputy principals had 15 lessons and below. No deputy-principal had lessons exceeding 20 per week. These findings showed that teachers' job satisfaction was influenced by their workload in different designations in secondary schools.

4.3.5: Highest Level of Education of Teachers and Principals

The researcher sought to find out the respondents' highest level of education. Table 4.6 indicates the findings:

Table 4.6: Respondents' Highest Level of Education

Level of education	Teachers		Principals	
	F	%	F	%
Diploma	27	24.3	0	0.0
Bachelor's	69	62.2	25	71.4
Master's	9	8.1	8	22.9
Doctorate	6	5.4	2	5.7
Total	111	100.0	35	100.0

Information contained in Table 4.6 indicates that both teachers and principals in Rangwe Sub-County had attained different levels with the least education qualification for the secondary school teachers was a diploma in education. The findings confirmed the TSC directive of 2012 that a diploma in education was the least qualification required for one to teach in the secondary school. Majority of the teachers (62.2%) had a bachelor's degree. Teachers who had a master's degree made the least percentage while no teacher had a doctorate degree. The findings imply that the area teachers were not well motivated to undertake higher education. This may be as a result of the area's poor road network which adversely affected the teachers' mobility to major towns where institutions of higher learning were located. No principals possessed diploma as their highest education level, while most of the principals had a bachelor's degree. The

findings concurred with Olando, (2003) who indicated that academic /professional qualification affected employees’ job satisfaction. Also, the principals and teachers should have academic qualifications that allow them to interpret parliamentary Acts like the Basic Education Act (2013) and other educational policies that include the TSC Act and the Children’s Act.

4.3.6 Teachers’ Housing Arrangement

The researcher sought to determine how the teachers in Rangwe sub county were housed since this contributed to an employees’ job satisfaction. The research findings are shown in Table 4.7:

Table 4.7: Teachers’ Housing Arrangement

Shelter option	Frequency	Percent
I get house allowances	21	18.9
Within the school houses	24	21.6
I get rented outside the school	63	56.8
Personal permanent residence	3	2.7
Total	111	100.0

From the information contained in Table 4.7, majority (56.8%) of the teachers working in Rangwe Sub County rented houses outside the school. When the researcher probed for more information from the interview with the principals, she found out that most of them commuted from areas outside Rangwe Sub

County. Only a very small proportion of the area teachers were housed within the schools. The finding implied that most schools in Rangwe Sub County lacked staff houses. The study also found out that majority of the teachers rented houses outside Rangwe Sub County due to inadequate houses, houses of low quality and lack of essential amenities like quality schools and all-weather roads in the area. Findings concurred with results from previous studies (Mghana, 2013; Sogomo, 1993), that showed that majority of teachers were not satisfied with the provision of housing in their respective schools.

Further, the study sought to establish the type of housing systems most teachers preferred and presented the study findings in Table 4.8.

Table 4.8 Teachers’ Preferences for Housing Arrangement Options

Housing type	Frequency	Percent
School built houses	40	36.1
A house allowance	17	15.3
Personal house	54	48.6
Total	111	100.0

Information contained in Table 4.8 showed that almost half (48.6 %) of the teachers who participated in the study indicated that they preferred to own personal permanent homes while a considerable 36.1 percent indicated that

schools should built houses for the teachers. These results showed that a high percentage of the teachers were not satisfied with their working conditions as far as their housing system was concerned. The findings concurred with results from a study conducted in Langata District by Christopher (2014), in that teachers' job satisfaction was affected by lack of proper housing systems due to lack of adequate housing within the schools' compound prompting majority of teachers to commute to and from schools.

4.4 Principals' Supervision Practices and Teachers' Job Satisfaction

The first study objective sought to establish whether principals' supervision practices in public secondary schools influenced teachers' job satisfaction in Rangwe Sub-County. In this section, data is presented on the principals' governance practices influencing teachers' job satisfaction in public secondary schools. This was guided by the research questions that touched on the following study variables: principals' supervision practices, principals' recognition practices, principals' role in the recommendation of teachers for promotion and principals' improvement of the working conditions. The study issued the participants statements on the study variables showing the influence of the independent variables on the dependent variable under study using a likert scale. Therefore the researcher made use of Okumbe (1992) Job Satisfaction Measurement Instrument (JSMI) scale with a rank of one to five points as illustrated below: 1- Extremely satisfied (ES), 2- Moderately satisfied (MS), 3-

Extremely dissatisfied- (ED), 4- Moderately dissatisfied (MD) and 5- Not applicable (NA)

Therefore the teacher respondents indicated their perception on various principals' supervision practices to show their level of job satisfaction. The study findings are presented in Table 4.9.

Table 4.9 Teachers' Responses on the Influence of Principals' Supervision Practices on Job their Satisfaction

	Supervision	NA		MD		ED		MS		ES	
		F	%	f	%	F	%	f	%	F	%
A	Judgment of junior staff	9	8.1	33	29.7	57	51.4	12	10.8	0	0.0
B	Professionalism and competence	3	2.7	15	13.5	63	56.8	27	24.3	3	2.7
C	Reliability of the supervision	12	10.8	15	13.5	69	62.2	12	10.8	3	2.7

Information presented in Table 4.9 shows the various levels depicted by teachers' job satisfaction owing to principals' supervision practices. A majority of the teachers (51.4%) indicated that they were extremely dissatisfied with their

principals' judgment of junior staff, also 56.8 percent of the teachers indicated that they were extremely dissatisfied with their principals professionalism and competence, while 62.2 percent of the teachers were extremely dissatisfied with the reliability of their principals' supervision. The study findings showed that a majority of the teachers were extremely dissatisfied with their principals supervision practices influencing their job satisfaction. The findings agree with Karavas (2010) whose study revealed that a number of teachers were dissatisfied with the supervision by the headteachers. Another study by Jaafar and Osman (2014) indicate that the caliber of the leaders and supervisors has an effect on the working environment of school. It is therefore necessary to acquire professional and competent persons in state of uncertainty to pool up the correct applier which must also be paid at supervisors 'judgment'. It was therefore concluded that effective supervision by the headteachers is an important factor towards teacher's job satisfaction.

Information collected from the interview with the principal respondents indicated that a majority of the teachers had a negative perception towards their supervision practices contributing to their dissatisfaction. Most of the principals indicated that their governance role in supervising teachers' instructional process among other overall supervision practices created a negative attitude from their teachers. Only a few of the teachers were reported to have a positive attitude towards principals supervision practices on their job satisfaction.

4.5 Principals Recognition of Teachers and Job Satisfaction

The second study objective sought to establish the influence principals' recognition practices on teachers' job satisfaction. The teachers' responses on their level of satisfaction attributed to the recognition of their work by various stakeholders in the schools using Okumbe's JSMI scale is presented in Table 4.10.

Table: 4.10 Teachers Recognition by Educational Stakeholders and Job Satisfaction

Recognition of my work by	NA		MD		ED		MS		ES	
	F	%	F	%	F	%	F	%	F	%
A The employer	5	4.5	24	21.6	74	66.7	2	1.8	6	5.4
B The principal	12	10.8	15	13.5	64	57.7	13	11.7	7	6.3
C Colleagues	3	2.7	48	43.2	21	18.9	33	29.7	6	5.4
D The parents	21	18.9	9	8.1	45	40.5	30	27.0	6	5.4
E BOM	18	16.2	36	32.4	42	37.8	15	13.5	0	0.0

Information contained in Table 4.10 shows that teachers were extremely dissatisfied with the different stakeholders who recognized their works in secondary schools in Rangwe Sub-County. For instance, a majority of the teachers (66.7%) of the teachers indicated that they were extremely dissatisfied by the way their employer recognized their work, a majority (57.7%) of the teachers were extremely dissatisfied with the way their principals recognized their work, 43.4 percent of the teachers indicated that they were moderately dissatisfied with the way their colleagues recognized their work, while most (40.5% & 37.8%) of the teachers indicated that they were extremely dissatisfied with the recognition of the parents and the BOM respectively of their work. The study results showed that a high percentage of the teachers were dissatisfied with the recognition they received from various stakeholders in their schools influencing the level of their job satisfaction. The findings concur with the sentiments from Herzberg (1965) that classifies that recognition is one among the satisfiers in any profession and thus job motivators, that is, its existence yields feelings of job satisfaction from the way others either juniors or seniors recognize the work employees does.

The researcher there for sought to find out whether the principals made use of recognition in appreciating the teachers' efforts. Table 4.11 contains the findings.

Table 4.11: Recognition of Teachers by the Principals and Job Satisfaction

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

Data contained in Table 4.11 shows that a majority of the teachers were dissatisfied with the recognition practices by their principals influencing their job satisfaction. For instance, concerning recognition of teachers through training opportunities, majority of the respondents indicated that they were dissatisfied. The least proportion of teachers indicated that they were satisfied. A majority of the teachers were dissatisfied with the principal’s use of thank you cards. The

least proportion of teachers indicated that they were satisfied. It is worth noting that almost a quarter of the respondents indicated that recognition by the principals through the use of thank you cards by the principals was not applicable in their schools. Concerning the provision of prizes to the teachers by the principals, majority of the respondents were satisfied with less than half of the respondents being dissatisfied. As concern provision of challenging tasks to the teachers by the principals, less than half of the respondents were satisfied. The principals indicated that lack of enough funds contributed to their failure to recognize the teachers' efforts. Concerning provision of challenging tasks to the teachers, the principals reported that some teachers were not adequately responsible and kept on neglecting the duties/ tasks given to them. The findings agree with Mbiti (2007) who proposes that employees can be motivated by a manager by being recognized in their achievement and being praised and their team and individual success being communicated to.

4.6 Principals Support for Promotion of Teachers and Job Satisfaction

The third study objective sought to determine the influence of principals' role in recommendation of teachers for promotion on their job satisfaction. Therefore, the teacher respondents were issued with statements on principals' role in recommendations for their promotion to show the level of satisfaction and the study findings were presented as shown in Table 4.12.

Table 4.12 Principals' Support of Teachers for Promotion and their Job Satisfaction

Promotion	ES		MS		ED		MD		NA	
	F	%	F	%	f	%	f	%	F	%
A Chances of promotion	51	45.9	24	21.6	18	16.2	15	13.5	3	2.7
B Fairness in present promotion scheme	42	37.8	33	29.7	30	27.0	6	5.4	0	0.0
C The rewards of any performance	62	55.9	22	19.8	18	16.2	6	5.4	3	2.7
D The current scheme of service	30	27.0	33	29.7	36	32.4	12	10.8	0	0.0
E The Board of Management	18	16.2	36	32.4	42	37.8	15	13.5	0	0.0

Data contained in Table 4.12 shows that a majority of teachers (45.9%) were extremely satisfied with the chances offered to them for promotion by their

principals. Most of the teachers 37.8 percent cited that present promotion scheme were conducted fairly. Also, a majority of the teachers (55.9%) indicated that they were extremely satisfied with the rewards given for any performance. The study findings implied that a majority of the teacher respondents were contented with the principals' role in recommendation of teachers for promotion in their schools. This was an indication that the principals' role in recommendation of teachers for promotion had a significant influence to the level of their job satisfaction because of the job security it offers. The findings concur with Robinson Lloyd and Rowe (2008) who maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may increase. Ocham and Okoth (2015) concur that principal's recommendation enhanced teachers motivation.

The researcher therefore sought to find out whether the principals in Rangwe provided incentives to the teachers in the area secondary schools. Table 4.13 contains the findings:

Table 4.13: Provision of Incentives to the Teachers and Job Satisfaction

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

The teachers who indicated that they were dissatisfied with the use of monetary incentives by the principals constituted the major proportion of all the respondents. The teachers who indicated that they were satisfied comprised of just a quarter of the sample. Most of the teachers were dissatisfied with the use of trips as an incentive to the teachers. It is worth noting that almost a quarter of the respondents indicated that school trips were not applicable in their schools as an incentive from the principals. Majority of the teachers were dissatisfied with the

use of parties as an incentive from the principals. The teachers who indicated to be dissatisfied with the use of recognition letters by the principals as an incentive made the major proportion. On the provision of free transport by the principals to the teachers, it is worth nothing that most of the respondents indicated that this was not applicable in their schools while majority of the respondents indicated that they were dissatisfied. This agree with Robinson Lloyd and Rowe (2008) that if people feel they have limited opportunities for career advancement, their job satisfaction may increase, provided opportunities for personal growth in promotions, increased responsibility, and increased social status.

Most of the teachers indicated that they were dissatisfied with the use of certificates as an incentive from the principals. It is noteworthy that a significant proportion of the respondents indicated that use of certificates in their schools as incentives was not applicable. The principals reported that lack of funds militated against the use of adequate and diverse incentives to motivate teachers. They also claimed to run the schools on a shoe-string budget. As noted by Koontz (2009), people like to feel that their managers are truly concerned with their welfare. The Provision of incentives to performing employees is one way of recognizing such efforts.

4.7 Principals' Provision of Conducive Working Conditions to the Teachers and Job Satisfaction

The fourth objective sought to establish whether principals' provision of conducive working conditions influence teachers' job satisfaction in public secondary schools in Rangwe Sub-County. The respondents were issued with states to show their level of job satisfactions in relations to the working condition. Table 4.14 presents the study findings.

Table 4.14 Influence of Principals' Provision of Working Condition on Teachers' Job Satisfaction

Working conditions/ environmental	ES		MS		ED		MD		NA	
	F	%	f	%	F	%	F	%	F	%
A The staffroom	24	21.6	21	18.9	54	48.6	9	8.1	3	2.7
B The office	12	10.8	42	37.8	42	37.8	12	10.8	3	2.7
C The classroom	15	13.5	33	29.7	48	43.2	12	10.8	3	2.7
D Library	24	21.6	36	32.4	45	40.5	3	2.7	3	2.7
E Laboratory	24	21.6	45	40.5	30	27.0	3	2.7	9	8.1
f Provision for housing	60	54.1	24	21.6	15	13.5	3	2.7	9	8.1
g School surrounding	33	29.7	30	27.0	24	21.6	12	10.8	12	10.8

Table 4.14 show that most of the teachers indicated that they were extremely dissatisfied with the staffrooms (48.6%), offices (37.8%), classrooms (43.2%) and Libraries (40.5%). However, a majority (54.1%) of the teachers were extremely satisfied with the provision of housing in their schools while 29.7 were also extremely satisfied with the school surrounding. The study findings showed that many teachers were dissatisfied with the working conditions provided in their schools causing high rates of job dissatisfaction. The study findings also showed that principals' role in providing conducive working conditions influenced teachers' job satisfaction.

The researcher thus sought to investigate whether principals in Rangwe provided conducive working conditions to their teachers in order to motivate them to work harder. Table 4.15 shows the results:

Table 4.15: Provision of conducive working conditions to the teachers

Working conditions	ES		MS		ED		MD		NA	
	f%	f	%	F	%	F	%	F	%	
Offices	12	13.0	32	34.8	24	26.1	24	26.1	0	0.0
Toilets	16	17.4	32	34.8	28	30.4	16	17.4	0	0.0
Furniture	11	12.0	36	39.1	28	30.4	13	14.1	4	4.4
Laboratories	20	21.8	36	39.1	28	30.4	8	8.7	0	0.0
Desks	32	34.8	36	39.1	16	17.4	8	8.7	0	0.0
Classrooms size	24	26.1	36	39.1	20	21.7	8	8.7	12	13.0

When asked whether the Principals provided conducive working conditions in the offices, about a third of the teachers were moderately satisfied while the teachers who were extremely satisfied made the least proportion. Majority of the teachers expressed their dissatisfaction with the conditions of the offices/ staffrooms. The finding is similar to Mghana (2013) who found that majority of the teachers were not satisfied with the conditions of staffrooms in Voi District. Majority of the respondents were satisfied with the conditions of the toilets. Majority of the teachers were satisfied with the conditions of the furniture provided by the Principals. As pertains to the desks, majority of the teachers were satisfied. Those who were dissatisfied comprised of just over a quarter of the respondents. A majority of the teachers were satisfied with the conditions of the classrooms contrary to Mghana (2013) finding which showed teachers not satisfied with the classrooms' conditions. In a study carried out by Matheka (2004) on factors contributing to lack of motivation and job satisfaction among teachers in public secondary schools in Machakos District, it was noted that one clean way of attracting the best brains into the teaching profession was by offering better services especially remuneration and better working conditions.

The Principals reported that they were involved in improving the teachers' working conditions through consulting the teaching force on their considered priority areas that needed urgent address. Such areas included building and equipping science laboratories, libraries and school offices. The Principals also reported that lack of adequate funds negatively affected putting up of such

essential school infrastructure. Okoth (2014) concurs that head teachers were not able to facilitate adequately the teaching resources required by schools to integrate the curriculum.

4.8 Factors contributing to overall teachers' job dissatisfaction

For the open ended questions, the teachers prioritized better remuneration and prompt promotions as the most important job motivation activities as shown in Table 4.16.

Table 4.16: Teachers' most important job motivation activities

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

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

The researcher asked the respondents to indicate the major factors that contributed to overall teachers' job dissatisfaction. Table 4.17 contains the findings.

Table 4.17: Factors contributing to teachers' job dissatisfaction

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

Totals	92	100.0
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It was noted that if the above job dissatisfies were replaced with the job satisfiers identified in Table 4.11, then the teaching profession would be made more satisfying. The study findings were similar to a comparative study by Immonje (1990) on factors that contributed to job satisfaction or dissatisfaction between teachers in private and public schools in Nairobi's Kilimanjaro zone. The major job dissatisfies identified included poor pay, poor working conditions and lack of job autonomy. The study findings were also similar to a related study done by Njue(2003) among secondary school teachers in Nairobi province which showed that teachers were highly demotivated by job factors like working conditions, the teachers felt uncomfortable with most staffrooms since they were not comfortable and spacious enough.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the study

The purpose of the study was to investigate the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Rangwe sub - county, Kenya. A questionnaire for the teachers and an interview guide for principals' guided the study. The questionnaire was validated through consultations with the supervisors and other educational research experts. The study was conducted using the descriptive survey design. The study targeted all the 38 public secondary schools in Rangwe Sub County. A sample size of 114 teachers and 38 principals were selected for the study.

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

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

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

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

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

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

improved salaries, manageable syllabus, automatic promotions and improved students' entry behaviour.

5.3 Conclusion

After careful analysis of the principals' governance practices influencing teachers' job satisfaction in public secondary schools in Rangwe sub - county, Kenya, the study concluded that there were various governance practices that related to principals' recognition, support for promotion, supervision practices and improvement of the working conditions for teachers that influence the teachers' job satisfaction. It was evident that teachers work better in a free environment. Therefore, there is need to accord teachers adequate autonomy to undertake their work without much interference from the school principals'. This would allow the teachers to be innovative thereby resulting in a positive impact on the students' performance.

A situation where the principal alone sets the school targets without incorporating the other important stakeholders especially the teachers, results in poor academic performance by the students since the teachers fail to identify themselves with the set-targets. Principals' need to ensure that the schools not only have facilities like adequate and comfortable offices, classrooms, toilets, laboratories, libraries among other essential working conditions but also that such facilities are a source of motivation due to their quality.

Teachers, need to constantly be recognized by the principals' in order to register improved performance of duty. The study found out that lack of adequate and relevant teachers' recognition by the principals' resulted in poor teachers' job satisfaction and consequently poor academic performance by the students in Rangwe. The study found out that teachers needed to be recognized with such things like training opportunities, appreciation cards, free meals and being given challenging tasks. It was also found out that incentives like school trips, money, parties and free transport come in handy as teachers' motivators. Most of the mentioned incentives were either inadequate or lacking in most secondary schools in Rangwe.

5.4 Recommendations

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

- i. The Government of Kenya through the Ministry of Education (MoE) should zero-rate school construction materials in order to ensure that majority of the schools' afford to put up quality and spacious structures/offices that would make the teachers work in a comfortable environment.
- ii. The Principals in Rangwe should build more staff houses in order to house most of the teachers within the schools. This would alleviate the problem of teachers commuting from far flung areas outside the sub county. Most

of the commuting teachers were already tired by the time they reached their working stations thus having low motivation to work hard.

- iii. The Principals in Rangwe should recruit qualified personnel in order for them to bring forth a wide variety of expertise and experiences. The recruitment should adhere to the Kenya Constitution (2010) and the Basic Education Act (2013) provisions on gender, age and level of education.
- iv. The TSC which is mandated by law to cater for the remuneration, promotion and transfer of teachers should devise a water tight mechanism of delivering on the given mandate promptly and fairly. It should ensure that teachers receive competitive pay in line with their qualification and experience, promote teachers without too much red tape bureaucracy and also fairly consider teachers' requests for transfer.
- v. The study also recommends that the Principals in Rangwe should develop and nurture a cordial working relationship with the area teachers in order to improve their job satisfaction. This would in effect result in better performance by the students in both the formative and summative examinations. Consultations should be applied especially when dealing with the form one students entry behavior and setting subject/ school targets. The area school principals should also device a mechanism of rewarding both the teachers and the students whenever they register good

grades in the KCSE in order to ensure competitive spirit across the whole in Rangwe

5.5 Suggestions for further research

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

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

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Odeny Jacqueline Akoth,
P .O. Box 245,
Homa-Bay.
Date:
The Principal
.....

Dear Sir /Madam,

RE: PERMISSION FOR DATA COLLECTION

I am a post graduate student from the University of Nairobi, Department of Educational Administration and Planning, Corporate Governance. I am carrying out a research on the **Institutional Factors Influencing Principals Governance Practices on Teachers' Job Satisfaction in Public Secondary Schools in Rangwe Sub-County, Kenya**. You are therefore kindly requested to participate by kindly filling in the questionnaires. The information will thereafter be used for academic purpose only. Your identity will be kept confidentially hence don't put your name or school on the questionnaire.

Thanks a lot in advance for your consideration.

Yours Faithfully,

Jaqueline Odeny

APPENDIX II: INTERVIEW GUIDE FOR THE PRINCIPAL

The questionnaire is purposed for collecting data on the Institutional Factors Influencing teachers’ Job Satisfaction in public secondary schools in Rangwe Sub-county, Kenya. Kindly answer all the questions.

1. What is your age bracket? (below 20) (20-30) (31-35) (30-40) (41-50)
2. (50-above)
3. Kindly indicate your working experience in years.....
4. How many years have you been a principal/head teacher in this school?.....years.
(a) Years
5. Have you ever been in attendance in any corporate governance workshop?
.....
6. Is there any possible relationship between the staffing levels and teachers’ job satisfaction. Please explain.
.....
What are some of the strategies you already have in place to enhance
7. Teachers’ levels of job satisfaction in your school?
8. How do you ensure improved working conditions for the teachers in your institution?
9. Which criteria do you use to identify teachers due for promotion in your institution?
10. How do you recognize the efforts of your staff(teachers in particular)

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS

This questionnaire is purposed for collecting data on the Institutional Factors Influencing Teachers' Job Satisfaction in Public Secondary schools in Rangwe Sub-County, Kenya. Kindly answer all the questions

Part A: Demographic information

1. Kindly tick your gender Male () Female ()
2. Kindly indicate your age bracket
25 years () 26-34 years () 35-44 years () 45-54 years ()
55-60 years ()
3. What is your highest academic/Professional qualification?(i) Diploma in Education (ii) BA, Dip, Ed () (iii) B. ED () (IV) PGDE ()
(V) Masters () Others (please, Specify).....
4. How long have you served as a teacher?.....years.
5. What is the arrangement for your housing?
 - i. I get house allowance
 - ii. within the school houses
 - iii. I get rented outside the school
6. Please indicate your most preferred housing option.
(i) School built houses (ii) A house allowance (ii) personal house

Part B: Institutional factors influencing teachers job satisfaction

Here is an order of the Factors affecting Job Satisfaction. Each factor

is divided into different sub-items. You are please requested to tick to indicate your level of how satisfied/dissatisfied you are with your job.

Follows: (NA) - Not Applicable, (MD) - Moderately Dissatisfied, (ED)- Extremely Dissatisfied, (MS) Moderately Satisfied (ES)-Extremely Satisfied

7	Supervision and teachers job satisfaction	NA	MD	ED	MS	ES
A	Judgment of junior staff					
b	Professionalism and competence					
C	Reliability of the supervision					

8	Recognition and teachers job satisfaction	NA	MD	ED	MS	ES
A	The employer					
B	The principal					
C	Colleagues					
d	The parents					
9	Support for promotion and teachers job satisfaction	NA	MD	ED	MS	ES
A	Chances of promotion					
B	Fairness in present promotion scheme					
C	The rewards of any performance					

d	The current scheme of service					
E	The Board of Governors					

10	Salary and teachers job satisfaction	NA	MD	ED	MS	ES
A	My present salary as a measure of my competence					
B	My present salary is meeting my expenses					
C	Fairness and equitability of my present salary progression in the future					
d	My perception of my salary progression in the future.					
E	My present fridge benefit					
F	My pension scheme					
G	Medical scheme					
H	Transport allowance					

11	Working conditions/environmental and teachers job satisfaction	NA	MD	ED	MS	ES
A	The staffroom					
B	The office					

C	The classroom					
d	Library					
E	Laboratory					
F	Provision for housing					
G	School surrounding					

Part C: Teachers' Job Satisfaction

Please, write your answers in the spaces provided.

12. Given an opportunity, would you like to change your job?

(i) (a) Yes () (b) No ()

(ii) Give reasons for your answer.....

11. Please indicate what gives you more satisfaction in this profession by ticking the most appropriate choice given below.

- (a) I like the profession
- (b) Proper terms and conditions
- (c) Good salary and remuneration
- (d) Proper recognition

14. What do you like most about your job?

(a).....

15. What other strategies should the Education stakeholders use to enhance job satisfaction?

(a).....

(b).....

Thank you for your participation.

APPENDIX IV: 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/19/60774/28655**

Date: **7th March, 2019**

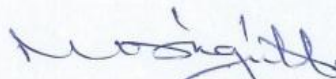
Jaqueline Akoth Odeny
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Principals governance practices influence on teachers job satisfaction in public secondary schools in Rangwe Sub-County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for the period ending **7th March, 2020.**

You are advised to report to **the County Commissioner and the County Director of Education, Homa Bay 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. MOSES RUGUTT, PHD, OGW
DIRECTOR GENERAL/CEO

Copy to:

The County Commissioner
Homa Bay County.

The County Director of Education
Homa Bay County.

APPENDIX V: RESEARCH PERMIT

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

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Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 23441

CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MS. JAQUELINE AKOTH ODENY
of UNIVERSITY OF NAIROBI, 1210-902
KIKUYU, has been permitted to conduct
research in Homabay County

Permit No : NACOSTI/P/19/60774/28655

Date Of issue : 7th March, 2019

Fee Received : Ksh 1000

on the topic: **PRINCIPALS GOVERNANCE**
PRACTICES INFLUENCE ON TEACHERS
JOB SATISFACTION IN PUBLIC
SECONDARY SCHOOLS IN RANGWE
SUB-COUNTY KENYA

for the period ending:
7th March, 2020



Director General
National Commission for Science,
Technology & Innovation

Applicant's
Signature