

**INFLUENCE OF SCHOOL WORKING CONDITIONS ON  
TEACHER JOB SATISFACTION IN PUBLIC PRIMARY  
SCHOOLS, EAST POKOT SUB-COUNTY, BARINGO  
COUNTY, KENYA**

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**A Research Project Submitted in Partial Fulfilment of the Requirements  
for the Degree of Master of Education in Educational Administration**

**University of Nairobi**

**2020**

## DECLARATION

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

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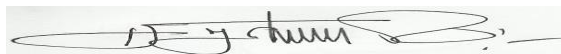
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## **DEDICATION**

I dedicate this project to Prudence and Dr. Paul Omato. Their valuable encouragement and support were instrumental in the project's completion. This work is in memory of my late Father Dr. Joseph Gesimba (medicine) and my late mother Sabina Nyaboke for their wisdom and inspiration which has been my tower in search of knowledge.

## **ACKNOWLEDGEMENT**

I am highly indebted to my supervisors Prof. Ursulla A. Okoth and Prof. Jeremiah M. Kalai for their scholarly advice, patience, encouragement and understanding. I also thank them for keeping me on track during the entire study.

I extend my sincere gratitude to Prudence for their continued prayer, love, patience, encouragement, understanding, and unlimited material and financial support. It is my humble prayer that this work will be a source of academic inspiration to them and make them scale higher in academics. I acknowledge Dr Paul Omato for his valuable encouragement and support which were instrumental in the project's completion. I also acknowledge the efforts of my late father Dr. Joseph Gesimba (medicine) and my late mother Sabina Nyaboke for their wisdom and foundation of knowledge. I appreciate the Head teachers, Teachers and the TSC official in East Pokot Sub-County in Baringo County for their co-operation and providing data for this study. I appreciate the entire staff and Lecturers of Masters of Educational Administration and Planning, University of Nairobi for their noble profession. I recognize the late Dr. Mari Nelson for her encouragement and morning word of the day. I am very grateful to the Almighty God for seeing me through the studies.

## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
DECLARATION .....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS .....	v
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
ABBREVIATIONS AND ACRONYMS .....	x
ABSTRACT .....	xi

### CHAPTER ONE

#### INTRODUCTION

1.1 Background to the Study.....	1
1.2 Statement of the problem .....	9
1.3 Purpose of the Study.....	10
1.4 Objectives of the study .....	10
1.5 Research Questions.....	11
1.6 Significance of the study.....	12
1.7 Limitations of the Study.....	12
1.8 Delimitations of the Study .....	13
1.9 Basic Assumptions of the Study.....	13
1.10 Definitions of significant terms .....	14
1.11 Organization of the study .....	14

### CHAPTER TWO

#### LITERATURE REVIEW

2.1 Introduction .....	16
2.2 Overview of concept of teachers' job satisfaction .....	16
2.3 Head Teachers Working Relationships and Teachers' Job Satisfaction.	18
2.4 Medical Allowance and Teachers' Job Satisfaction.....	19
2.5 Professional Teacher Development Programmes and Job Satisfaction..	20
2.6 Availability of School Physical Facilities and Teachers' Job Satisfaction	22
2.7 Summary of the literature review .....	24

2.8 Theoretical framework.....	25
2.9 Conceptual framework.....	26

**CHAPTER THREE**

**RESEARCH METHODOLOGY**

3.1 Introduction .....	28
3.2 Research design .....	28
3.3 Target population.....	28
3.4 Sample Size and Sampling procedures .....	29
3.5 Research Instruments .....	30
3.6 Instrument of Validity.....	31
3.7Instrument Reliability .....	32
3.8 Data Collection Procedures.....	32
3.9 Data Analysis Techniques.....	33
3.10 Ethical Consideration.....	33

**CHAPTER FOUR**

**DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

4.1 Introduction .....	34
4.2 Instrument Return Rate .....	34
4.3 Demographic Information of teachers and head teachers .....	35
4.4 Head Teachers’ Working relationships and Teachers’ Job Satisfaction. ....	41
4.5 Professional Teacher Development programmes Opportunities and Teachers’ Job Satisfaction.....	47
4.6 Medical Allowance and Teachers’ Job Satisfaction.....	51
4.7Availability of School physical facilities and Teacher’s Job Satisfaction.....	55

**CHAPTER FIVE**

**SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.1 Introduction .....	58
5.2 Summary of the Study .....	58
5.5 Recommendations .....	63
5.6 Suggestions for Further Research.....	64
<b>REFERENCES.....</b>	<b>65</b>
<b>APPENDIX I: LETTER OF INTRODUCTION .....</b>	<b>78</b>
<b>APPENDIX II: INTERVIEW GUIDE FOR THE HEAD TEACHERS .....</b>	<b>79</b>

APPENDIX III: QUESTIONNAIRE FOR TEACHERS .....	80
APPENDIX IV: QUESTIONNAIRE FOR TSC HUMAN RESOURCE OFFICER.....	85
APPENDIX V: UNIVERSITY RESEARCH AUTHORIZATION LETTER	86
APPENDIX VI: NACOSTI PERMIT.....	87
APPENDIX VII: MAP OF BARINGO COUNTY .....	88

## LIST OF TABLES

Table 1.1: Teachers Job Satisfaction levels in East Pokot Sub-County.....	8
Table 3.2 Sample size .....	29
Table 4.1 Response rate .....	34
Table 4.2 Distribution of the teachers and head teachers by Gender.....	36
Table 4.3 Distribution of teachers and head teachers by Age Bracket .....	37
Table 4.4 Distribution of teachers and head teachers with Highest Level of Education .....	40
Table 4.5 Aspects of teachers working relationships with Head Teachers and their Influence to Teachers' Job Satisfaction.....	45
Table 4.6 Professional Teacher Development programmes Opportunities and teachers' Job Satisfaction .....	48
Table 4.7 Professional Teacher Development programmes Opportunities and Teachers Job Satisfaction .....	50
Table 4.8 Medical Allowance and Teachers' Job Satisfaction.....	52
Table 4.9 Availability of School physical facilities that Enhance Teachers' Job Satisfaction .....	56



## LIST OF FIGURES

Figure 2.1. Conceptual framework .....	26
Figure 4.1 Length of Service of Teachers and Headteachers .....	39
Figure 4.2 Headteachers' Working relationships and Teachers' Job Satisfaction .....	43
Figure 4.3 Availability of School physical facilities and its Effects on Teachers' Job Satisfaction .....	55

## **ABBREVIATIONS AND ACRONYMS**

<b>CBC</b>	Competence Based Curriculum
<b>CSO</b>	Curriculum Support Officer
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>HR</b>	Human Resource
<b>KNUT</b>	Kenya National Union of Teachers
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>PA</b>	Parents' Association
<b>QASO</b>	Quality Assurance and Standards Officer
<b>RoK</b>	Republic of Kenya
<b>SPSS</b>	Statistics Package for Social Sciences
<b>SCDE</b>	Sub-County Director of Education
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations, Educational Scientific and Cultural Organization

## ABSTRACT

In most Institutions, the major remedy for teacher's performance and job satisfaction remains to be the type of motivation that is used by the management for the employees. The purpose of this study was to investigate the influence of school working conditions on teacher job satisfaction in public primary schools in East Pokot Sub-County in Baringo County, Kenya. The objectives were to determine the influence of head teachers' working inter-relationships on teachers' job satisfaction, the influence of the availability of Professional Teacher Development programmes on teachers' job satisfaction, the extent to which teachers' perception of the adequacy of medical allowance influences teachers' job satisfaction and the influence of adequacy of school facilities on teachers' job satisfaction. The study was guided by two factor theory by Fredrick Herzberg. Descriptive survey design was adopted. Stratified proportionate sampling was used to select 11 schools from the three divisions. Census sampling was used to select 11 head teachers in the sampled schools and one TSC Human Resource officer.

Out of 210 teachers, 126 teachers were sampled which translates to 33 percent. The data from the head teachers, TSC official and teachers was collected using questionnaires. A pilot study was done to check on the reliability and validity of the research instruments. The values of r from the head teachers' interview guide scored a coefficient correlation of 0.78, teacher's questionnaire, 0.73, and TSC official's questionnaire scored 0.77. Descriptive statistics (frequencies, percentage and mean scores) were used in the analysis. From the findings the study found the majority of the head teachers working relationships with teachers' maintained transparency which influenced the teacher's job satisfaction. A mean of 4.68 indicated that teachers relied on the N H I F and other medical insurance cover is offered. A mean score of 4.61 indicated that the teachers were satisfied with the availability of school facilities that enhance teachers' job satisfaction like being able to use Stationery and teaching materials which should be provided by the school head teachers. A mean score of 3.754 indicated that teachers were relieved that the commission approves training institutes to conduct teacher development programmes. The study recommended that the curriculum support officers 'conduct timely professional training development programmes so that the teachers gain knowledge as the technology keeps changing with the new curriculum. This curriculum, Competence Based Curriculum now runs all through in all the counties in Kenya.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Job satisfaction encompasses the effective orientation of an employee towards her or his work (Saari, and Judge, 2004). It also describes the individuals as regards to their work. Further, Locke (1976) cited in Nyange (2013) defined job satisfaction as “a pleasurable positive emotional state resulting from the appraisal of one’s job or job experiences”. It is also defined as simply how one is contented with their job. Teachers need job satisfaction to improve schools as places for teachers to enjoy delivering knowledge to the learners (Arif and Chohan, 2012). Previous researchers like Lawler (2011)), and Yamoah (2013) have covered teachers job satisfaction but are more concentrated on strategies to improve the learning outcome. Thus, it is important to investigate the working conditions. By so, doing this will collect new knowledge and keep up to date with new development like teaching methods, curriculum and teaching to deal with rapid changes of their work like the new curriculum system Competence Based Curriculum.

According to Jensen and Murphy (2014)) many administrators have known the importance of job satisfaction. Managers need to consider the motivation of the teachers, it is also their work to ensure the working environment is conducive and satisfying. The goal being to make the teachers

satisfied so that they can contribute to good performance. In return it will reduce wastage of resources deploying motivation speakers to come and talk to them of which time is wasted.

To ensure job satisfaction, most schools are embracing teachers from other counties. The secret behind it is that these teachers come with ideas from their counties which are now bearing good outcomes. John Adams Stacy 1964 cited in Seniwoliba (2015) found that to maintain good satisfied teachers most institutions are practicing good administrative skills and by practicing the equity theory and aiming at achieving fairness, responsibility accountability and transparency of the management in the organizations.

According to Rousseau (1995), and Maslow's (1970), hierarchy of needs, job satisfaction entails a combination of psychological, physiological and environmental and a person goes through the stages in order to reach the top self-actualization. Opkara (2004) and Herzberg (1968) listed factors like pay, relationships with co-workers, quality of management with job satisfaction. Others including the work itself, opportunities for promotions, benefits, recognition and achievements, as well as the policies of the ministry, workplace job security, education level and structure in the facility contribute towards teacher's job satisfaction. Sunil (2004) also had the same idea and grouped the aspects of job satisfaction into three categories personal, organization and environment factors.

In the United States of America (USA), teachers have in the past experienced a lot of difficulties in job satisfaction but after a lot of research

the teachers are now experiencing job satisfaction (Harris and Ruthledge (2014)). In a study carried out by National Centre on Performance Incentives (2009) shows that satisfied teachers develop positive attitudes towards the institutions hence low job turnover. Another study by Harris and Rutledge (2010) stated that the teachers who perform, are competent and are qualified to teach are more likely to go for better paying jobs for self-actualization.

In Bangladesh, Purohit and Belal (2015) found out that there was a clear distinction between the nature of definition of job satisfaction of female and male primary school teachers. Omboi (2011) studying among workers in the insurance industry, which include life covers and medical allowance found that the working conditions to be sensitive factors that will need to be addressed in order to have job satisfaction for the teachers.

In most of the developing countries, nations are struggling to provide an environment conducive for teachers' job satisfaction. Countries in Africa like Nigeria, employees are experiencing job satisfaction in a study carried out in staff working in a library (Adio and Popoola, 2010). The research indicated that the staff were not happy but on application of the research recommendations job satisfaction was achieved. According to Herzberg (1996) cited in (Kariuki 2011), hygiene factors are about working conditions, the relationship with colleagues, physical accessibility to the workplace, TSC policies changing from time to time and the relationship

between supervisor and employees. Employees who maintain their positions for a long time are competent because their output is seen in the performance of their pupils. These teachers do their work with passion and without supervision.

According to Goldhaber, Gross and Player (2014), professional teacher development programmes that are offered by the employers are friendly to the work they do. The employees feel it is a privilege and fits them with their life styles. This is because the teacher will have known the weak area to put more effort. In education days, teachers out-do each other and it is a way of appraisal and encouraging others to follow suit. According to Yamoah (2013), motivation can start at a very low level by improving the working environment including a well light classroom, proper housing for those staying within the compound, spacious airy classrooms fitted with learning curious corners among other. According to McClelland (1961) cited in Dehaloo (2011) every person has a driving motivator the need for achievement, affiliation and power. The motivators are not inherent, we develop them through our culture and life experiences. McGregor (1960) also found out that every organization gives employees frequent opportunities for promotions, this is obtained after the employee goes through the professional teacher development program.

Job satisfaction relates to an individual's perception and evaluations of a job, and this perception is in turn influenced by their circumstances including needs, values and expectations. It is also a pleasurable or

a positive emotional state resulting from the appraisal of one's job or job experience. It is also an employee's observation of how well their work presents itself. According to McGregor (1960) for an employee to be satisfied in reference to the needs and values individuals have to be satisfied in the workplace and work on their own ("I am my own Manager.").

Lawler (2011), found out that the teachers were motivated by recognition for good performance, team building outdoor activities, leisure trips and handling conflicts professionally and half of the teachers were satisfied with the responsibilities bestowed to them. However, it is also argued that job satisfaction is based on the difference between the amount of rewards workers receive and the amount they believe they should receive. It signifies the amount of agreement between one's expectations of the job and the rewards the job provides (Njoroge, 2014). Steyn and Wyk (1999), contend that there is a perception that teachers are lazy, unprofessional, uncommitted and only come to school to receive their salaries. Creswell (2014), maintain that if the performance of the teacher is to be improved, it is necessary to pay attention to the kind of work environment that improves teachers' sense of self driven learned people.

In Maslow (1970), cited in Akinyi (2013) stated that a hierarchy of needs, a person's satisfaction is determined by the fulfilment of his five levels of needs. Herzberg's motivation hygiene theory assumes that two



variables determines a person's satisfaction: internal factors like achievement, recognition, among other external factors such as salary and interpersonal relation (Nyagaya, 2015). Job satisfaction in teachers can be influenced by a number of different environmental and psychological factors. External factors are those related to the working environment and the nature of the job like on how we interact with our fellow colleagues by supporting and respecting colleagues and superiors (Nyange, 2013).

Schools are determined by the employees, in particular the teachers in Baringo County in Tiaty which is under the control of The Ministry of Education managed by the head teachers who are appointed by the Teachers Service Commission (TSC) and have other members to assist for instance, Board of Management (BOM) and Parent Association (PA) in maintaining order. The commission monitors work done by teachers and school head teachers through quality assurance officers (QASO).

Delocalization is being done so that the pupils can benefit from other teachers from other counties these has started showing good performance and the concerned teachers feel satisfied with the progress the pupils are doing. Poor performance has always been attributed to attitude and culture of the people in the region since most parents were yet to acknowledge and appreciate the importance of education. Teachers were therefore faced with the challenge of parents and students who were not cooperative. Some schools were put on the light after the results of some secondary schools

produced poor results in their form four results. This is because of poor performance in the primary section (2011 to 2018 Report from The Sub-County Education Office Baringo County). It was observed that teachers do not attend classes leading to a drop in performance teachers were of the opinion that they stick to their home area which was even worse. Some even spent most of their time selling in their shops others in drunkenness only to rush back when being visited by the DQAs. The ministry is currently sending the curriculum support officers (CSOs) to schools to observe how teachers are teaching using the new curriculum (CBC) competence based curriculum.

Ndungu (2003) on a study on factors that influence job satisfactions and dissatisfaction in public schools recommends that every attempt to achieve job satisfaction thus eradicate job dissatisfaction has to be done. Ndungu (2003) further suggested that the study should be carried out in other parts of the country where the study has not been carried out so that the head teachers and teachers get their problems raised to the ministry through the research. Ndungu further suggested that such a study could help solve teacher dissatisfaction in their places of work. The report pointed out that were to be motivated and facilities improved. Some of the problems teachers face are the opposites of job satisfaction so a thorough research should be done.

Job satisfaction has remained a major concern in school organizations. Commissions such as the Ominde Commission (Republic of Kenya, 1964) were formed to survey the existing education resources of

Kenya and advise the government of the formation and implementation of the requisite national policies for education. The Ominde Commission specifically emphasized the need to have an education system that would provide manpower for national development and one that is adaptable. In the past years there has been a low job satisfaction of public primary teachers in Baringo County. However Chemolingot division registered a better result as compared to Loiwat and Ngoron divisions. Comparing the rates below in Table 1.1

**Table 1.1: Teachers Job Satisfaction levels in East Pokot Sub-County**

	2015	2016	2017	2018
Chemolingot Division	648	570(8.8%)	551(8.5%)	518(8.0%)
Loiwat Division	620	521(8.4%)	453(7.3%)	428(6.9%)
Ngoron Division	649	558(8.6%)	493(7.6%)	435(6.7%)

Source: East Pokot Sub-County Education office (2019)

In the recent past, there has been a widespread teacher's job satisfaction. In Chemolingot, it was 8.8% which was the highest seconded by Ngoron which had 8.6 per cent and Loiwat with 8.4 per cent. The results were noted in the years (2017 and 2018). As the table shows, Chemolingot Division records the highest teachers' job satisfaction rate. Therefore, the current study sought

to investigate the influence of working conditions of teachers' job satisfaction.

## **1.2 Statement of the problem**

Most of the schools in Kenya have resorted to use different management practices to influence job satisfaction in their institutions (Jensen & Murphy, 2014). Studies have been done by Nyange (2013); Nyagaya (2015); Njoroge (2014) and Akinyi (2013) to show different factors that attribute to teachers' job satisfaction. However no study took at least three Sub-Counties to compare in job satisfaction in their counties. The Kenyan government has made efforts on improving medical benefits such as Medical allowance, National Hospital Insurance Fund, other medical insurance covers and TSC "Ex-Gratia" payment for medical expenses. Allowances for upgraded, salary and annual increments have been improved while teachers are allowed to take various forms of leave. Pension's gratuities and other benefits are also met promptly for those retiring. Teachers are encouraged to prepare for retirement through various programmes and reminders are printed on pay slips.

Teachers are seen as people who are not truly committed to their profession. The government is trying to effect policy on recruitment of teachers, policy on job security, service, and promotional opportunities after professional teacher development program workshop. Regular appraisal should be made by the head teachers to improve teaching attitudes of teachers. TPAD has been introduced it will eventually reduce criticism if handled constructively

an atmosphere of trust, confidence and co-operation should be fostered by head teachers by listening and accept open suggestions from teachers. These make the workplace warmer and friendly. Hence, Baringo county is no exception because the region falls under ASALs making teacher performance, school environment, attendance, working relationship and professional development affect their job satisfaction. Thus, it was important to investigate on influence of work condition to teachers' job satisfaction.

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

The purpose of this study was to investigate influence of school working conditions on teacher job satisfaction in public primary schools in Ngoron, Chemolingot and Loiwat Sub-Counties in Baringo County, Kenya.

### **1.4 Objectives of the study**

The objectives of this study were:

- i. To determine the influence of head teachers working relationships on teachers' job satisfaction in public primary schools in East Pokot sub-County in Baringo County, Kenya.
- ii. To establish the influence of availability of Professional Teacher Development Programmes on teachers job satisfaction in public primary schools in East Pokot Sub-County in Baringo County, Kenya.

- iii. To determine the influence of perceived adequacy of medical allowance influence teachers in job satisfaction in public primary schools in East Pokot Sub-County in Baringo County, Kenya.
- iv. To establish the influence of adequacy of school physical facilities on teachers and job satisfaction in public primary schools in East Pokot Sub-County of Baringo County, Kenya.

### **1.5 Research Questions**

The study was guided by the following research questions:

- i. How do head teachers' working relationships influence teachers' job satisfaction in public primary schools in East Pokot Sub-County in Baringo County, Kenya?
- ii. How does availability of Professional Teacher Development Programmes influence teachers job satisfaction in public primary schools in East Pokot Sub-County in Baringo, Kenya?
- iii. What is the influence of medical allowance on teachers' job satisfaction in public primary schools in East Pokot Sub-County in Baringo County, Kenya?
- iv. How does adequacy of school physical facilities influence teachers' job satisfaction in public primary schools in East Pokot Sub-County in Baringo County, Kenya?

## **1.6 Significance of the study**

The findings of this study may be used to help policy makers, the Ministry of Education, they will know how to deal with the situation in Baringo County so that better results of teacher delivery through job satisfaction to learners, can be improved through higher enrolment and elimination of the culture practices. The Teachers Service Commission (TSC) will be able to deploy teachers from other counties so that the community can learn from those who are posted as new teachers. Teachers and head teacher will know their rights of TSC policies and will be able to accept the services provided in school A and B and accept the conditions. The researcher will gather valuable information on working relationship with head teachers, accessibility to school physical facilities, professional teacher development program, and policies on medical allowance that will influence job satisfactions. Findings will encourage teachers to go for more workshops to improve on the new competence based curriculum CBC by the (KICD) Kenya Institute of Curriculum Development. The school board directors and teachers will also gain in the study as they ensure teachers get what is expected to exceeding expectations. Future researchers and scholars will conduct further studies in the education sector and other related sections on other parts of the country.

## **1.7 Limitations of the Study**

Kahn and Best (2000) found out that limitations are conditions beyond the control of the researcher and may affect the conclusions of the study. The respondents were reluctant to give information for the study for

fear of victimization or intimidation because of the sensitivity of the study subject. To mitigate this, the researcher created a good rapport by talking first to convince them that responses' were only for academic purpose where their true identity would not be revealed. The findings were used with caution to generalize the working condition of all primary school teachers Baringo County. Accessing the sampled schools in the three divisions was constrained due to poor road caused by the terrain of the study area and the sampled schools were far apart from each other. To mitigate this challenge the researcher used alternative means of transport to access the sampled schools easily and faster.

### **1.8 Delimitations of the Study**

The researcher was focused on teachers and the heads from the selected public schools in three Sub-Counties in Baringo County. The findings in the study were used to generalize the influence of working conditions on teachers' job satisfaction. The study respondents included head teachers, teachers and TSC officials to give primary data.

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

- i. It was assumed that the respondent were truthful in responding to the questions in the instruments.
- ii. The head teachers were willing to discover what limits their delivery and performance and are ready to accept change and new ideas'.
- iii. Its assumed that the researcher gave a reliable data as well as being honest



### **1.10 Definitions of significant terms**

The following are the terms which were used in the study with their meanings:

**Availability of school physical facilities** refers to a situation where head teachers mobilise the Boards of Management and other stakeholders to provide teachers with adequate and the required physical facilities for their welfare such as offices and staffrooms within the school environment.

**Conditions of work** refers to a general term ranging from working time, work schedules, remuneration physical and mental demands that exist in the workplace.

**Medical allowances** refer to adherence to the policy requirements to ensure that teachers' healthcare needs are catered for.

**Professional teacher development programmes** refer to training teachers in a wider perspective to acquire life skills and deliver to their pupils according to (KICD) competence based curriculum

**Teachers Job satisfaction** refers to the measurement of teachers work conditions of teaching and learning towards their job

**Working relationships** refer to developing a positive rapport with all members in the teaching fraternity to build trust, teamwork, and communication respect

### **1.11 Organization of the study**

There were five organized chapters in this study. In chapter one there is introduction of research and the problem of the statement presentation, research questions and objectives. It will further show the

limitations, delimitations and significance of the study. Chapter two will have the review of the literature consisting of introduction of the literature is review, Head Teachers Working relationships to Teachers' Job Satisfaction, overview of concept of job satisfaction, Medical Allowance and Teachers' Job Satisfaction, Professional Teacher Development Programmes on Job Satisfaction, Availability of School physical facilities on Teachers' Job Satisfaction, Summary of the literature review, Theoretical framework and Conceptual framework. In chapter three there will be research design, target population, sample size and sampling procedure, data collection procedure and analysis data techniques showing the instruments and the procedure used in the data collection and the techniques of the data analysis. In chapter four there is data analysis, presentation and interpretation. In chapter five summary conclusions, recommendations and further suggested studies, references and appendices.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

In this chapter literature was reviewed under the following headings. Overview of concept of job satisfaction, head teachers working relation to teachers' job satisfaction, medical allowance to teachers' job satisfaction, professional teacher development programmes opportunities on job satisfaction, school accessibility to facilities on teachers' job satisfaction, summary of the literature review, theoretical framework, and conceptual framework.

#### **2.2 Overview of concept of teachers' job satisfaction**

Greenberg & Baron (2008), argued that job satisfaction is a concept viewed differently by different scholars audits a feeling that can produce a negative or a positive result in one's position and responsibilities at their place of work. The ideology of job satisfaction is a combination of beliefs like mental, emotional and physical domains. These factors result in finding pleasure, comfort, confidence, rewards and personal growth. Job satisfaction is reflected as an employee's general affective assessment of him/herself in their job (Opkara, 2004). Employees with low expectations can be more satisfied with a certain job than those with high expectations. It is believed that the happiest worker is the most productive worker and most of them feel contented with their work and most

of them work with little supervision or none at all (Shahzad, Rehman and Abbas, 2010).

Employee job satisfaction has apposite impact on pupils' good results and higher enrolment in schools. Griffeth and Hom (2011) argued that these is because when the teacher has job satisfaction they become happy with their work and work harder in delivery to pupils which also records a higher enrolment. All head teachers should consider motivation to the other members of staff (Sergeant & Hannum, 2003). Head teachers have a responsibility to provide the teachers with all the requirements for them to have job satisfaction. Creswell (2014) argued that schemes of service, adequate motivation, recognition, organizational structure, good organization structure and job enrichment if these lacked in the institution there would be no job satisfaction.

Job satisfaction also appears to be high in acquiring self-actualization and self-worth in the place of work in most institutions. According to Babbie (2013) most of the teachers upgrade their skills, in order to be recognised by the head teacher hand in hand with their delivery. Nguni (2006) states that job satisfaction of teachers involves considering the activities which makes improvement in them in the institution they work. It is very essential for all head teachers in all institutions to provide the necessities required for teachers to get job satisfaction. According to Armstrong (2006) teachers' job satisfaction is important as the output they produce gives those positive goals and the institutions objectives.

In a study by Sogomo (1993) it was found that the accessibility to school physical facilities contributed a lot to job satisfaction of teachers. The school environment should be conducive enough to attract the teacher in order for him/her to reach the self-actualization. Teachers who are heard and their welfare taken care of are found to have job satisfaction.

### **2.3 Head Teachers Working Relationships and Teachers' Job Satisfaction**

The type of relationships between the supervisor and teachers and other colleagues has a positive influence on overall level of performance. Opkara (2004) stated that supervisors play a vital and significant role in job satisfaction and performance. When supervisors provide teachers and workers with support and cooperation, quality of management with job satisfaction, in doing so their tasks will be done with no hitch and with minimum supervision. A study done by Adio and Popoola (2010) found out that in Nigeria, federal university librarians showed job dissatisfaction because of lack of job security and poor relationships with managers, thus, career commitment of librarians was found to be less job satisfying. Adio and Popoola further attempt to get an insight into the dissatisfaction of library users and managers regarding the issue of insufficient funding, lack of accessibility and poor working conditions of service was achieved.

Supervisors who allow their employees to participate in decision making, have transparency, seek opinion, are respectful, are a role model will get higher job satisfaction since the employee will get trusted for being efficient

in taking care of teachers' welfare (Zain and Isa, 2011). Bhengu and Bussin (2012) found out that positive relationship with fellow workers enhances job satisfaction. Tierney, Bauer and Porter (2002) argued that core-workers are more strongly related on their own to job satisfaction than with headship support. According to Lathan's (2002) when the environment is created in a conducive warm temperature at the work place and when employees work in a clean, friendly environment they tend to find it easier to come to work with confidence than an un-kept working environment.

#### **2.4 Medical Allowance and Teachers' Job Satisfaction**

The Teachers Service Commission Act No. 20 of 2012 and The Teachers Service Commission code of regulations for teachers 2015 has arrangement of regulations which includes general provisions composing of commissions and the manner in which and to whom certain functions may be delegated. Another section deals with providing for the procedures of quality assessment of teachers it also accounts for appraisals and outlines offences and penalties for non-compliance (TSC, 2015).

Teachers have a maximum of four beneficiaries who are entitled to an inpatient, outpatient, maternity cover (Njue, 2013). The TSC Circular No. 9 2015 non-medical allowance reads that the teacher's health fund managed by AoN is funded by converting every teacher's current medical allowance into medical fund. Once TSC comes out with the fund, the two unions were called and they signed down in a consultative committee of terms. Now that TSC has provided teachers with a comprehensive medical cover it is only

fair that NHIF should De-Gazette the new rates. Now the teachers can start registering with AoN which is a teacher's medical scheme cover which influences job satisfaction (TSC, 2015).

Teachers generally relate to conditions of employment of teachers in public service (Lukuyani, 2014). The policies also deals with promotion of teacher's salary and annual increment allowances, medical benefits leave allowance among others. All the provisions by the government are of good intentions but most of these policies are done without consulting the teachers most of them are favouring the teachers because teachers are just working in order to get a salary and satisfied to a hundred per cent.

## **2.5 Professional Teacher Development Programmes and Job Satisfaction**

Gupta, 2011) found in his study that advancement of career is long-life managing progression process in work and learning. That is why teachers go to classes during their time off in order to get opportunities for promotion. This makes employees to perform their duties diligently and without supervision and it also improves commitments of employees as they feel valued. According to Mukuni (2013) teachers feel respected when they are given opportunities to go for training to gain in knowledge and in return they get certificated which increase their capability to deliver well in the workplace.

Professional development programmes involves opportunity creation for organization promotion and giving workshop opportunities that enables employees to better their labour market internally and externally (Muindi, 2011).Babbie (2013) established that continuous education profession programmes to teachers is a way of providing motivation through training and increase of skills and knowledge in order to deliver with confidence. This also gives them a positive interest to get to know their jobs well ad later in time take higher responsibilities. This has been found to boost the productivity of the institution to the optimal level. Bernstein (2009) also found out that teachers who do not go for professional development programmes have to work harder in order to achieve what is expected and this causes more mistakes to happen and blame games on each other. Employees who are given workshop opportunities are thoughtful and selfless working as one body to achieve one goal for the institution and increase the productivity.

According to Orina (2008) professional development program is usually applied in schools to cover the various policies. This is as a sequence of related work experience and the activities that take place. This is deliberately established by the schools to improve the career effectiveness on teachers. Luthan (2002), also encourages them to work harder for recognition and another award or promotion. It in turn gives the teacher motivation to work harder for more satisfaction. By so doing it



increases social status for the employee and as a result satisfaction in self-actualization and success for the company.

Robbins (2012), maintains that promotions provide for personal growth increased responsibility and social status. It also makes employees reach the targets set by themselves. The higher an employee qualifies the higher the job level and so is the level of the employee job satisfaction. Johnson and Johnson (2000) found out that when an employee is educated they are likely to perform their work with satisfaction in line with the job level of conditions.

Goldhaber, Gross and Player (2014) established that in Pakistan teachers have to get additional qualification through trainings in order to get promotions. Mwamwenda (2007)) states that for Kenyan teachers, appraisals changes in pay structures and most of the teachers get little point in taking new appraisals seriously.

## **2.6 Availability of School Physical Facilities and Teachers' Job Satisfaction**

Finding things is a vital element which when denied especially in a classroom scenario where when a teacher wants to puts up wall charts for aiding in teaching as well as elaborating figure like in a science class will find it very discouraging to work if the materials are kept away locked. Steers (1991) and Cole (2012) agreed that most of the teachers who work in a place where they feel it is orderly with adequate tools and necessary

equipment good environment quality and temperature warm less noisy are bound to have satisfied in their job. Jensen and Murphy (2014)) also found out that in order to have a job satisfaction achieved the head teachers have to trust and value the teachers when they fail they need them to get back on track. When the head teachers give them an ear and their ideas listened makes them understand each other more. Appreciating them by morning greeting team building open workshops and surprise end year gifts increase job satisfaction.

For the teachers working with disability pupils facilities that aid them be able to study comfortably are facilitated for them like ramps. Wide doorways for the wheelchairs or clutches, relocating light switches and door handles to a lower level and providing toilets which are low for them to switch from wheelchair to toilet sit. Wi-Fi is provided by the institution so that the teachers can access information when teaching and sourcing for information (Lukuyani, 2014).

Teachers working in any part of the country would very much want to work in a comfortable and convenient working condition and the absence of the conditions among other things can impact negatively on working mental physical wellbeing which enhances job satisfaction (Hargreaves, 2014). According to Robbins (2012) teachers need adequate equipment, space, heating, lighting, ventilation and colour has also a significant impact on the work environment. The floors need to be

clean and dry, challenge, support from the head teacher friendly co-workers and respect.

Falola, Ibidunni and Olakudun (2014) agreed that the workplace has to be as normal as possible which allows the teachers to perform their duties with ease. Without these the teacher's motivation will decrease and not self-driven.

## **2.7 Summary of the literature review**

Various scholars including Jensen and Murphy (2014); Cole (2012); Robbins (2012); Lukuyani, 2014 and Falola, Ibidunni and Olakudun (2014) agreed that most of the teachers who work in a place where they feel it is orderly with adequate tools and necessary equipment good environment quality and temperature warm less noisy are bound to have satisfied in their job. It has indicated that (MOEST, 2000). Managers should create an enabling environment for teachers to exercise their full potential at work for better performance and hence satisfaction and the factors include pay, the work itself, supervision, relationships with workers opportunities for promotion, quality of management, benefits, recognition, and achievement, policies structures, job security and age has to do with how the supervisor interacts with the teachers. Teachers have several times gone on strike in an attempt to force the government to increase their salaries and make their work environment better. Teacher's morale to work seems to be demoralized as implied in student's level of academic

performance. In Loiwat and Ngoron recorded a drop of teacher turnover from above 80 per cent to 60 per cent which necessitated this study.

## **2.8 Theoretical framework**

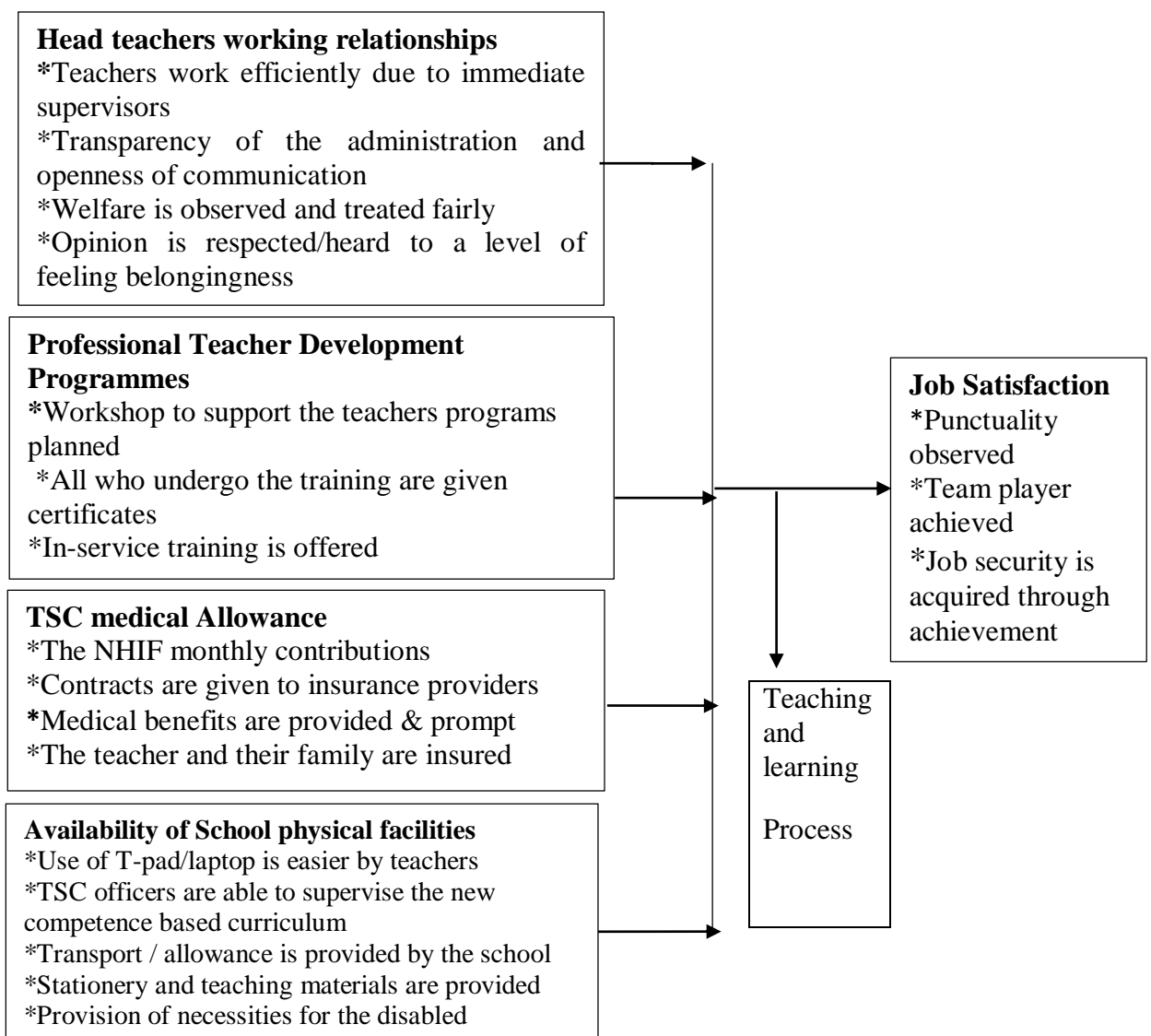
The study was guided by two factor theory of motivation Herzberg, (1968), is argued that employees' motivation mainly comes from internal work value rather than external. Motivation is generated from internal environment and propelled by variables that work intrinsic which are motivators including factors like working conditions, company policies and structure, job security, interaction relation with colleagues.

The empirical studies by Harris and Ruthledge (2014) indicated that factors like salary competitive, friendly working environment, good interpersonal relationships and job security are cited as key motivational variables that influenced organizational job satisfaction. This implies that the management should look at intrinsic and extrinsic variables for effective strategy of job satisfaction. There are some factors whose experiences are not satisfying which include non-job related variables. They are referred to as factors of hygiene which even though are not employee motivators but must be available in the work place to make workers happy. Armstrong, (2009) they are namely institution policies, relationship of co-workers, administration leadership styles and the salary of the institution.

## 2.9 Conceptual framework

According to Young (2009) conceptual framework is a diagram representation that shows the relationship between dependent variables and independent variables.

The conceptual framework shows factors that influence the process of teaching and learning favourable conditions to achieve job satisfaction.



**Figure 2.1 Conceptual framework**

The interplay between the study variable shows that the independent variables which include the influence of school working conditions including Head teachers working relation, Professional Teacher Development programmes, TSC medical Allowance and Accessibility to School physical facilities during the teaching and learning process in public primary schools teachers' job satisfaction as the dependent variable. The school management will therefore create a conducive learning atmosphere by recognizing the teachers' effort by having programmes for professional development, having good working relation with the teachers and accessibility to school physical facilities. When the school management provides all the satisfiers then the teachers are going to enjoy the delivery to pupils' thus good performance all because of job satisfaction.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter summarizes the research methodology under the following; design of the research, target population, sample size sampling procedure, research instruments validity of instruments, the reliability of instruments, data collection procedure, data analysis technique and ethical considerations.

#### **3.2 Research design**

This study used the descriptive survey design. The design is appropriate because the researcher is able to determine group specific characteristics. Kothari (2004) states that descriptive survey research design is used in determining characteristics of specific groups or subjects. It involved the use of questionnaires. This kind of system captured information of teachers, head teachers and TSC officials from the three sub-counties. This information was assessed analysed and described in appropriately.

#### **3.3 Target population**

The population of this study is a group of individuals, events, or objects from which a researcher wants to generalize the results of the study. In the study the targeted population was 35 schools from East Pokot Sub-County. The 35 head teachers and 210 teachers were targeted from those schools and 4 TSC officials as shown in Table 3.1.

### 3.4 Sample Size and Sampling procedures

A sample is a small portion of the population selected for the study (Orodho, 2014). Mark (1996); Kelly (2014)) and Kelly (2014)) agree that a sample is a subset of population. Sampling is a procedure a researcher uses to gather people or things for the study. It is a process of selecting people from a population (Kothari, 2004). Proportionate sampling used to obtain a sample of 138 respondents as shown in the Table 3.1.

**Table 3.2 Sample size**

<b>Respondents</b>	<b>Population</b>	<b>Sample size</b>	<b>Sampling %</b>
TSC Officials	4	1	30
Head teachers	35	11	30
Teachers	210	126	30
<b>Total</b>	<b>249</b>	<b>138</b>	<b>30</b>

According to Mugenda and Mugenda (2003) a sample of between 10 to 30 percent of the total population is a good representation of the total population. In this study stratified proportionate sampling was used to select 11 schools from the three divisions where three schools in Chemolingot Division, three schools in Ngoron and 2 schools from Loiwat



were randomly sampled using a ratio of 2:1 based on the number of schools in the study area. Census sampling was used to select 11 head teachers in the sampled schools to participate in the study. Simple random sampling was used to 1/3 percent of teachers, adding to 126 teacher. Purposive sampling was used to get the Human resource officer to represent the TSC officials in the sub-counties because he was in a position to give credible information for the study of the issues to do with teachers' job satisfaction and working condition. A total of 138 population respondents were sampled for the study.

### **3.5 Research Instruments**

The study used interview guide and questionnaires in collecting the primary data.

#### **3.5.1 Questionnaire for teachers**

According to Orodho, Waweru, Getange and Miriri (2013), questionnaires are the best to get information, are less expensive, saves time and data can be collected from a large area of targeted population. The questionnaire was used to gather data from the teachers and head teachers while the interview guide was used on the TSC official. The questionnaires for teachers' were divided into five sections. Section A contains personal bio data, Section B covers head teacher working relationship, Section C contains items on professional teacher development

program, Section D covers medical allowance and Section E covers accessibility to school physical facilities.

### **3.5.2 Interview guide for head teachers**

Two interview schedule guides were used to collect information from key informants. The interview guide was used because the head teachers and the human resource officer would have privacy when responding to the questionnaire and it was used by other researchers (Mugenda & Mugenda, 2013).

### **3.6 Instrument of Validity**

Mugenda and Mugenda (2013), defined that validity is the meaningfulness and accuracy of the final result of the research. A pilot testing was done in four schools which was not to be part of the selected schools as suggested by Mugenda and Mugenda (2013) that a sample of 1 percent is enough for pilot study. This helped the researcher to do necessary corrections and any changes needed for the final questionnaire in an open discussion of the respondents. Also expert judgement from the university supervisors was used and their suggestions and amendments were incorporated and where necessary items were deleted or rephrased before the final question is prepared for the respondents on the study.

### **3.7 Instrument Reliability**

Reliability is defined as the measure of which an instrument gets its results on data collected in an area and if the researcher can depend on it. Reliability answers questions with stable scores which the measure is repeated. Split half was used in order to do the co-efficiency reliability of 0.7-1 recommended (Falola, Ibidunni and Olakudun (2014)). For all the instruments, a coefficient of above 0.70 was realized where the head teachers' interview guide scored a coefficient correlation of 0.78, teacher's questionnaire, 0.73, and TSC official's questionnaire scored 0.77 showing sufficient reliability to yield consistent data for this study.

### **3.8 Data Collection Procedures**

The researcher got permission from the National Commission for Science, Technology and Innovation (NACOSTI-Appendix VI). The researcher proceeded to the area of study where permission to visit the schools was gotten from the sub-County Director of Education. The researcher then proceeded to the sampled schools and got permission from the office of the Head teacher and an audience was sought in an open forum. The respondents were given full details of the study, stated clearly and in simple language and they were assured of the confidentiality of the respondents. The researcher requested authorization from the head teachers to issue the questionnaire to the teachers including the head teacher. Give and wait techniques for collection

method was used to administer for teacher and head teachers. Filled questionnaires were collected upon completion. The TSC official was also visited on appointment for the researcher to collect data.

### **3.9 Data Analysis Techniques**

The data was collected, coded, entered into the computer using Statistical Package for Social Science (SPSS, Version 21.0). The researcher used SPSS for its accuracy and high speed in processing and dependable results. Descriptive statistics were used to analyse quantitative data and presented using frequency distribution of tables to bring values tallied in frequencies and percentages. The qualitative data was done using content analysis.

### **3.10 Ethical Consideration**

The researcher sought for introductory letter from the University of Nairobi to obtain research permit before data collection. The researcher also adhered to informed and implied consent, confidentiality and anonymity. Informed consent is where by an individual participates to be fully informed about all the details of the research. A researcher should also explain why conducting the research, objectives and intentions he/she has for the finding as this would enable the participants to decide to participate or not.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter discusses the interpretation and presentation of the findings. The purpose of the study was to analyse influence of school working conditions on teacher job satisfaction in public primary schools, East Pokot sub-County, Baringo County. Kenya. The findings of the study aimed at answering the research questions. The data was put together in a report and produced in form of tables and figures and qualitative analysis done in sequence

#### 4.2 Instrument Return Rate

The sample of the study was 11 public primary schools in East Pokot Sub-County and the study sample of 126 teachers, 11 head teachers and 1 TSC official. Table 4.1 presents the response rate got from the study.

**Table 4.1 Response rate**

<b>Respondent</b>	<b>Sample</b>	<b>Returned Questionnaires</b>	<b>(%)</b>
Head teachers	11	11	100.0
Teachers	126	111	88.1
TSC HR Official	1	1	100.0
<b>Total</b>	<b>138</b>	<b>123</b>	<b>87.6</b>

From all the questionnaires that were given to the teachers 88.1 percent were returned while all Head teachers and the TSC official were available for the interview. The study obtained 87.6 percent total response instrument rate. This response was deemed representative in according to Kothari (2004) a response rate of 50 percent which is adequate for analysis and reporting 60 percent is okay and a response rate of 70 percent exceeds expectations and is excellent and acceptable for the purpose of the study. The high return rate was due to the researcher creating rapport with the respondents and assuring them that the responses were only used for academic purposes.

#### **4.3 Demographic Information of teachers and head teachers**

According to Mukuni (2013), Njue (2013), Omboi (2011) teachers' demography gives insight on the characteristics of the teachers'. The general information in the questionnaire sought for the teachers' gender, age category, working experience and highest level of education. The results were as presented in the subsequent sub-section.

### 4.3.1 Distribution of the teachers and head teachers by gender

Dehaloo (2011) stated that teachers' gender showed that male and female teachers perceive job satisfaction differently. Kariuki (2011) stated that its good to compare teachers job satisfaction across gender to establish whether male and female teachers have same proponents on evaluating job satisfaction. Therefore this study sought to investigate the gender of the teachers and head teachers and found the following results.

**Table 4.2 Distribution of the teachers and head teachers by Gender**

<b>Gender</b>	<b>Head teachers</b>		<b>Teachers</b>	
	<b>f</b>	<b>%</b>	<b>F</b>	<b>%</b>
Male	7	63.6	66	59.5
Female	4	36.4	45	40.5
<b>Total</b>	<b>11</b>	<b>100.0</b>	<b>111</b>	<b>100.0</b>

The study found that the majority of the head teachers (63.6%) were male while a majority of the teachers (59.5%) were also male. This is because the number of males posted by the government to these areas was of one gender, the male. The females' teachers recorded a total of 40.5% and the female head teachers recorded a total of 36.4% of the study. This has indicated that the male teachers were more in numbers than females

in the study. It is also an indication that male teacher population in the study area do not mind working in those hardship areas so long as they are assured of their job security. Bhengu and Bussin (2012) observed that gender equality is very important as a characteristic, as it shows the difference in gender perception of job satisfaction in the male and female teachers' delivery. Bishay (2011) argued that it encourages teamwork and also creates a sense of unity and featuring working together for one goal. Every male and female is important towards achievement of the overall objectives.

#### **4.3.2 Distribution of teachers and head teachers by Age Bracket**

The age bracket of the respondents by Muindi (2011) states that age increases with the maturity so the age of the teachers here increases with the maturity and job satisfaction is reached. So the study also establishes the age distribution of the respondents as shown in the below Table 4.3.

**Table 4.3 Distribution of teachers and head teachers by Age Bracket**

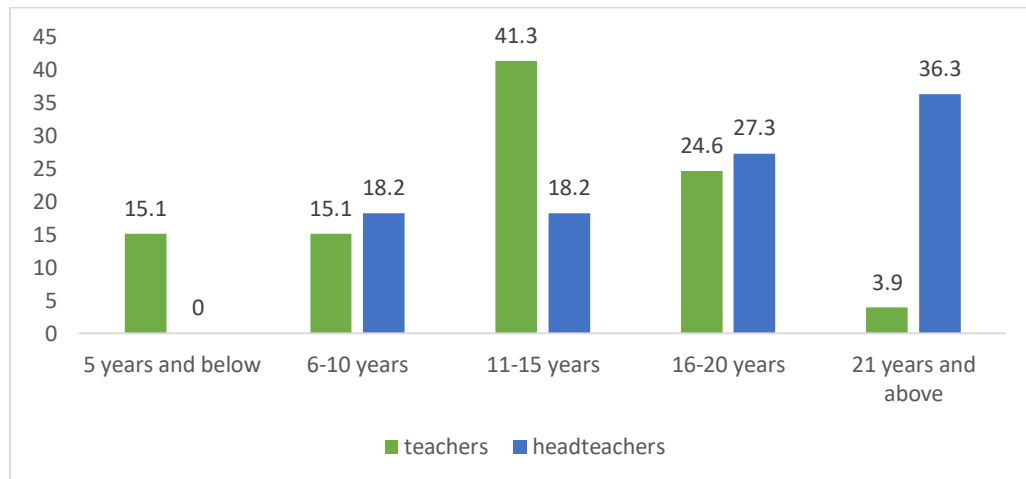
<b>No. of years</b>	<b>Teachers</b>		<b>Head teachers</b>	
	<b>f</b>	<b>%</b>	<b>f</b>	<b>%</b>
Below 30 years	19	14.3	0	-
30 – 34	30	40.5	7	20.0
35 – 39	26	35.0	2	10.0
40 – 44	10	9.0	9	25.0
45yrs and above	1	1.2	19	45.0



According to Table 4.3, most of the teachers (40.5%) were aged between 30-34 years. Most of the head teachers (45.0%) were aged 45 years and above while those whose age was between 40 – 44 years were (25.0%). There was no head teacher who was below 30 years. This is because the requirement by TSC to have served for a minimum of five years before appointment as a Head or Deputy shows the advanced age for those in management, so this explains that all head teachers are mature people who value the welfare of the young teachers. According to Nzuve (1999), as people mature in age and gain experience they become more willing and more ready to assume higher responsibilities' and deal with more tougher tasks. According to Okumbe (1992), Young employees tend to give higher expectations and aspire what may not be met by the organization this automatically translate to low job satisfaction among the age group of the young adult employees.

#### **4.3.3 Length of Service of Teachers and Head teachers**

According to Babbie (2013) the length of service has a crucial impact on workers experience in any given profession. In the figure 4.1 it shows the length of service.



**Figure 4.1 Length of Service of Teachers and Head teachers**

The figure 4.1 shows the findings of the research, most of the teachers (41.3%) had worked for a duration of 11 – 15 years, some 24.6 percent teachers worked between the duration of 16 – 20 years, teachers worked for 15.1% between the duration of 5 years and below and 6 – 10 years, those who had worked 21 years and above were 3.9%. The results show that the teachers’ had worked long enough to give a credible information in influence of school working condition on public primary schools in East Pokot Sub-County in Baringo County, Kenya.

Most of the head teachers (36.3%) had worked for a duration of 21 years and above, some head teachers worked for a duration of 6-10 years with an 18.2%, some head teachers worked for 15 years, some head teachers (27.3%) worked for a the duration 11-15 years as well as those who worked in the duration of 16-20 years. The results shows that the head teachers had worked long enough in headship positions to give a credible information in influence

of school working condition on public primary schools in East Pokot Sub-County in Baringo County, Kenya.

Previous researchers agreed that work experience has a significance impact on teachers' job satisfaction in their station of work. Teaching profession and job satisfaction depends on the management working inter-relationship which indicates that the skills can be acquired through experience in different stations of work.

#### **4.3.4 Distribution of teachers and head teachers with Highest Level of Education**

Lukuyani (2014) found out that the characteristic among head teachers and education qualification has a high impact in the quality of their management, therefore, this study sought to find out the level education acquired by the teachers' to confirm whether it affects their profession as teachers.

**Table 4.4 Distribution of teachers and head teachers by their Highest Levels of Education**

	Teachers		Head teachers	
	F	%	F	%
Postgraduate Degree	8	21.0	11	4.3
Bachelor's Degree	8	21.0	30	46.8
Higher Diploma	15	11.3	11	4.3
Diploma/ Certificate	57	46.7	3	24.6

In Table 4.4 it shows that (46.7%) teachers had Diploma/ Certificate, (11.3%) of the teachers had gone for a Higher Diploma in teaching, (21.0%) had a Bachelor's Degree and (21.0%) had a Postgraduate Degree.

Most of the head teachers were (46.8%) in public primary schools had Bachelor's Degree Level of education, (24.6%) had acquired Diploma / Certificate, (14.3%) had acquired Higher Diploma level in their education and (14.3%) had acquired Postgraduate Degree as their highest academic qualification. The findings show that all head teachers had different levels of education academic qualifications where most of them had Bachelor's Degree. This indicates that they are fit to work and deliver in any public school in any sub-county in the republic of Kenya as the Ministry of Education and the TSC regulations of deployment in staffing teachers all over the country. The TSC requires that the primary teachers have at least a Diploma in their academic qualification. Although the least number 14.3 percent in Postgraduate Degree of the head teachers result shows that there is moderate motivation to acquire job satisfaction in teachers in the school.

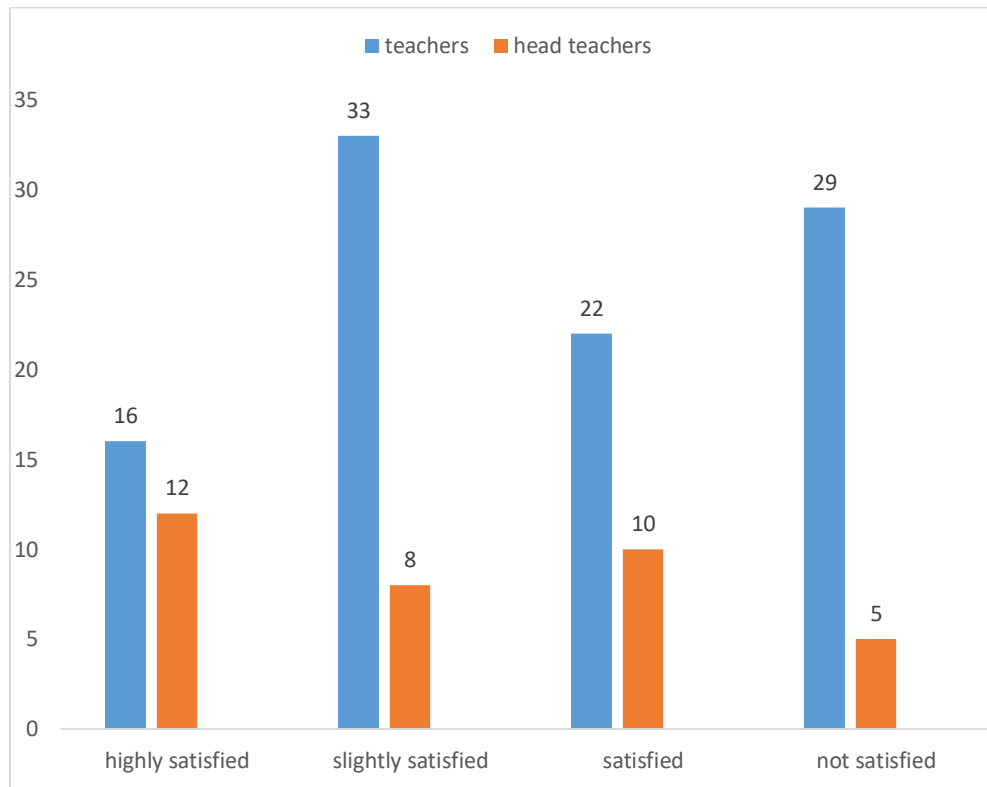
#### **4.4 Head Teachers' Working relationships and Teachers' Job Satisfaction**

The first objective was to determine whether the head teachers working relationships influences the teachers job satisfaction in public primary schools. The teachers were given questionnaires which they answered and the researcher got the final results gathered. The final findings of the study

are discussed in the sub-sequent subsections. The transparency in the school was excellent because the teachers' were well informed of the latest information concerning the curriculum. During meetings the teachers' opinions were respected and there were no disagreements. The teachers' welfare was well taken care of which makes them work harder without supervision. The atmosphere in the school was favourable as it sheltered all the teachers.

#### **4.4.1 Influence of Head teachers' Working relationships and Teachers' Job Satisfaction**

The study sought to find out whether teachers' were contented with the working relationships in their schools the findings were as presented in Figure 4.2.



**Figure 4.2 Headteachers’ Working relationships and Teachers’ Job Satisfaction**

Figure 4.2 shows the findings that most of the teachers indicated a percentage of 33 percent and that they were slightly satisfied with the working relationships with their head teachers, 29 percent were not satisfied with the working relationships with the head teachers, 22 percent were satisfied with the working relationships with the head teachers, 16 percent were satisfied with the working relationships with their head teachers. The findings suggest that the teachers’ job satisfaction increases with their level of working relationships with their head teachers. The figure also shows that most of the head teachers were highly satisfied with the working inter-relationships this tends to read like that because as they grow older they tend

to understand situations and have gained more experience. The findings agree with Akinyi (2013) views the graduate teachers were satisfied when school administration values their work, welfare in being taken care of, adequate tools and equipment is available for use, there is good relationships at work with all staff, the security is good, the working environment is improved and belongingness in the work place. Further Adio and Popoola (2010) stated that job dissatisfaction because of lack of job security and poor relationships with managers, thus, career commitment of librarians was found to have lower job satisfying. Dissatisfaction of workers and managers is regarding the issue of insufficient funding; lack of accessibility and poor working conditions of service was achieved.

#### **4.4.2 Aspects of working relationships and their Influence on Teachers' Job Satisfaction**

The teachers' were given the questionnaires containing the statements aiming to show aspects of working relationships and their influence on teachers' job satisfaction. They were to show their level of agreement using a five point Likert scale were 1 = strongly disagree, 2 = disagree, 3 =agree, 4 = strongly disagree and 5 = undecided. Table 4.5 presents the study findings.

**Table 4.5 Aspects of teachers working relationships with Head Teachers and their Influence to Teachers' Job Satisfaction**

Statements	1		2		3		4		5		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
Efficiency by the head teacher makes employees work hard	11	8.7	13	10.3	56	44.4	43	34.1	3	2.4	<b>3.904</b>	<b>0.602</b>
Presence of transparency in head teachers' administration	5	4.0	4	3.2	67	53.2	47	37.3	3	2.4	<b>4.321</b>	<b>0.532</b>
Welfare is fairly provided to all the staffs	12	9.5	5	4.0	54	42.9	46	36.5	9	7.1	<b>3.827</b>	<b>0.541</b>
Opinions are fairly respected and heard during discussions	1	0.8	4	3.2	48	38.2	68	54.0	5	4.0	<b>4.152</b>	<b>0.515</b>
Responsibility is shared equally according to ability	1	0.8	5	4.0	56	44.4	63	50.0	1	0.8	<b>4.122</b>	<b>0.211</b>

From the findings, most of the teachers agreed that working relationships like transparency of the administration influence job satisfaction as indicated by the mean score of 4.321. Some teachers agreed that when they hold meetings and discussions their opinions are heard and respected and influence job satisfaction as the mean score 4.152. The teachers also agreed that when responsibilities are shared equally according to ability, influences job satisfaction by a mean score of 4.122. Some of the teachers felt that the



efficiency by the head teacher makes employees work hard and influences job satisfaction by the mean score of 3.904. Finally, some of the teachers felt that the welfare was fairly provided by the head teacher, and that it influences job satisfaction with a mean score of 3.827. It is clear from the table that most teachers felt that the head teachers appreciated their work and with the services offered.

Data from the head teachers' interview showed that nine out of the eleven head teachers indicated that they were cooperative to their teachers in ensuring a conducive working environment to ensure that they were satisfied with their roles in schools. The head teachers stated that they were committed to ensuring good working relationships with their teachers to ensure that the teachers were satisfied with the work they do in their schools. This was done through elaborate communication channels as well as ensuring that teachers' grievances were addressed.

The TSC official agrees that the teachers have been given responsibilities which they have shared equally according to ability in which gender has been considered. The head teachers are respected as the teachers' attendance is above average in the schools during impromptu visits.

The teachers are highly satisfied by the head teachers' presence of transparency in head teachers' administration. These interpret that the style of leadership allows them to dialogue freely and in meetings their opinions are heard. The head teachers on the other hand are satisfied that the

efficiency by themselves makes the teachers work hard as competent employees.

#### **4.5 Professional Teacher Development programmes Opportunities and Teachers' Job Satisfaction**

All teachers need professional development programmes so that they can acquire skills and knowledge for the nature of job they do. The second study objective sought to establish the influence of availability of professional teacher development programmes on teachers' job satisfaction. The study findings were presented in subsequent sections.

##### **4.5.1 Professional Teacher Development programmes Opportunities and teachers' Job Satisfaction**

The study sought to establish how the respondents rated the Professional Teacher Development programmes Opportunities on Job Satisfaction in their work stations. Table 4.6 presents the study findings.

**Table 4.6 Professional Teacher Development programmes Opportunities and teachers' Job Satisfaction**

Statements	1		2		3		4		5		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
Workshop to support the teachers programs planned	9	7.1	13	10.3	58	46.0	41	34.1	5	4.0	3.245	1.043
All who undergo the training are given certificates	15	11.9	14	11.1	57	45.2	37	29.4	3	2.4	3.377	0.819
In-service training is offered gradually with time	2	65	5	73	4	54	6	72	5	82	3.541	0.992
The commission approves training institutes to conduct teacher development programmes	1	0.8	4	3.2	48	38.2	68	54.0	5	4.0	3.754	0.649

The study by the researcher, found out that the commission approves training institutes to conduct teacher development programmes by a mean score of 3.754. Some teachers agreed that In-service training is offered gradually with

time by a mean score of 3.541. Other teachers further agreed that all who undergo the training are given certificates by a mean score of 3.377.

The rest of the teachers agreed that workshops support the teacher's professional development programmes planned a success. Most of them have attended training in their current stations since employed and through workshops, seminars. All the content was fair which means that the trainings they attend are reliable and lead to desired skills needed for job satisfaction.

Data collected during an interview with the head teachers a majority of them indicated that they organize and allow opportunities for teachers; professional development programmes to ensure that teachers attend seminars and workshops to increase their professionalism as well as upgrade pedagogical skills which in turn enhances their job satisfaction. The TSC HR indicated that many teachers who attended professional development programmes were more satisfied as compared to them who did not attend any development programmes. This showed that availing professional development programmes influenced teachers' job satisfaction to a great extent.

#### **4.5.2 Professional Teacher Development programmes Opportunities and Teachers' Job Satisfaction**

The study sought to investigate the extent to which the teachers agreed that professional teacher development programmes opportunities influence job satisfaction.

**Table 4.7 Professional Teacher Development programmes Opportunities and Teachers Job Satisfaction**

<b>Statements</b>	<b>Frequency</b>	<b>Percentage</b>
Very Bearable	92	51.4
Bearable	42	23.5
slightly unbearable	35	19.6
totally unbearable	10	5.6

The study findings by the researcher established that the highest 51.4 percent in Professional Teacher Development programmes Opportunities for teachers on Job Satisfaction were very bearable, 23.5 percent indicated that the professional teacher development programmes opportunities were bearable, 19.6 percent felt that the professional teacher development programmes opportunities were slightly bearable and 5.6 percent felt that the professional teacher development programmes opportunities were very

unbearable. Head teachers have a great responsibility to provide the teachers with a satisfying workshop and are made to believe that a satisfied worker makes a positive output in terms of delivery, quality results and services and competent within the institution.

#### **4.5.3 Areas to Improve in Professional Teacher Development programmes Opportunities**

The areas that need to be improved whenever a teacher needs to go for school base studies they should be granted, encourage mentor workshops and trips away from work that are educative.

#### **4.6 Medical Allowance and Teachers' Job Satisfaction**

The Teachers Service Commission Act No. 20 of 2012 and The Teachers Service Commission code of regulations for teachers 2015 has arrangement of regulations which includes general provisions composing of commissions and the manner in which and to whom certain functions may be delegated. The third study objective sought to establish the influence of medical allowance on teachers' job satisfaction. The study findings were presented in sub-sequent sections.

##### **4.6.1 Aspects of Medical Allowance to Teachers' Job Satisfaction**

The study sought to find out the extent to which teachers benefit in medical allowance policy to their influence in job satisfaction.

**Table 4.8 Medical Allowance and Teachers' Job Satisfaction**

Statement	1		2		3		4		5		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
Commission does the offset of additional medical costs	1	8.7	1	10.3	56	44.4	43	34.1	3	2.4	4.41	0.426
Insurance providers are given contracts to Offer services	5	40	4	32	6	53.7	4	37.3	3	24	4.34	0.215
Medical benefits are provided	2	65	5	73	4	54	6	72	5	82	4.53	0.23
Claims for “Ex-Gratia” for medical expenses incurred	1	0.8	4	32	4	38.8	6	54.8	5	40	4.61	0.155
NHIF and other medical insurance cover is offered	1	0.8	5	40	5	44.6	6	50.3	1	8	4.68	0.148

The findings in Table 4.8 indicate that most of the teachers strongly agreed that teachers are happy with the National Hospital Insurance Fund by the mean score of 4.68. Teachers agree that claims for “Ex-Gratia” for medical expenses incurred are offered by a mean score of 4.61. The teachers also

agree that the medical benefits are provided to them and their next of kin with a mean score of 4.53. Some of the teachers agreed that the commission does the offsetting of additional medical costs which would otherwise impose considerable hardship on the teachers with a mean score of 4.41.

Other teachers agreed about the insurance providers who are given contracts to offer medical services for teachers with a mean score of 4.34. The findings implied that teachers get job satisfaction when they are comfortable receiving their medical benefits this goes in line with the input and the output during delivery to the learners. The findings concur with Lukuyani (2014) that promotion of teacher's salary and annual increment allowances, medical benefits leave allowance among others. All the provisions by the government are of good intentions but most of these policies are done without consulting the teachers most of them are favouring the teachers because teachers are just working in order to get a salary and satisfied to a hundred per cent. Furthermore, the TSC Circular No. 9 2015 non-medical allowance reads that the teacher's health fund managed by AoN is funded by converting every teacher's current medical allowance into medical fund. Once TSC comes out with the fund, the two unions were called and they signed down in a consultative committee of terms. Now that TSC has provided teachers with a comprehensive medical cover it is only fair that NHIF should De-Gazette the new rates. Thus, the teachers can start registering with AoN which is a teacher's medical scheme cover which influences job satisfaction.



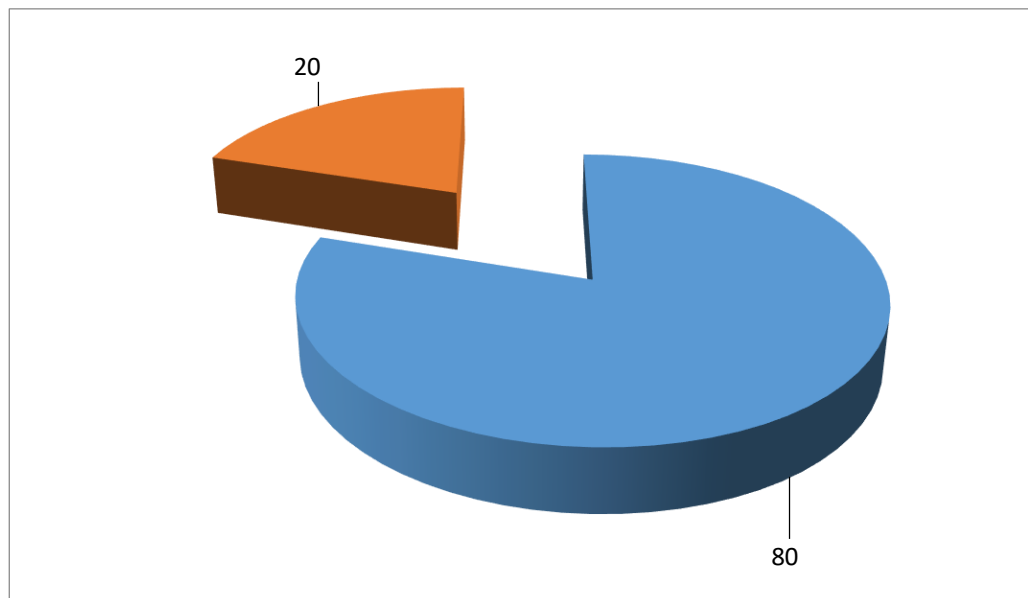
#### **4.6.2 Areas to Improve on Medical Allowance to Teachers' Job**

##### **Satisfaction**

The study aimed to establish some of the areas that can be improved to enhance teachers' coverage of medical allowance. Most of the teachers indicated the following; Teachers are to be offered services of National Health Insurance Fund cover for their members of their immediate family and other medical insurance cover offered; Where a teacher after getting local treated required abroad treatment and is to meet all medical expenses requires more financial assistance from the commission, claims for "Ex-Gratia" for medical expenses incurred otherwise impose considerable hardship on the teacher; Teachers' are given medical cover and are provided where a teacher has been referred by a registered medical facility to obtain treatment from outside the country and a registered medical practitioner considers it necessary; Teachers' have insurance providers who are given contracts to offer services they are given up to three months with full pay; Commission does the offset of additional medical costs for the teacher where the medical allocation is not sufficient. The study also found that with improved coverage in medical facilities the teachers absenteeism due to sickness will be minimized and the will improve by being punctual to classes and job satisfaction will be achieved.

#### **4.7 Availability of School physical facilities and Teacher's Job Satisfaction**

The fourth study objective sought to establish the influence of availability of physical facilities on teachers' job satisfaction. The teachers were asked to indicate whether school availability to facilities affects teachers' job satisfaction. Figure 4.3 presents the study findings.



**Figure 4.3 Availability of School physical facilities and its Effects on Teachers' Job Satisfaction**

The study found out that majority, of the respondents indicated that school accessibility to facilities affects teachers' job satisfaction by 80% while 20% of the respondents indicated that school accessibility to facilities does not affect teachers' job satisfaction.

#### 4.7.2 Availability of School physical facilities that Enhance Teachers' Job Satisfaction

The study sought to establish school accessibility to facilities influence teachers job satisfaction.

**Table 4.9** Availability of School physical facilities that Enhance Teachers' Job Satisfaction

Statements	1		2		3		4		5		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
Use of T-pad/laptop is easier by teachers	11	8.7	13	10.3	56	44.4	43	34.1	3	2.4	4.31	0.29
Transport/allowance is provided by the school	5	4.0	4	3.2	67	53.2	47	37.3	3	2.4	4.55	0.195
Stationery and teaching materials are provided	2	65	5	73	4	54	6	72	5	82	4.61	0.154
Provision of necessities for the disabled	1	0.8	4	3.2	48	38.2	68	54.0	5	4.0	4.58	0.126
TSC officers are able to supervise the new CBC	1	0.8	5	4.0	56	44.4	63	50.0	1	0.8	4.48	0.25

The study found out that most of the respondents strongly agreed that stationery and teaching materials are provided by the institution enhanced school accessibility to facilities influence job satisfaction by a mean score of 4.61, respondents also agreed that provision of necessities for the disabled enhanced school accessibility to facilities influence job satisfaction by a mean score of 4.58, other respondents agreed that transport / allowance is provided by the school enhanced school accessibility to facilities influence job satisfaction by a mean score of 4.55, respondents agreed that TSC officers are able to supervise the competence based curriculum and enhanced school accessibility to facilities influencing job satisfaction by a mean of 4.48 while others agreed that use of T-pad/laptop was easier to use by teachers and enhanced school accessibility to facilities influencing job satisfaction by a mean of 4.31. Majority wished that more should be done to improve their work and in the accessibility to facilities.

#### **4.7.3 Recommendations to be done to Enhance Teachers' Job**

##### **Satisfaction through Availability of School physical facilities**

The researcher requested the respondents to recommend what to be done to improve teachers' job satisfaction in schools through accessibility to facilities; most of the respondents recommended the following: Teachers should be given time to go do further studies, hiring teachers who have passion, respect and skills for work delivery to their students and making teachers workshops accessible allowances included.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter presents the summary of the data findings on the influence of school working conditions on teacher job satisfaction in public primary schools, East Pokot Baringo County, Kenya, and the discussions of the study findings, the conclusions and recommendations. Therefore, the chapter is structured into summary of the findings, discussions, conclusions, recommendations and are for further research.

#### **5.2 Summary of the Study**

The study sought to establish the influence of school working conditions on teacher job satisfaction in public primary schools in East Pokot Sub-County in Baringo County Kenya. The objectives were to determine the influence of head teachers' working inter-relationships on teachers' job satisfaction, the influence of the availability of Professional Teacher Development programmes on teachers' job satisfaction, the extent to which teachers' perception of the adequacy of medical allowance influences teachers' job satisfaction and the influence of adequacy of school facilities on teachers' job satisfaction. The study was guided by two factor motivation theory by Fredrick Herzberg.

Descriptive survey design was adopted. Stratified proportionate sampling was used to select 11 schools from the three divisions. Census sampling was used to select 11 head teachers in the sampled schools and one TSC Human Resource officer. Out of 210 teachers, 126 teachers were sampled which translates to 33 percent. The data from the head teachers, TSC official and teachers was collected using questionnaires. A pilot study was done to check on the reliability and validity of the research instruments. The values of r from the head teachers' interview guide scored a coefficient correlation of 0.78, teacher's questionnaire, 0.73, and TSC official's questionnaire scored 0.77. Descriptive statistics were used in the data analysis.

### **5.2.1 Head Teachers' Working relationships and Teachers' Job Satisfaction**

On working relationships with head teachers and their influence to teachers' job satisfaction, the study established that respondents were slightly satisfied with their working relationships. The study also found out that presence of transparency in head teachers' administration such as when teachers get promotions directly from the ministry head office of education influence job satisfaction. This study results agrees that teachers attend the professional teacher development programmes which are organised periodically in their current stations

The study found out that most of the teachers were satisfied with efficiency due to immediate supervisory of their administration. The study established

that most of the teachers' were slightly satisfied with the working relationships with their head teachers by 33%. The study also found that the presence of transparency in head teachers' administration influenced the teachers' job satisfaction by a mean score of 4.321. The teachers' agreed that Opinions are fairly respected and heard during discussions by a mean score of 4.152 and responsibility is shared equally according to ability by a mean score of 4.122

### **5.2.2 Professional Teacher Development Programmes Opportunities and Teachers Job Satisfaction**

The study established that the majority 51.4% of the teachers indicated that the professional teacher development programmes opportunities on job satisfaction in their work stations was very bearable. The commission approves training institutes to conduct teacher development programmes by a mean score of 3.754 and it influences job satisfaction. The study also found out that the In-service training is offered gradually with time as per schedule of the school calendar.

### **5.2.3 Medical Allowance and Teachers' Job Satisfaction**

The study found out that N H I F and other medical insurance cover is offered by a mean score of 4.68 other teachers agreed that claims for "Ex-Gratia" for medical expenses are incurred by a mean score of 4.61. Someteachers further agreed that the medical benefits are provided to all teachers by a mean score of 4.53. The area that needs total agreement is

the Commission which does the offsetting of additional medical costs and also the Insurance providers are given contracts to offer services for the teachers.

#### **5.2.4 Availability of School Physical Facilities and Teachers' Job Satisfaction**

The study established that availability of school physical facilities affects teacher's job satisfaction. Also the study found that Stationery and teaching materials are provided like manila papers influence job satisfaction among teachers by a mean score of 4.61. Provision of necessities for the disabled enhances job satisfaction in institutions by a mean score of 4.58. Transport / allowance is provided by the school by a mean score of 4.55 which influences job satisfaction. Influence in job satisfaction is achieved when workshop to support the teachers programs are planned to all who undergo the training are given certificates for the in-service training offered through the Professional Teacher Development programmes Opportunities which are offered by the ministry.

#### **5.4 Conclusion**

The study sought to establish the influence of school working conditions on teacher job satisfaction in public primary schools in East Pokot Sub-County in Baringo County Kenya. In the first objective, the study concluded that the teachers were slightly satisfied with working relationships with head teachers, presence of transparency in head teachers'



administration influenced teachers job satisfaction, opinions were fairly respected and heard during discussions, responsibilities were shared equally according to ability, efficiency by the head teacher made employees work hard and the welfare is fairly provided to all the staffs influenced teachers job satisfaction. Therefore the study concluded that the working relationships with head teachers influenced teachers' job satisfaction in public primary schools in East Pokot Sub-County in Baringo County Kenya.

The second study objective concluded that teachers were enrolled in the NHIF and other medical insurance cover which influenced them to have high levels of job satisfaction. The study also concluded that the claims for "Ex-Gratia" for medical expenses incurred were available for the teachers which encouraged them not to have fear in visiting treatment facilities. The teachers were satisfied that the medical benefits provided are offset by the commission as additional medical costs and the insurance providers are given contracts to offer services which makes teachers achieve job satisfaction.

In the third objective the commission approves training institutes to conduct teacher development programmes and in-service training is offered gradually with time enhances teachers' job satisfaction. The study also concluded that all who undergo the training are given certificates which adds to the teachers curriculum vitae and the workshop to support the teachers programs planned from time to time to enhance flexibility of work and workshop schedule.

On the fourth objective the study concluded that the teachers are organized when they have enough stationery and teaching materials are provided and the provisions and necessities for the disabled are available enhances teachers job satisfaction. Also the study concluded that the Transport / allowance provided by the school encourages them to be able to be at school on time and that the TSC officers are able to supervise the new competence based curriculum and the use of T-pad/laptop is easily used by teachers which enhances job satisfaction.

### **5.5 Recommendations**

The study made the following recommendations based on the findings:

- i. The study recommended that all head teachers and administrators should encourage all teachers to engage in Professional Teacher Development programmes by attending all the sessions during prepared workshops so that they can achieve the required objectives competence, Knowledge and skills which are necessary for them to meet the new competence based curriculum programme.
- ii. The study also recommended that all head teachers should be efficiency in taking care of the welfare of all the staffs, the opinions fairly respected and heard during discussions and lessons shared equally according to ability and responsibility.

## **5.6 Suggestions for Further Research**

The study aimed to establish influence of school working conditions on teacher job satisfaction in public primary schools in East Pokot Sub-County in Baringo county Kenya. The researcher therefore recommends that:

- i. Another study on influence of teacher job satisfaction in public primary schools is undertaken in other pastoralist's areas and other parts of the County.
- ii. Further study should be done to establish the comparison of teacher's job satisfaction in the non-marginalised areas within the country so that they can be piloted by the marginalised areas.
- iii. Factors influencing job satisfaction among private teachers. An analysis between public and private primary schools.

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**APPENDIX I**

**LETTER OF INTRODUCTION**

University of Nairobi,  
College of Education and External Studies,  
Department of Education Administration and Planning,  
P. O. Box 92-00902

KIKUYU.

To,

.....

Dear Sir / Madam,

**RE: PERMISSION TO COLLECT DATA**

I am a student from the University of Nairobi pursuing a Master of Education Degree in Education in Educational Administration. I am carrying out a research entitled: *“Influence of school working conditions on teacher job satisfaction in public primary schools, East Pokot Baringo County, Kenya.”*

Your school has been identified as one of the research schools.

Please allow me to collect data from your school. The researcher assures you of confidentiality of the respondents’ identity.

Thank you in advance.

Yours faithfully,

Anne Moraa Gesimba.

Reg. No. E55/83610/2015

**APPENDIX II**

**INTERVIEW GUIDE FOR THE HEAD TEACHERS**

**SCHOOL CODE.....**

**INTERVIEWER.....**

**DATE.....**

**SECTION A: General information**

1. How long have you served as a head teacher?
2. How would you rate the working relationship between you and your teachers in your current station?
3. In what ways would you recognize the efforts of teachers' in enhancing job satisfaction in your school?
4. In your own opinion does Professional Teacher Development programmes Opportunities influence teachers' job satisfaction?
5. What challenges do you face to ensure job satisfaction is achieved?
6. Are you as a teacher satisfied with the availability of school physical facilities?
7. Do teachers the medical cover whenever they visit the hospital?
8. How often do the teachers have workshops for trainings?
9. Has the school provided facilities for the physically challenged persons?

**THANK YOU FOR YOUR PARTICIPATION.**

**APPENDIX III**

**QUESTIONNAIRE FOR TEACHERS**

**Section A: General information**

- 1. What is your gender? Male ( ) Female ( )
  
- 2. What is your age bracket?  
20-30years ( ) 31-40years ( ) 41-50years ( ) 51years and above ( )
  
- 3. What is your highest academic qualification?  
Masters ( ) Degree ( ) Diploma ( ) ATS Approved teacher ( ) P1 ( )
  
- 4. How many years have you been teaching?  
Below 5 years ( ) 5-10 years ( ) above 10 years ( )
  
- 5. How do you relate with your head teacher?  
.....
  
- 6. How comfortable is the space in class and around the school?  
.....

**Section B Head teachers working relationship with teachers on job satisfaction**

7. The following are statements on job satisfaction. Please tick using a five point scale in the levels of Extremely Satisfied (ES)-1, Satisfied (S)-2, Slightly Satisfied (SS)-3, Not Satisfied (NS)-4 Undecided (U)-5

<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. Transparency in our school is excellent					

ii. Opinions are respected by employer					
iii. Welfare is well taken care					
vi. Atmosphere is warm					

8. How would you rate the working relationship in your current station?

Totally bearable ( ) Bearable ( ) Unbearable ( ) Very unbearable ( )

**Section C: Professional Teacher Development programmes  
Opportunities and job satisfaction**

9. The following are statements about Professional Teacher Development programmes opportunities that influence job satisfaction. Use the 1-5 scale Strongly Disagree (SD)-1, Agree (A)-2, Disagree (D)-3, Strongly Agree (SA)-4, Undecided (U)-5

<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
i. Teachers are given opportunity in career development					
ii. Commission has approved the in-service training					
iii. Certificates are given to all staffs upon completion					
iv. Workshops for career progress are provided					

v. Teachers like training opportunities					
vi. Teachers do not like training opportunities					

10. In your own opinion does Professional Teacher Development programmes Opportunities influence teachers' job satisfaction? Yes ( )  
No ( )

**Section D TSC medical allowance influence teachers on job satisfaction**

11. To what extent do you agree on the statements on medical allowance please tick appropriately using the provided key guide use the 1-5scale Extremely Satisfied (ES)-1, Satisfied (S)-2, Slightly Satisfied (SS)-3, Not Satisfied (NS)-4, Undecided (U)-5

<b>Indicators</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
ii. The NHIF monthly contributions are done					
iii. There is promptness of response from medical cover					
iv. The teachers and their family is insured by the medical cover					
v. A teacher can be referred					

by a registered medical facility outside the country for treatment and are given a medical allowance					
--	--	--	--	--	--

12. Which medical cover are you offered? .....

13. How are you housed?

a) I stay in a school house ( ) b) I receive a house allowance ( )

c) I stay in my own house ( ) d) I stay in a rental house

14. What would you prefer?

a) Stay in own house ( ) b) A house allowance ( )

c) School house ( )

**Section E Accessibility of School physical facilities to teachers on**

**job satisfaction** Answer Strongly Agree (SA), Agree (A), Disagree (D),

Strongly Disagree SD),

<b>Indicators</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
i. Classroom is well furnished and comfortable				
ii. Network				

(Wi-Fi) is provided by the school				
iii. Clean water is available in the school				
iv. Transport allowance is provided by the school				
v. Security is provided by the school				

17. Does the school offer housing for the teachers? Yes ( ) No ( )

18. Are you as a teacher satisfied with the availability of school physical facilities? Yes ( ) No ( )

**THANK YOU FOR YOUR PARTICIPATION.**

**APPENDIX IV**

**QUESTIONNAIRE FOR TSC HUMAN RESOURCE OFFICER**

1. What is your gender? Male (  ) Female (  )
  
2. Kindly indicate how long you have worked in the sub county?  
  
Below 1 year [  ]      1 to 5 years [  ] 6 to 10 years [  ]      over 10 years [  ]
  
3. How would you rate the working relationship in the sub-county?  
  
Totally bearable (  ) Bearable (  ) Unbearable (  ) Very unbearable (  )
  
4. Please indicate the strategies you have in place as influencers for teachers' job satisfaction in your school?
  
5. In what way would you recognize the efforts of teachers' in job satisfaction in your school?
  
6. In your own opinion do Professional Teacher Development programmes influence teachers' job satisfaction? Yes (  ) No (  )
  
7. Which medical cover is offered to teachers in your area?  
  
.....
  
8. Does the school in your area offer housing for the teachers? Yes (  ) No (  )
  
9. How do you identify teachers' job satisfaction?
  
10. Are you as a teacher satisfied with the availability of school physical facilities? Yes (  ) No (  )
  
11. What challenges do you face to ensure job satisfaction is achieved?

**THANK YOU FOR YOUR PARTICIPATION**



## APPENDIX V

### UNIVERSITY RESEARCH AUTHORIZATION LETTER



UNIVERSITY OF NAIROBI  
COLLEGE OF EDUCATION AND EXTERNAL STUDIES  
SCHOOL OF EDUCATION  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

Telegram: "CEES"  
Telephone: 020-2701902  
dept-edadmin@uonbi.ac.ke

P.O. BOX 30197 – 00100 NRB  
OR P.O. BOX 92 -00902  
KIKUYU

MAY 27, 2019

OUR REF: UON/CEES/SOE/A&P/1/4

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: ANN MORAA GESIMBA – REG NO. E55/83610/2015

This is to confirm that **Ann Moraa Gesimba** is a Master of Education Student in the Department of Educational Administration and Planning of the University of Nairobi. She is currently working on her research proposal entitled "**Influence of School Working Conditions on Teacher Job Satisfaction in Public Primary Schools, East Pokot Baringo County**". Her area of specialization is Educational Administration.

Any assistance accorded to her will be highly appreciated.

Yours Faithfully,


DR. JEREMIAH M. KALAI  
CHAIRMAN  
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING




JMK/gm

APPENDIX VI


NACOSTI PERMIT

  
**REPUBLIC OF KENYA**

  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: **658822** Date of Issue: **16/August/2019**


**RESEARCH LICENSE**




This is to Certify that Miss.. **ANNE GESIMBA** of **University of Nairobi**, has been licensed to conduct research in **Baringo** on the topic: **INFLUENCE OF SCHOOL WORKING CONDITIONS ON TEACHER JOB SATISFACTION IN PUBLIC PRIMARY SCHOOLS, EAST POKOT BARINGO COUNTY** for the period ending : **16/August/2020**.

License No: **NACOSTI/P/19/647**

Applicant Identification Number **658822**

  
Director General  
**NATIONAL COMMISSION FOR  
SCIENCE, TECHNOLOGY &  
INNOVATION**

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## APPENDIX VII

### MAP OF BARINGO COUNTY

