

**JOB SATISFACTION AMONG PUBLIC  
SECONDARY SCHOOL  
HEADTEACHERS IN KIRINYAGA  
DISTRICT**

**BY**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

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PARTIAL FULFILLMENT FOR THE DEGREE OF MASTER  
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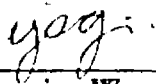
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## DECLARATION

This research project report is my original work and has not been presented for a degree in any University.



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Severina Wambeti Njagi (Mrs)

This research project report has been submitted with my approval as the University Supervisor.



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## DEDICATION

This research project is dedicated to Joel Ireri Njagi, our son, who having gone beyond, during the struggle and at the prime of his youth, lives on in our hearts.

Special thanks to my husband, Jamleck, our daughters Nancy and Roselyne who supported me in my academic endeavour.

And for the Glory of God who has brought us this far, and keeps us.

## ABSTRACT

The purpose of this study was to determine job satisfaction among public secondary school headteachers in Kirinyaga District. Specifically the study aimed at: first, to establish the job factors that are satisfying or dissatisfying to secondary school headteachers. Secondly, to find out whether there is any significant difference between job satisfaction among secondary school headteachers and selected independent variables namely sex; age; academic qualifications; administrative experience; school size; and schools' geographical location.

To gather primary data a questionnaire was employed. The target population for the study was 60 respondents. The data collected was analysed using the two tailed t-test and one way analysis of variance with a significance level of 0.05. At this significance level the calculated t-values and F-ratios were compared with the critical values to acceptance or rejection of the null hypotheses.

After data analysis, the following were the research findings: Headteachers in Kirinyaga District were slightly satisfied with the job factors of work content, recognition, working conditions, interpersonal relations and school administration. They were dissatisfied with the job factors of remuneration, promotion and job security. Overall job satisfaction among headteachers was very low. It was also established that there was no significant difference between job satisfaction among public secondary school headteachers and their gender. Research results further indicated that there was no significant difference between job satisfaction among public secondary school headteachers and the school's geographical location. It was also established that there was no significant difference between job satisfaction among public secondary school headteachers and the school's geographical location. It was also established that there was no significant difference between job satisfaction among public secondary school headteachers and their administrative experience in all the job factors examined. Research results further indicate that there was no significant difference between job satisfaction among public secondary school headteachers and location of the school.

Several conclusions were drawn from the findings of this study. On the basis of research findings it was concluded that most of the headteachers in the study area did not have long administrative experience. It was also established that most schools in the study area are boarding schools and they are either one stream or two streamed. They are also located in the rural areas. From the research finding it was apparent that to improve job satisfaction in the study area, headteachers' remuneration should be improved. Furthermore, promotions should be given when they are due without delay. Assurances of security of tenure of headteachers would also go a long way in improving job satisfaction. The other job factors, namely: work content; recognition; working conditions; interpersonal relations and schools administration needed to be improved so as to ensure full job satisfaction among head teachers.

Several recommendations have been made. It is recommended that the Ministry of Education should consider reviewing the remuneration as well as the scheme of service of headteachers with a view to improving it. It is also recommended that the Ministry of Education reviews the policies governing promotions of headteachers in public secondary schools. For instance promotion should be carried out transparently and the criteria used should be clearly defined. There is also need to create more promotional opportunities for headteachers. It is also important that the security of tenure of office for headteachers should be enhanced for the headteachers to satisfactorily perform their duties. To further improve overall job satisfaction among head teachers, it is recommended that resources are mobilized (through for instance Parents Teachers Associations (PTA) to provide adequate physical facilities, books and other necessary facilities to promote the provision of quality education. It is further recommended that the Ministry of Education through the Teachers Service Commission (TSC) centrally controls teachers transfers.

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### **LIST OF ABBREVIATIONS**

A - LEVEL	-	Advanced Level of Education
B. ED.	-	Bachelor of Education
DEO	-	District Education Officer
SI	-	Secondary One
TSC	-	Teachers Service Commission

## INTRODUCTION

### Background to the study

Before Kenya's independence in 1963, little emphasis was placed on education of African children. Seventy per cent of the financial resources devoted to formal education was spent on developing educational facilities for the colonial masters. Most Africans did not join secondary schools but attended independent schools that offered education up to primary level (Republic of Kenya, 1965 - *Ominde Report*). Only a few Africans went up to standard eight (Abrev, 1982). The few secondary schools that catered for the educational needs of Africans were run by missionaries. Examples of these missionary-run institutions include Alliance, Maseno, and Kagumo.

At independence, Africanization of formal education sector was initiated. This was aimed at Africanizing the formal employment sector that was occupied by the Whites and Asians. Hence, many primary and secondary schools were started. Practically, every student who successfully completed ordinary level education ('O' Level - Form Four) was eligible to wage employment in the modern sectors of the economy (Republic of Kenya *Gashiki Report*, 1976). In spite of the expansion of the education sector through self-help, 'harambee' spirit, few teachers were employed by the Government. The Teachers Service Commission (TSC) did not even second headteachers to these "harambee schools" (schools started and developed by the communities) leaving the school committees and Boards of Governors (BOG) to employ them. Beside the low pay packages, headteachers in harambee schools were still faced with the challenge of high student population with poor academic abilities in general and frequent cases of indiscipline (*Madera, 1995*).

In 1988, it was recommended that the Government should take up the entire responsibility of employing teachers while the local communities took up the role of providing physical facilities to schools through the cost-sharing policy (Republic of Kenya 1988, *Kamunge Report*). In spite of being under the TSC Salary

Scale, the headteachers have continued to face diverse challenges. These challenges were even aggravated by the remodelling of the education system from seven years of primary, four years of secondary, two years of university to eight years of primary, four of secondary and four years of university popularly known as the 8-4-4 system of education. This meant an increase in both administration and instructional challenges (*Madera, 1995*).

The advocates of the 8-4-4 system of education argue that this system is suitable in meeting economic growth and development of the country. This may be plausible since education is a major factor that has contributed to economic development of most industrialized countries. Hence most developing countries allocate large percentages of their national budget to education. High investment in education leads to fast industrial growth of a country (*Mbugua, 1998*)

In Kenya, for instance, the total expenditure on education went up considerably by 11.8 per cent from K£ 1480.9 million in 1995/96 to K£ 1655.9 million in 1996/97 fiscal year. General administration and planning had the highest share of the recurrent expenditure estimate accounting for 79.5 per cent of the total recurrent expenditure. The high allocation on administration and planning is attributed to teachers' salaries (*Republic of Kenya, 1997*). Members of the public and the government, therefore, expect high future returns from the education system (*Mbugua, 1998*).

Secondary school headteachers therefore being the principal administrators of these institutions need to satisfy expectations of the public and the government. However, there have been cases of headteachers' mismanagement of school finances. It can be argued that one of the causes of headteachers' misappropriation of school finances could be linked to the little salary they get compared to other administrators in equivalent positions in the private sector. It could also be linked to lack of management training as the UNESCO's previous staff development policy. In addition, it has been observed that the relationship between school administrators (headteachers) and teachers is poor (*Lahns, 1973*).

Scale, the headteachers have continued to face diverse challenges. These challenges were even aggravated by the remodelling of the education system from seven years of primary, four years of secondary, two years of university to eight years of primary, four of secondary and four years of university popularly known as the 8-4-4 system of education. This meant an increase in both administration and instructional challenges (*Madera, 1995*).

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Considering, the foregoing challenges and the fact that the school structure is so restricted offering limited chances of promotion (*Sexton, 1976*), investigation of headteachers' level of job satisfaction is imperative. This is because the efforts put in a job should be perceived to be equivalently balanced with the benefits. Are these benefits perceived to be satisfying by the headteachers' with specific relation to the salary, promotion, job security, working conditions, interpersonal relations and work environment among others?

Motivation results from physiological or psychological deficiency or need that activates behaviour or a drive that is aimed at a goal or incentive (*Okumbe, 1998*). Hence, the Teachers Service Commission should create an environment that will facilitate the alleviation of headteachers' needs and enable them to perform their administrative duties well. On the other hand, job satisfaction results from the employees perception of how well the jobs they perform give them satisfaction which they view as important to both themselves and the organization (*school*). Hence, the secondary school headteachers must be able to achieve both their individual goals and organizational objectives.

### **Statement of the Problem**

Literature seems to suggest that there is a high state of job dissatisfaction among headteachers and teachers in Kenyan Secondary Schools (*Madera, 1995; Okumbe, 1998*). They are dissatisfied with such job factors (aspects) as school administrative and management policies, interpersonal relations, workload, status and recognition in the society, available promotional opportunities and their relationship with the employer (*Emulole, 1994*). Considering the fact that teachers are the ones entrusted with the task of imparting knowledge and skills to the youth who are later absorbed in the economy, it is imperative that their work be facilitated by the school administration. However, low job satisfaction among headteachers is unpleasant as Keith Davis (*1977*) observes.

In its sinister terms, low job satisfaction lurks behind absenteeism and employee turnover. It may also be part of grievances, low productivity, disciplinary problems, and organizational difficulties. This is supported by *Siringi (1999)* who observes that high levels of indiscipline in secondary schools and drug abuse had led to poor academic standards among students due to poor school management.

In Kirinyaga District, according to a “Report on Causes, Effects and Remedies of Indiscipline in Secondary Schools in Central Province”; compiled by the Executive Secretary Provincial Education Board, the high rates of strikes and poor academic performance could be related to low job satisfaction among headteachers and may result to other organizational difficulties. Hence, this study examined the level of headteachers satisfaction with administrative workload, salary, recognition, job security, interpersonal relations, working environment and promotion.

### **Purpose of the Study**

The purpose of this study was to determine job satisfaction among public secondary school headteachers in Kirinyaga District. The study also sought to establish the difference between job satisfaction and selected demographic and school variables. These variables included sex, age, academic qualification, administrative experience of headteachers and school size and geographical location. The study also suggested ways of improving job satisfaction among headteachers who play a significant role in school administration.

### **Objectives of the Study**

The study aimed at achieving the following objectives :-

1. To establish the job factors that are satisfying or dissatisfying to secondary school head teachers.

2. To find out whether there is any significant difference between job satisfaction among secondary school headteachers and selected independent variables

namely :-

- (a) Sex;
- (b) Age;
- (c) Academic qualifications;
- (d) Administrative experience;
- (e) School size; and
- (f) Schools' geographical location.

#### **Hypotheses of the Study**

From the foregoing objectives, the following hypotheses were formulated :-

1. There is no significant difference between job satisfaction of public secondary school headteachers and their sex.
2. There is no significant difference between job satisfaction of public secondary school headteachers and their age.
3. There is no significant difference between job satisfaction of public secondary school headteachers and their academic qualifications.
4. There is no significant difference between job satisfaction of public secondary school headteachers and their administrative experience.
5. There is no significant difference between job satisfaction of public secondary school headteachers and school size.
6. There is no significant difference between job satisfaction of public secondary school headteachers and the school's geographical location.

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

This study may be useful to the Teachers Service Commission in that areas of dissatisfaction among public secondary school headteachers will be identified.

The study was recommend appropriate strategies for implementation in order to resolve them thus leading to efficiency and effectiveness in administration in these schools. This may lead to improved instructions, which is the most significant objective of these institutions of learning. The TSC may also understand the impact of the other job factors other than the salary among its employees and work out strategies of improving them to avoid unseen adversities among the teaching fraternity. Finally, the study may contribute to the general knowledge in the relatively scarce literature of job satisfaction among public secondary school headteachers.

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#### Limitations of the Study

Employment of ex post facto design in this study rendered the researcher unable to control the independent variables, otherwise referred to as the cause, since they were genetically fixed, culturally ingrained or circumstances do not allow manipulation (Charles, 1988). More over, there was the fear the respondents might give the researcher socially acceptable answers in order to avoid offending him (Mulusa, 1990). This might have resulted in responses that were low in validity and reliability. During the study, it was observed that a few headteachers feared to give the true picture of their schools, for example on indiscipline, lack of funds and poor relationships so as not to be thought to be weak in leadership.

#### Delimitations of the Study

The study was confined to Kirinyaga District, which is predominantly rural. Therefore, the findings of this study should be generalized to the other areas (regions) of the country with caution since conditions in this district are unique and different from other areas. In addition, the study targeted public secondary school headteachers only as the respondents. Hence, the findings may not be generalized to cover all categories of teachers or schools in the district.



### **Basic Assumptions**

The basic assumptions in this study were :-

1. Public secondary school headteachers are conversant with the concept of job satisfaction.
2. The headteachers gave truthful and honest responses to the instrument items.

### **Definitions of Significant Terms**

In this study, the following terms were defined to connote the following meanings:-

**Job factor**: refers to aspects concerning the work of teachers and headteachers that they may express their feelings about.

**Job dissatisfaction**: refers to a negative emotional state resulting from the appraisal of the job as not meeting one's job values.

**Job satisfaction**: refers to a positive emotional state resulting from the appraisal of one's job as meeting one's job values.

**Public Secondary School**: refers to a post-primary school which is developed, equipped and provided with staff from public funds, by the government, parents and communities.

**Secondary School**: refers to a post-primary institution in which students receive regular instructions for four years from Form one to Form four.

**Teachers Service Commission**: refers to the national body that deals with the employment of teachers for public schools in Kenya.

### **Organization of the Study**

Chapter one covered the background to the study, statement of the problem, purpose of the study, objectives of the study, hypotheses of the study, significance of the study, limitations of the study, delimitations of the study, basic assumptions and definitions of significant terms.

Chapter two dealt with the literature review which is organized into the following themes: concept of job satisfaction; theories of motivation and job satisfaction, relationship between job satisfaction and variables like age, academic qualifications, experience, school size, and geographical location of the school. At the end of the literature review, a conceptual framework is provided.

Chapter three covers research methodology which is divided into the following topics: - research design, target population, sample and sampling procedures, research instruments, validity of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

Chapter four consists of the data analysis and discussion of the finding while chapter five contains a summary of the research findings, conclusions, recommendations and suggestions for further research.

## CHAPTER TWO

### LITERATURE REVIEW

The literature review is subdivided into the following themes; concept of job satisfaction; theories of motivation and job satisfaction; and relation between job satisfaction and certain variables namely; leadership, age, gender, experience, job security and interpersonal relationships.

#### Concept of Job Satisfaction

Job satisfaction results from the employee's perception of how well the jobs they perform give them those aspects which they view as important to both themselves and the organization (*Okumbe; 1998*). Teacher job satisfaction is an important area of study because several studies have found out that work satisfaction influences general life satisfaction (*Madera, 1995*). On the other hand, general life is an important influence on the daily psychological health of teachers' job performance (*Andrew and Whitney, 1974*). For instance, *Chapman (1983)* reported that a high quality of professional life for the teacher contributed to an increase in student achievement. In the United States, there is evidence that satisfied teachers have a positive rather than a negative effect on classroom learning conditions (*Goodlad, 1984*).

Teachers satisfaction is also a source of motivation that sustains effort in performing the many routine and necessary tasks required of good teachers (*Watson, Hatton, Squires, and Soliman, 1991*). Such tasks include preparation of schemes of work, daily lesson plans, careful marking of students work and detailed record keeping to monitor students progress. In addition, teachers in Kenya are expected to act as discipline masters, counselors and role models (*Kenya Education Handbook, 1987*). The best qualified teachers are most likely to leave teaching, yet they are the very teachers most likely to help students (*Gibion & Dembo, 1984*). Of those who remain, (*Rosenholtz, 1989*) found that their effectiveness wanes greatly after five years and substantially after ten years. With time, teacher dissatisfaction

and accompanying classroom problems become a fundamental school problem (Rosenholtz, 1989).

In Kenya, remuneration of teachers is comparatively low in relation to financial rewards in the private sector (Madera, 1995; Mbugua, 1998). Given Kenya's financial constraints, it is difficult for the government to match financial inducements of the private sector. Therefore, young people in Kenya will not choose teaching for its monetary gains. However, it has been argued that young people consider satisfaction when choosing a line of work. If teaching is to appeal to young graduates in Kenya, it has to be seen as a satisfying human activity (Madera, 1995). Consequently, there is need to make teaching more appealing as a profession by providing work circumstances that are as satisfying as possible. Hence, working conditions and work environment seems a worthwhile subject of examination.

### Theories of Motivation and Job Satisfaction

In the literature on job satisfaction there are many need theories as discussed in the forthcoming sections.

### Maslow's Theory of Human Motivation

This theory was developed from clinical observations. In his work, "Motivation and Personality", Maslow (1954) posited five basic needs namely: physiological, safety, security, belonging, self-esteem and self-actualization. He postulated that these five needs are related to each other in hierarchy, with physiological needs being lowest on the scale and self-actualization being the highest in the hierarchy. As lower needs are satisfied, higher level needs are activated. The degree of satisfaction tends to decrease as one moves up the hierarchy. Needs that are satisfied cease to be motivating but through deprivation are activated again and become significant. Maslow recognized individual differences in order of importance of the different needs. He also maintained that

individuals are usually partially satisfied and partially unsatisfied in needs at all levels. Also, according to Maslow, most people in the society have their lower needs met; however, the satisfaction of esteem and self-actualization needs is more problematic.

*Alderfer (1969)* reorganized *Maslow's (1954)* five hierarchical levels into three levels. It is his third levels that have come to be known as the existence-relatedness-growth theory of motivation (ERG). *Alderfer (1969)* also believed that different needs may become important at different times and asserted that more than one need may be operational at any one time.

Like *Maslow (1954)* and *Murray (1962)* conceptualization of human needs arose from clinical observations. He identified thirteen(13) needs representing learned behaviours that can be manifest or latent according to the environmental circumstances(conditions). Murray's list includes achievement affiliation, aggression, and autonomy. These needs are, however, often in conflict. *Murray (1962)* does not suggest a hierarchical relationship among the needs, but since they are learned behaviour, the needs of different individuals may vary in strength and direction, both as felt and as expressed. In addition, it would seem that because the needs are learned behaviour, the list could be expanded to include a very wide range of human predisposition. To what extent the headteacher's administrative job enables him to achieve his individual and school needs will thus be a significant question.

### Two Factor Theory

The two factor theory of job satisfaction was developed by *Herzberg, Mausber* and *Synderman(1959)*. It is based on two sets of factors thought to be present in a job; motivators and hygiene factors. The motivators include achievement, recognition, work itself, responsibility, and advancement, which are strong determinants of job satisfaction since they are effective in motivating the individual to "super performance and effort" (*Herzberg, 1966*).

Hygiene factors, such as company policy and administration, supervision, salary, interpersonal relations and working conditions, arise mostly from the job environment and are only involved in creating job dissatisfaction (*Herzberg, 1966*). Positive standing on the factors does not lead, it is held, to job satisfaction, but negative standing produce job dissatisfaction. Job satisfaction and job dissatisfaction are therefore not in one continuum but two. They are not opposites, but instead are separate dimensions of work orientation. According to *Herzberg(1966)*, the only way to motivate an employee is to find him more challenging work in which he can assume responsibility and this is possible by making jobs intrinsically rewarding.

Herzberg's theory was modified by Hoy and Miskel(1992) by including a third 'ambient' factor which encompassed salary, growth possibility, risk opportunity, relationships with superordinates and status. Research has shown that these ambient factors equally contributed to job satisfaction and job dissatisfaction (*Hoy & Miskel, 1992*). In this formulation, motivators contributed more to job satisfaction than dissatisfaction, while hygiene factors contributed more to job dissatisfaction than satisfaction. The ambient factors contributed to both job satisfaction and dissatisfaction. Accordingly, the effects of all these factors are not mutually exclusive as they are posited to be in Herzberg's original theory.

### Process Theories

The expectancy theory and discrepancy theory constitute the process theories. *Vroom (1964)* popularized the expectancy theory which consists of four essential constructs; expectancy, valence, instrumentality and force. An expectancy is defined as "a momentary belief concerning the likelihood that a particular act will be followed by a particular outcome" (*Vroom, 1964, p 15*); instrumentality is the belief that a given performance is essential for attaining a given reward (*Vroom, 1964, p.16*); and force is the directional concept used by Vroom to describe the energy or power in the behaviour which results when the strengths of the

expectancy and the valence of the outcome are combined. Expectancy is therefore an action-outcome association of behaviour with outcome, while instrumentality is an outcome-expectancy association, with a first outcome connected to a second. Valences and expectancies combine to determine choices.

The assumption is that choices are lawfully related to events which accompany behaviour. *Vroom(1964)* refers to this theory as a "cognitive" model. Motivation depends on the relative strengths of forces, which are products of valence, expectancy, and instrumentality. Applying his expectancy theory to job satisfaction is strongly affected by the rewards people derive from jobs. If the rewards are positively viewed, the employee feels more satisfied with the position. If on the other hand, the rewards are less than expected, one feels dissatisfied with his or her job.

The discrepancy theory was developed to account for the difference in perceptions and values among individuals, and to account for the complex appraisal process through which they arrive at a judgement regarding the discrepancy between what they want from their jobs and what they perceive the jobs as offering *Locke(1969)*. Locke stressed that the causes of job satisfaction are not in the job nor solely in the man but lie in the relationship between the job and the man. His theory is built on the concept of "values", which he defined as what one regards as advantageous to one's welfare. The relationship between man and the facts of reality is the foundation of those values.

Accordingly, values differ in their levels of abstraction, are hierarchical, and are dynamic in that they are subject to change as goals change. Appraisal consists of making value judgements in the process of private psychological measurement. Emotions are the psychological products of value judgements. This theory involves a comparison by individuals of what they want or expect from their job and what they actually receive. The closer the correlation between the two, the more satisfied a person is with his/her job (*Locke, 1969*).

In conclusion, the foregoing theories define variables for examination in any research on job satisfaction, although there is no general agreement on the determinants of job satisfaction. However, the problem of developing these yardsticks is still with us.

### Headteacher Job Satisfaction and Selected Variables.

The following section reviews literature on teacher job satisfaction and experience, gender, leadership, workload, and age.

#### Headteacher Job Satisfaction and Experience

(Galloway, Boswell, Boswell, Pamhurst, and Green, 1985) reported higher levels of satisfaction among older and more experienced teachers. The reason for this is that the reality shock of beginning teachers abates after the first year and those who are initially dissatisfied leave teaching. For those who do not leave, satisfaction improves (Watson *et al*, 1991). However, (Heller, Clay, and Perkins, 1992), Kniveton (1991) and Borg and Riding (1991) found no relationship between years of experience and level of job satisfaction among teachers. It is plausible that the differences in findings of these studies are due to the different instruments used. Galloway *et al* (1985) and Holdaway (1978) used the same questionnaire, which was developed by (Kniveton, 1991) and Borg and Riding (1991). These questionnaires had open-ended items that they had personally developed. The current study on headteachers job satisfaction in relation to their administrative and instructional roles will combine both aspects of satisfaction with teaching questionnaire (Holdaway, 1978) and the Teacher Job Satisfaction (Lester, 1987).

#### Headteacher job satisfaction and gender

Studies have indicated a higher level of job satisfaction among female teachers than among male teachers (Watson *et al* 1991); Rhodes-Offutt, 1990; Haesebrouck, 1989). These studies were done in Australia, Arizona (USA) and



Michigan (USA) respectively. (Watson et al, 1991) have put forward three reasons to explain the significant differences in job satisfaction between male and female teachers thus :-

1. *That males are more restless and more inclined to look for other work opportunities.*
2. *That males attracted to teaching are less capable and so less satisfied.*
3. *That males receive less support within the profession.*

On the other hand, no sex difference between male and female teachers' job satisfaction were reported Kniperton, (1991); Heller, Clay, and Perkins, (1992). It would thus be imperative to determine if there are significant differences in job satisfaction between male and female headteachers.

### **Headteachers job satisfaction and age**

In general, job satisfaction increases with age; the least job satisfaction being reported by the youngest workers (Rhodes, 1983). Research has shown, however, that the increase in job satisfaction with age is reliable only until about the age of sixty, at which point the evidence becomes less conclusive (Shultz and Schultz, 1986). Several reasons have been put forward to explain this relationship.

Young workers come to their work place for the first time with high expectations that may not be fulfilled, as job prove insufficiently challenging or meaningful. When these unrealistic expectations fall short of the actual experience, they endure the first decade of work with gradually increasing disillusionment. After some point in working, workers' expectations are modified and the job is seen in a positive manner (Okumbe, 1998).

It has been found that the older one gets, the less likely one is to quit the job. As workers get older, they have fewer alternative job opportunities and they are less likely to resign because their longer tenure tends to provide them with higher wage rates, longer paid vacations and more attractive benefits (Okumbe, 1998). To what extent is this applicable between young and old headteachers in their perception of their jobs?

### **Headteacher job satisfaction and leadership**

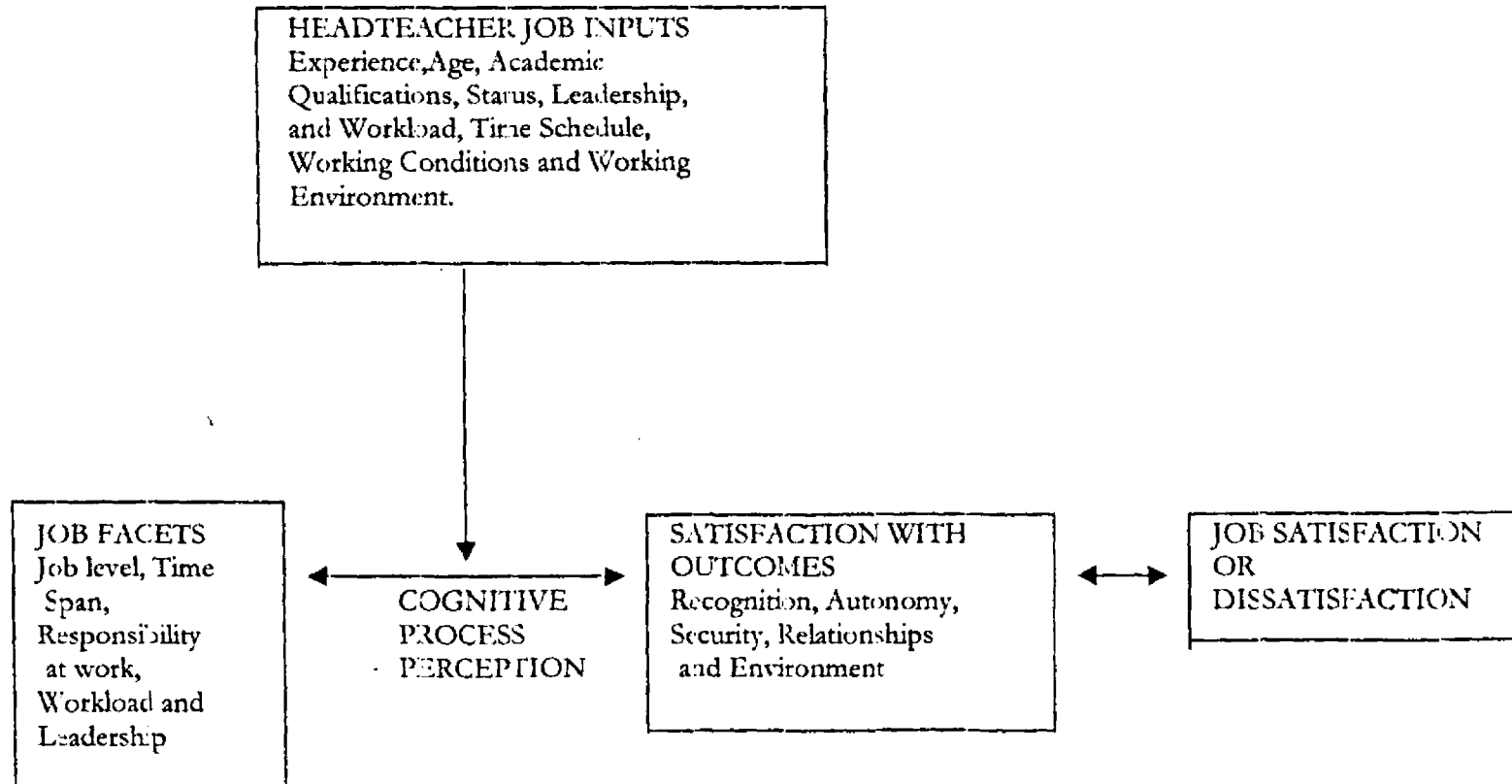
*Imber, Neidt and Reyes (1989)* found that job satisfaction was related to participation in decision making. However, *Haerzebrouk (1989) and Heller(1993)* found no evidence that leadership style affected job satisfaction. *Reyes and Imber (1992)* also found that teachers who perceived their workload as unfair, tended to have higher levels of job dissatisfaction than those who perceived their workload as fair. Could the challenges brought by the 8-4-4 system (eight years of primary education, four years secondary education and four years of university education) of education be stressful to headteachers' administrative work and therefore dissatisfying?

### **Summary of Literature Review**

Reviewed literature revolves around the concept of job satisfaction in relation to teaching, theories of motivation and job satisfaction; which are covered under content (need theories) and process theories. In addition, literature has been reviewed on the relationship between headteacher job satisfaction and selected independent variables. These variables include headteachers age, gender, administrative experience, leadership and work load. While it is true that a lot of study has been done in the area of job satisfaction of headteachers, this research project work concentrates on a specific area, that is, Kirinyaga District. By so doing, differences between what is happening in the District and other parts of the world are discussed and appropriate recommendations that are specific to the area and are applicable to Kenya as a whole are given.

Figure I has the conceptual framework of this study.

FIGURE I

Conceptual Framework of the Study

## CHAPTER THREE

### RESEARCH METHODOLOGY

Research methodology is discussed under the following subtopics; research design; target population; sample and sampling procedure; research instrument; validity of the instrument; reliability of the instrument; data collection procedure; and data analysis techniques.

#### Research Design

This study employs an ex-post facto research design. According to Kerlinger(1973), this is a systematic empirical enquiry into which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable and thus inferences about relations among variables are made without direct interventions from concomitant variations of independent and dependent variables. Supporting the above observation, Charles(1988) asserts that the cause which is the independent variable in ex-post facto research cannot be manipulated because it is genetically fixed (eg. sex, age, race). Circumstances do not allow manipulation for example date of birth, place of birth. The cause is culturally ingrained for example, language, values, and customs.

An ex-post facto design was selected for this study because it was not possible to control independent variables of the study like age, sex, academic qualifications, administrative experience, school size and geographical location. In addition, the study was aimed at investigating the current status of the problem, that is, job factors that headteachers in Kirinyaga District are dissatisfied.

#### Target Population

The target population for this study consisted of all headteachers of public secondary schools in Kirinyaga District. In the district there are 70 public

secondary school headteachers. Pertinent data on the headteachers was obtained from the Kirinyaga District Education Office in Kerugoya.

Among 70 public secondary school headteachers in the district, 40 are male headteachers and 30 are female headteachers.

### **Sample and Sampling Procedure**

As the number of subjects was relatively small, the researcher included all the population as the respondents of the study. This was to take care of the expected non-responses in relation to returned and usable questionnaires. A sample size of ten headteachers was used for pilot testing of the instruments. The ten headteachers were randomly selected.

### **Research Instrument**

In the study, a questionnaire was employed as the sole research instrument. Previous studies on the job satisfaction have employed the Teacher Satisfaction Questionnaire (TSQ). The TSQ was modified to suit the current study. The questionnaire was sub-divided into three sections.

Section I consisted of seven items aimed at gathering headteachers' demographic information and school data with regard to the selected independent variables. These variables include age, sex, academic qualifications, administrative experience, school size and geographical location.

Section II of the questionnaire was made up of some closed items aimed at assessing headteachers' satisfaction with given job factors/aspects in the study. These job factors include work content; promotion; remuneration; recognition; working conditions and work environment; interpersonal relations; inspection; and job security. The respondents were expected to indicate the extent to which they were satisfied with the various job factors using a five point Likert Scale as follows: extremely satisfied(5), very satisfied (4), satisfied (3), slightly satisfied (2) and, not satisfied(1). Headteachers were asked to indicate their overall job satisfaction.

Section III contained five open-ended probing questions. It was aimed at probing further about extra factors that may not have been provided in the closed items.

#### Validity of the Instrument

Validity of the instrument was established before subjecting it in data collection during the main study. This was done first by consulting experienced graduate research supervisors in the Department of Educational Administration and Planning who assisted in improving the instrument. Second, a pilot study was conducted on a sample similar to the target population in all aspects. Mulusa (1988) suggests that ten cases be used in a pretest or pilot study. In this instance, ten headteachers were randomly selected from public secondary schools in Kirinyaga District. These were incorporated in the discussion on sample size. Their responses to the items helped the researcher to identify those items that were characterized by difficulty and ambiguity. Items found to be extremely difficult to headteachers and ambiguous were modified accordingly. Pre-testing also necessitated addition of extra items and reduction of others to improve the quality of the Instrument. The respondents who took part in the pilot testing were not included in the main study.

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#### Reliability of the Instrument

For a test to be valid it must be reliable. Hence, reliability is a very useful ingredient in validity of any research instrument. According to *Rascoe(1969)*, the split-half method is used to establish the coefficient of internal consistency. This method involves splitting the statements of a test into two halves (odd and even items). The odd-numbered items and even-numbered items were placed in two subtests. Then the scores of the two subtests were computed for each individual, and these two sets of scores were correlated. The correlation obtained nevertheless, represents the reliability on only half the test, and because reliability is

related to the length of a test, a correction must be made so as to obtain reliability of the entire test. To effect this correction, the *Spearman Brown Prophecy* formula stated thus :

$$r_e = \frac{2r}{1+r}$$

is applied where,

$r_e$  = the reliability of the original test; and

$r$  = the reliability coefficient resulting from correlating the scores of the odd statements with the scores of the even statements.

#### Data Collection Procedure

The questionnaires were personally administered by the researcher for both the main study and the pilot study. A research permit was obtained from the Office of the President after which the District Education Officer, Kirinyaga District, was contacted before the commencement of the study. The District Commissioner was thereafter contacted and he allowed the researcher to conduct the research in Kirinyaga District. The selected schools were then visited and questionnaires administered to headteachers who were assured that strict confidentiality would be maintained in dealing with their responses.

Data collection took one month. After this period, the researcher visited the schools and collected the questionnaires. Those headteachers who had not filled the questionnaires by that time, were added a two weeks period for the exercise.

#### Data Analysis Techniques

Editing of data was the first step. This involves inspecting the data pieces in order to identify those items wrongly responded to, spelling mistakes and spaces left unfilled by the respondents. This is aimed at setting aside usable questionnaires

from unusable ones. Data was then coded and transferred to a computer sheet for analysis.

In coding, the factor items were scored from a five point Likert Scale from Extremely Satisfied (5) to Not Satisfied (1). Descriptive statistics such as mean, percentages, standard deviation were used to analyse demographic data of respondents. Inferential statistics was used in testing hypotheses. To test those hypotheses involving more than two sample means, Analysis of variance was used. These hypotheses are  $H_{02}$ ,  $H_{03}$ ,  $H_{04}$  and  $H_{05}$ . For hypotheses involving two sample means as in testing significant difference between headteacher's job satisfaction and their sex ( $H_{01}$ ) or the geographical location (rural or urban) ( $H_{06}$ ) of their schools, t-test was applied. The Statistical Package for Social Science (SPSS) was useful in the analysis of the data.



## CHAPTER FOUR

### DATA ANALYSIS AND DISCUSSION OF THE FINDINGS

#### Data analysis and interpretation

The purpose of the chapter was to analyse field data and present the findings of the study. This was done in five sections. The first was on demographic data of headteachers in public secondary schools. The second part was on the analysis and discussion of job satisfaction levels among headteachers in each job factor. The third part was on the hypothesis testing. The fourth was on suggestions on how to improve job satisfaction among the headteachers and provided a summary of the research findings.

#### The demographic data of the respondents

This was obtained from completed questionnaires of the headteachers. Frequencies and percentages were used to describe the demographic data of the headteachers. Table 1 was on age and gender of headteachers.

**Table 1: Age and gender of head teachers**

<b>GENDER</b>	<b>AGE IN YEARS</b>	<b>31-35</b>	<b>ABOVE</b>	<b>TOTAL</b>
			45	
	<b>FEMALE NO</b>	4		
	<b>%</b>	7.3		
	<b>MALE NO</b>	-		
	<b>%</b>	-		
	<b>TOTALS NO</b>	4		
	<b>%</b>	7.3		

### Gender

Table 1 shows the number of male and female headteachers in Kirinyaga District. A data was obtained from completed questionnaires of headteachers. Frequencies and percentages were used to describe the data. Accordingly, the headteachers interviewed (N=55) were composed of 35 (62%) males and 22 (38%) females. Apparently, the number of male headteachers in Kirinyaga is slightly higher than that of female headteachers. This is due to the fact that boys education was given preference in the past. Boys schools were put up and consequently headed by males. Girls schools were put up later but are not as many. Of late, the trend in the District has been to gradually convert mixed secondary schools to Girls Boarding Secondary Schools that are then head by lady headteachers. Their numbers have improved compared to a few years ago when they were very few.

### Age

The headteachers were asked to indicate their ages. Most of the respondents are concentrated in the 36-40 years, 41-45 years and above 46 years age categories. The female teachers in these age categories were 6 (10.9%), 4 (7.3%) and 7 (12.7%), respectively. The male teachers were 10 (18.2%), 13 (23.6%) and 11 (20%), respectively. There were no teachers below 30 years of age. It is the norm for graduate teachers to teach for at least three years before they are considered for any promotional post. The immediate post after this period is that of head of department. In this capacity they may serve for several years before a vacancy for deputy headship and thereafter headship arises. This and the fact that there are few posts for headteachers would explain why majority of the headteachers are concentrated in the 36-40 years, 41-45 years and above 46 years age category.

Table 2 shows the academic qualifications of headteachers in Kirinyaga District.

**Table 2: Highest Academic Qualifications**

<b>Academic Qualifications</b>	<b>No.</b>	<b>%</b>
<b>KCE/KACE with S1</b>	11	19.3
EACE/KACE with Diploma	3	5.2
<b>BA with PGDE BA Ed. Option</b>	-	-
<b>Bsc with PGDE TSSC Ed. Option</b>	-	-
<b>B.Ed.</b>	42	73.7
<b>M.Ed.</b>	1	1.8
<b>M A.</b>	-	-
<b>MSc.</b>	-	-
<b>TOTAL</b>	<b>57</b>	<b>100.00</b>

Table 2 shows that the majority of headteachers (73.7%) have a Bachelor of Education (B.Ed.) degree. 19.3% of the headteachers have Kenya Certificate of Education/Kenya Advanced Certificate of Education with S1 qualifications while 5.2% have East African Certificate of Education/Kenya Advanced Certificate of Education with diploma. Only one headteacher has a Master of Education degree. The researcher found out from the Ministry of Education officials that promotion of SI and Diploma teachers to posts of headship at a time when there were many graduates in the field discouraged and frustrated the graduate teachers who in turn would not give full support to such headteachers. Consequently, during interviews for headteachers an important requirement nowadays is that one should be a

graduate teacher. This would explain why the study in Kirinyaga District reveals that majority of the headteachers are graduate teachers. Indeed the few SI and Diploma teachers still serving as headteachers were old and almost on the point of retirement. The high level of education means that a headteacher who is a graduate feels confident as a team leader in the profession widely dominated by graduate teachers.

Table 3 shows the head teachers administrative experience in years.

**Table 3: Head teachers administrative experience in years**

<b>Administrative experience in years</b>	<b>No</b>	<b>%</b>
<b>1-5 years</b>	29	50.9
<b>6-10 years</b>	17	29.8
<b>11-15 years</b>	5	8.8
<b>15-20 years</b>	2	3.5
<b>Over 20 Years</b>	4	7
<b>TOTAL</b>	<b>57</b>	<b>100</b>

Table 3 shows that the majority of headteachers (50.9%) had 1-5 years administrative experience. An appreciable number of headteachers (29.8%) had a teaching experience of 6-10 years. Only 7% of the respondents had over 20 years teaching experience. The data on administrative experience correlates with the age of headteachers. Since they are appointed headteachers from the age of 36 years onwards majority of them had 1-5 years administrative experience. The researcher found out that headteachers with many years of experience were concentrated in well established schools while the younger ones were found in new or upcoming schools. When schools are newly founded, the tendency is to appoint heads of

departments to headship to man these schools. Of late, many new schools have been started in the District.

Table 4 presents data on the category of the schools in Kirinyaga District.

**Table 4: Category of the school**

Category	No.	%
Day	23	40.4
Boarding	29	50.9
Day and Boarding	5	8.8
<b>TOTAL</b>	<b>57</b>	<b>100</b>

This table shows the category of schools in Kirinyaga District. 50.9% of the schools are boarding while 40.4% are day schools. Only 8.8% of the schools are both day and boarding. It is apparent that most schools in Kirinyaga District are boarding schools. The management of schools that are both day and boarding as explained by such headteachers is complex especially when dealing with issues related to discipline, guidance and counselling. The headteachers of such schools said that keeping a record of what goes on in such schools on a day to day basis is a difficult task, compounded by influence from the surrounding community. Headteachers of boarding schools, especially girls' boarding schools expressed satisfaction especially in matters pertaining to discipline, guidance and counselling as well as academic achievement.

Table 5 will be on the size of the schools in the study area.

**Table 5: Size of the school**

Stream	No.	%
One stream	21	36.8
Two Streams	22	38.6
Three streams	7	12.3
Four streams	6	10.5
Five streams	1	1.8
<b>TOTAL</b>	<b>57</b>	<b>100</b>

The table indicates that majority of headteachers (36.8% and 38.6%) head one stream and two stream type of schools, respectively. Only one headteacher heads a school with five streams. The headteachers in one stream and two stream type of schools explained the difficult financial situation that often faced them since they received little income compared to those in three to five streamed schools. These tended to put up physical facilities faster than those in fewer streams. They claimed that they tended to use less money on overheads such as electricity, water and conservancy, activity, school equipment and stores as well as local transport and travelling. Those headteachers in schools with fewer streams tended to carry out similar activities using similar amounts of money but facing problems since their students were fewer in number. They were unable to make any savings.

Table 6 shows the location of the school.

**Table 6: Location of the school**

Location	No	%
Rural	43	79.6
Urban	11	20.4
<b>TOTAL</b>	<b>54</b>	<b>100</b>

This table indicates that majority of the schools (79.6%) visited by the researcher were located in the rural areas. Only 20.4% of the schools are located in urban areas. During the research, it was clear that headteachers in urban areas had better amenities by way of good roads and at times the nearness to Government offices. This translated to better time management in that they did not have to travel far to get government services. Time thus saved could be used in the institution and progress in all activities accelerated. Some rural areas had such poor roads that at times especially during the rainy season, headteachers were landlocked making it difficult to access some supplies such as foodstuffs. At such times, they felt frustrated and dissatisfied.

#### **Job satisfaction levels among head teachers in each job factor**

In order to show job satisfaction levels among the headteachers in each job factor, the mean for responses in all the sub-items was calculated. The mean score gives an over-all job satisfaction in each job factor. These means were then used to compare job satisfaction levels among headteachers in all the eight job factors.

Table 7 shows the job factors, number of respondents, mean scores and standard deviations for job satisfaction among the headteachers in all the eight job factors.

**Table 7: Job factor, number of respondents, mean scores and standard deviation in the eight job factors**

<b>Job factor</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Remuneration</b>	57	1.60	0.72
<b>Work content</b>	57	2.87	0.90
<b>Promotion</b>	57	1.32	0.57
<b>Recognition</b>	57	2.33	1.03
<b>Working conditions</b>	57	2.13	1.08
<b>Interpersonal relations</b>	57	2.37	0.83
<b>Job Security</b>	57	1.50	0.70
<b>School administration</b>	57	2.35	1.27

Table 7 shows that headteachers were dissatisfied with job factors of remuneration ( $m=1.60$ ), promotion ( $m=1.32$ ) and job security ( $m=1.50$ ). They were satisfied with work content ( $m=2.87$ ), recognition ( $m=2.33$ ), working conditions ( $m=2.13$ ), interpersonal relations ( $m=2.37$ ) and school administration ( $m=2.35$ ).

Table 8 shows sub-items, number of respondents, mean scores and standard deviation for job satisfaction among headteachers in the job factor of remuneration.

**Table 8: Sub-items in the job factor of remuneration, numbers of respondents, mean scores and standard deviation.**

<b>Sub-items in the job factor of Remuneration</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Present salary as a measure of your qualification	57	1.74	0.70



Present salary helps you meet your life expenses	57	1.51	0.68
Present salary is comparable to salary received by other people with similar qualifications in other professions	57	1.46	0.68
Present salary has good fringe benefits	57	1.28	0.56
Present salary has a good pension scheme	57	1.88	0.57
Present salary has a satisfactory House Allowance	57	1.88	0.63
Present salary has a satisfactory Medical Allowance	57	2.00	1.48
Present salary has a satisfactory Hardship allowance	57	1.07	0.42

Table 8 shows that in the job factor of remuneration the lowest and highest items in terms of job satisfaction level are: present salary has fringe benefits ( $m=1.28$ ) and, present salary has a satisfactory medical allowance. During the time of the research, the Teachers Service Commission had increased the medical and house allowance for teachers as was the case for all civil servants. Many teachers housed in institutions paid house rent which was much less compared to what they received as house allowance from the Teachers Service Commission. This would explain why the job factors of: present salary has fringe benefits and present salary has satisfactory medical allowance are highest in terms of job satisfaction level.

Table 9 shows the sub-items, numbers of respondents, mean scores and standard deviations for job satisfaction among headteachers in the sub-items of the job factor of work content.

**Table 9**

**Sub-items in the job factor of work content, number of respondents, mean scores and standard deviation.**

<b>Sub-items in the job factor of work content</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Allows you to use your professional skills and abilities and potential abilities	57	2.84	0.70
Allows you to use your academic skills and abilities	57	3.05	1.03
Provides you with an opportunity to learn new skills	57	2.91	0.81
Provide autonomy in decision making	57	2.04	1.50
Has clear duties	57	1.95	0.83
Has a balanced workload	57	1.54	0.71
Is significant and important	57	3.58	0.73
Provides feedback on performance	57	2.18	0.93

The job satisfaction level among headteachers in the job factor of work content indicates that the headteachers are least satisfied with the sub-item, has balanced workload ( $m=1.54$ ) and most satisfied with the sub-item, allows you to use your academic skills and abilities ( $m=3.05$ ). The views agree with Reyes and Imber (1990), who found out (head) teachers who perceive their workload as unfair tend to have higher levels of job dissatisfaction than those who perceive their work load as fair.

Table 10 shows the sub-items, numbers of respondents, mean scores and standard deviation for job satisfaction among headteachers in the sub-items of the job factor of promotion.

**Table 10: Sub-items in the job factor of promotion, number of respondents, mean scores and standard deviation.**

<b>Sub-items in the job factor of promotion</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>
There are higher chances of promotion to a higher position than in headship	57	1.28	0.56
There is fairness in the way promotions are offered	57	1.56	0.73
The current scheme of service for Head teachers is satisfactory	57	1.13	0.43

According to table 10 the sub-item with the lowest recorded job satisfaction levels in the job factors of promotion is, the current scheme of service for headteachers is satisfactory ( $m=1.13$ ) while the item, there is fairness in the way promotions are offered (1.56) scores lowest in the job factor of promotion. Of late many headteachers are in the same job group as heads of departments. They do not see any difference between them and the teachers working below them. This would explain why the sub-item with the lowest recorded job satisfaction levels in the job factor of promotion, is the current scheme of service for headteachers is satisfactory.

The researcher found out that headteachers felt that the way promotion interviews are conducted could be improved on. Headteachers are oft-times interviewed at the Teachers Service headquarters by officers who rely on reports received from officers in the field. Such reports could be biased, they said.

Table 11 shows the sub-items, number of respondents, mean scores and standard deviations for job satisfaction among headteachers in the sub-items of the job factor of recognition.

**Table 11: Sub-items in the job factor of recognition, number of respondents, mean scores and standard deviation.**

<b>Sub-items in the job factor of recognition</b>	<b>No</b>	<b>Mean</b>	<b>SD</b>
Immediate supervisor	57	3.11	0.98
Fellow teachers	57	2.63	1.54
Students in the school	57	2.30	0.98
The parents	57	2.27	0.75
The politicians	57	1.81	1.56
The Employer(T.S.C)	57	2.63	0.62
Other Professionals in other sectors	57	1.56	0.76

Table 11 shows that as far as the job factor of recognition is concerned, the sub-item with the highest satisfaction is, immediate supervisors ( $m=3.11$ ) followed by the sub-item, fellow teachers you work with ( $m=2.63$ ). The headteachers are generally not satisfied with politicians ( $m=1.81$ ) and other professionals in other sectors ( $m=1.56$ ). At the time the research was conducted, the immediate supervisor, the D.E.O was somebody from the area who at one time had interacted with the headteachers in his capacity as a deputy headteacher, headteacher and inspector of schools. The headteachers felt they were working with a fellow colleague. It is no wonder that the sub-item recorded the highest level of satisfaction. Headteachers in the District seemed to realise that they could get support from their teachers if they treated them as colleagues. But headteachers expressed great dissatisfaction with politicians. They claimed that these attacked them during stakeholders meetings and were often behind the unfair transfers especially if the headteachers did not belong to their political camp. Most headteachers tended to keep away from politicians.

Table 12 showed the sub-items, number of respondents, mean scores and standard deviations for job satisfaction among headteachers in the sub-items of the job factor of working conditions and work environment.

**Table 12: Sub-items in the job factor of working conditions, numbers of respondents, mean scores and standard deviation.**

<b>Sub-items in the job factor of working conditions</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
Administration Block	57	2.30	1.18
Staff-room	57	2.28	1.16
Class-rooms	57	2.67	0.93
Teaching materials & equipments	57	2.21	0.99
School surroundings	57	1.74	0.99
Electricity	57	2.50	1.22
General communication facilities	57	2.14	1.23
Laboratory for practicals	57	2.16	1.15
Dormitories for students	57	2.27	1.18
Transport facilities	57	1.91	1.21
Staff houses	57	1.85	1.03
Sewage systems	57	1.68	0.90
General security	57	1.79	0.86
Office security & furniture	57	2.26	1.08

Table 12 indicates the levels of satisfaction in the various sub-items in the job factor of working conditions. Accordingly, the sub-items in which the headteachers expressed satisfaction were dormitories for students ( $m=2.27$ ); office security and

furniture ( $m=2.26$ ); laboratories for students ( $m=2.16$ ) and general communication facilities ( $m=2.14$ ). The respondents expressed dissatisfaction with the sewage systems ( $m=1.68$ ) and general security ( $m=1.79$ ), among others. The government has often expressed the fact that almost half of the Kenyan households live below the poverty line (Republic of Kenya 1996). Many of them are therefore not able to provide adequate facilities in secondary schools. It is no wonder that teachers in secondary schools have to grapple with finances, often going against the Ministerial fees guidelines in order to at least provide the basic infrastructure. Headteachers reported that the situation was so bad that at times students went on rampage in an attempt to demand for better facilities. This state of affairs caused frustrations and dissatisfaction among head teachers.

Table 13 shows the sub-items, numbers of respondents mean scores and standard Deviations for the job satisfaction among headteachers in the sub-items of the job factor of interpersonal relations.

**Table 13: Sub-items in the job factor of interpersonal relations, number of respondents, mean scores and standard deviation**

<b>Sub items in the job factor of interpersonal relations</b>
Immediate supervisor
Teaching staff
The students
Students parents
Local politicians
Employer(T.S.C)
Provincial administration
School donor
Fellow neighbouring Head teachers.

Table 13 indicates satisfaction among headteachers with their immediate supervisors ( $m=3.18$ ); fellow neighbouring headteachers ( $m=3$ ); employers ( $m=2.74$ ), teaching staff ( $m=2.64$ ), among others. Dissatisfaction was expressed in the school donor ( $m=1.34$ ) and local politicians ( $m=1.64$ ). Most schools unlike those in arid areas had nothing to do with donors since they did not exist, the schools having developed through Harambee effort. The dissatisfaction expressed in most cases meant that the donor did not exist. Satisfaction with immediate supervisors, fellow neighbouring headteachers, employers and teaching staff would indicate a positive outlook on the part of headteachers, seeing that cultivating a good working relationship often does not cost money but is a source of friends and colleagues. This need for affection is one that human beings seek to satisfy.

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Table 14 shows the sub-items, number of respondents, mean scores and standard deviations for the job factor of job security.

**Table 14: Sub-items in the job factor of job security, number of respondents, mean scores and standard deviation**

Sub-items in the job factor of job security	N	Mean	SD
Security of Tenure	57	1.33	0.74
Protection by Teachers unions	57	1.35	0.52
Protection by immediate supervisor	57	2.33	0.87
Protection by teachers	57	1.28	0.65
Protection by parents	57	1.28	0.62
Protection by donors	57	1.14	0.52
Protection by politicians	57	1.16	0.45
Protection by religious organisations	57	2.04	0.87

The table shows that headteachers are slightly satisfied in the sub-item of protection by immediate supervisor ( $m=2.33$ ) as well as religious organisations

( $m=2.04$ ). The sub-item with the lowest level of satisfaction is that of protection by donors ( $m=1.14$ ). Headteachers complained that they were blamed by everybody, parents, politicians, and Ministry officials if students failed or if the students in their schools went on strike. What often followed were demotions, sacking and transfers. At times, students demonstrated publicly and demanded the transfer of their headteachers and no wonder the low score on almost all sub-items other than the one on protection by immediate supervisor. As has been pointed out earlier, the immediate supervisor during the time of the research was somebody the headteachers knew and hence the high score.

Table 15 show the sub-items of school administration and supervision, number of respondents, mean scores and standard deviations.

**Table 15: Sub-items in the job factor of school administration and supervision, number of respondents, mean scores and standard deviation**

<b>Sub-items in the job factor of school Administration And supervision</b>
Considerateness, fairness of your immediate supervisor
Quality of communication from your immediate supervisor
Participatory Decision making
Delegation of Authority

According to table 15, the satisfaction in the job factor of school administration and supervision has been expressed in the sub-items, considerateness, fairness of your immediate supervisor ( $m= 3.19$ ) and quality of communication from



immediate supervisor ( $m=2.54$ ). Accordingly, headteachers are dissatisfied with participatory decision making ( $m=1.86$ ) and delegation of authority ( $m=1.82$ ). Headteachers complained that they were at times forced to carry out impossible assignments. Dictation on issues like fees, dealing with extreme indiscipline cases, implementation of certain curriculum left the head teachers with little say even if they felt they had some contribution to make. They said they were unhappy as regard this phenomenon.

### Hypothesis Testing

In this section, two tailed t-test and one-way analysis of variance were carried out to determine whether there were any significant differences in job satisfaction between head teachers and the independent variables of gender, highest academic qualifications, administrative experience, category of the school, size of the school, location of the school.

#### Gender variable

**Ho, There is no significant difference between job satisfaction among head teachers in public secondary schools and their gender.**

Table 16 shows the gender of head teachers, number of respondents, mean scores, Standard Deviations and t-values in the eight job factors.

**Table 16: Job factors, gender, number of respondents, mean scores, standard deviation and T-values**

GENDER	MALE	
	N	MEAN
Job factor		
Remuneration	22	1.33
Work content	22	2.85
Promotion	22	1.21
Recognition	22	2.36

Working conditions & Environment	22	1.98	0.47	34	2.01	1.02	0.36
Interpersonal Relations	22	2.34	0.90	34	2.37	0.85	0.25
Job security	22	1.55	0.59	34	1.51	0.72	0.68
School administration & Supervision	22	1.95		34	2.41	0.93	0.89

(Critical t-value=1.96) Level of Significance: 0.05

The t-values obtained in table 14 are less than the critical t-value of 1.96. The null hypothesis is thus accepted. Therefore gender does not determine the job satisfaction levels among the head teachers in public secondary schools.

#### Location of the school

**Ho<sub>2</sub>:** There is no significant difference between job satisfactions among Head teachers in public urban and rural secondary schools

**Table 17: Job factors, location, and number of respondent, mean scores, standard deviation and T-values**

Location of the school	Urban			Rural			t. value
	N	Mean	SD	N	Mean	SD	
Remuneration	11	1.74	0.48	43	1.56	0.52	0.56
Work content	11	2.46	0.56	43	2.38	0.13	0.31
Promotion	11	1.84	0.85	43	1.58	0.61	0.52
Recognition	11	2.15	0.35	43	2.16	0.50	0.17
Working conditions & environment	11	1.56	0.19	43	1.24	0.12	0.96
Interpersonal relations	11	2.78	0.58	43	2.36	0.24	0.53
Job security	11	1.65	0.92	43	1.58	0.18	0.81
School administration & supervision	11	1.95	0.93	43	1.49	0.58	0.86

Critical t - Value = 1.96

The t-values obtained in table 17 are all less than the critical t-value of 1.96. The null hypothesis that there is no significant difference in job satisfaction between rural based and urban based headteachers is accepted. It can be concluded that the location of the school does not significantly influence job satisfaction levels among the headteachers in public secondary schools.

In order to test for the significant difference between job satisfaction among the headteachers and their administrative experience in years, it is necessary to consider each job factor separately. This is to make the discussion of the results clear.

#### **Remuneration**

In order to examine job satisfaction levels among headteachers in each grouping of administrative experience in years in the job factor of remuneration, number of respondents, mean scores and standard deviations in each group are presented in Table 18

**Table 18: Administrative experience in years of head teachers, numbers of respondents, mean scores and standard deviation in the job factor of Remuneration**

<b>Administrative experience in years</b>	<b>N</b>
1-5	29
5-10	17
11-15	5
15-20	2
Over 20	4

Table 18 shows the relationship between the administrative experience in years and the job satisfaction level in the job factor of remuneration. Generally headteachers expressed dissatisfaction in the job factor of remuneration. The level of dissatisfaction tended to reduce with the increase in the number of years of administrative experience. Headteachers who have served for a longer time tended to be more stable financially.

Table 19 will show a summary of one-way analysis of variance for the administrative experience in years of Headteachers and job satisfaction in the job factor of Remuneration.

**Table 19: Analysis of variance for the administrative experience in years and job satisfaction in the job factor of remuneration**

Source of variance	DF	Sum of squares
Between groups	1	1.84
Within groups	54	23.86
Total	55	25.70

Critical value 2.75    Level of Significance: 0.05

The F-critical (2.75) is greater than the F ratio (0.21). Hence, there is no group which is significantly different at 0.05 level of significance. In this case the null hypothesis that there is no significant difference between job satisfaction among headteachers and their administrative experience in years in the job factor of remuneration is accepted.

### **Work content**

To enable the researcher investigate job satisfaction levels among headteachers in Administrative experience in years in the job factor of work content, number of Respondents, Mean Scores and Standard Deviations in each category were presented in Table 20.

**Table 20: Head teachers administrative experience in years, number of respondents, means scores, and standard deviation in the job factor of work content**

<b>Administrative experience in years</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1-5	29	2.84	1.03
5-10	17	2.86	0.9
10-15	5	2.99	0.81
15-20	2	3.54	0.70
Over 20	4	3.61	1.48

Table 20 shows the job satisfaction levels among the headteachers in the job factor of work content. Accordingly, headteachers are satisfied with the job factor of work content. The highest job satisfaction level is recorded among headteachers with over 20 years administrative experience while the lowest among headteachers with 1-5 years experience. It was established that head teachers with experience of over 15 years were often to be found in well established schools and experience contributed to a better way of handling and balancing issues such as work load, decision making and administrative skills.

Table 21 shows a summary of one-way of variance for the headteachers administrative experience in years and their job satisfaction in the job factor of work content.

**Table 21: Analysis of variance for the administrative experience in years and job satisfaction in the job factor of work content**

Source of variance	DF	Sum of squares	Mean Squares	F-ratio
Between groups	1	0.22	0.22	0.41
Within groups	54	17.21	0.32	
Total	55	17.43	0.54	

F- Critical: 2.75 Level of Significance: 0.05

The calculated F-ratio (0.41) is less than the critical value (2.75). The null hypothesis is thus accepted. The administrative experience in years influence job satisfaction levels among the headteachers in the job factor of work content.

#### Promotion

In order to examine job satisfaction levels among the headteachers in various categories of administrative experience in the job factor of promotion, number of respondents, mean scores and Standard Deviations in each category of administrative number of years are presented in Table 22.

**Table 22: Administrative experience of head teachers, number of respondents, mean scores and standard deviation in the job factors of promotion**

Administrative experience in years	N
1-5	29
5-10	17
10-15	5
15-20	2
Over 20	4

The data in Table 22 indicates that headteachers with over 20 years administrative experience recorded the highest job satisfaction level in the job factor of promotion. The lowest job satisfaction level was indicated by headteachers with 5-10 years administrative experience. Those headteachers with over 20 years administrative experience could not have survived that long without approval and consequent promotion by the employer. But it is noteworthy that they were very few and that majority of the headteachers were rarely promoted. Headteachers were known to resort to pleading with the head of state for promotions and only after this would the employer take the necessary action. This would happen during headteachers meetings. This was reported by the headteachers.

Table 23 will show a summary of one way of analysis of variance for the administrative number of Head teachers and their job satisfaction in the job factor of promotion.

**Table 23: Analysis of variance for the administrative number of years and job satisfaction in the job factor of promotion**

Source of variance	DF	Sum of squares
Between groups	1	0.57
Within groups	54	17.55
Total	55	18.12

F - Critical: 2.75 Level of Significance: 0.05

The one-way analysis of variance gives a calculated F value (0.19) that is less than F critical value of 2.75. This implies that that there is no significant difference in job satisfaction between headteachers and their administrative experience in the job factor of promotion. The null hypothesis is therefore accepted. It can be concluded

that the administrative number of years does not determine job satisfaction levels among headteachers in the job factor of promotion.

### Recognition

Table 24 is a summary of headteachers administrative number of years, mean scores and standard deviation in the job factor of recognition. This was to enable the researcher carry out an investigation of job satisfaction levels.

**Table 24**

**Administrative No. of years of Head teachers, Number of respondents, mean score and Standard Deviation in the job factor of Recognition**

<b>Administrative experience in years</b>	<b>N</b>
1-5	29
6-10	17
11-15	5
15-20	2
Over 20	4

Table 24 reveals that the highest level of job satisfaction in the job factor of recognition was scored by headteachers with 1-5 years administrative experience while the lowest level was scored by headteachers with over 20 years experience. The reshuffle and mass transfer of teachers that took place just before the research was conducted left many headteachers with long experience dissatisfied and unhappy. Some felt they were given a raw deal and that supervisors, politicians and



the school did not seem to appreciate the long service they had rendered to the system. The Teachers Service Commission did not adequately prepare them to accept the transfers or to clearly explain to them the reasons behind the transfers. This is why the lowest level of satisfaction in the job factor of recognition was scored by those head teachers with over 20 years administrative experience.

Table 25 will show a summary of one-way analysis of variance for the administrative number of years of headteachers and their job satisfaction in the job factor of recognition.

**Table 25**

**Analysis of variance for the administrative number of years of head teachers and job satisfaction in the job factor of Recognition**

Source of variation	DF	Sum of squares	Mean squares
Between groups	1	0.06	0.05
Within groups	54	25.14	
Total	55	25.20	

F - Critical: 2.75 Level of Significance 0.05

The F critical value (2.75) is greater than the calculated F ratio (0.73) indicating that there is no significant difference between headteachers with various categories of experience in the job factor of recognition.. In this case, the null hypothesis is accepted for the job factor of recognition. It can therefore be concluded that the administrative experience of headteachers does not determine job satisfaction levels in the job factor of recognition.

#### **Working conditions and work environment**

In order to examine job satisfaction levels among head teachers with different administrative number of years in the job factor of working condition,

numbers of respondents, Mean scores and standard deviation in each category are presented in table 26.

**Table 26: Administrative number of years of head teachers, number of respondents, mean scores and standard deviation in the job factor of working conditions**

<b>Administrative experience in years</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1-5	29	2.21	1.21
6-10	17	1.74	1.18
11-15	5	2.14	1.23
15-20	2	2.27	0.93
Over 20	4	2.64	0.99

Table 26 shows job satisfaction levels in the job factor of working conditions among headteachers in various categories of years of administrative experience. Headteachers with over 20 years of administrative experience recorded the highest level of satisfaction while the lowest satisfaction level is recorded by those head teachers with 6-10 years of administrative experience.

Most of the headteachers with over 20 year of experience were to be found in well established schools with good physical facilities. The working conditions were therefore better than for those head teachers with 6-10 years of administrative experience. Those headteachers were to be found in newly established schools or those old ones that had failed to register development over the years.

Table 27 shows a summary of one-way analysis of variance for the administrative number of years of headteachers and their job satisfaction in the job factor of working condition.

**Table 27: Analysis of variance for the administrative number of years and job satisfaction in the job factor of working conditions**

Source of variation	DF	Sum of squares	Mean Squares	F-ratio
Between groups	1	0.31	0.36	0.65
Within groups	54	15.21	0.46	
Total	55	15.52		

F - Critical: 2.75 Level of Significance 0.05

The calculated F-ratio in the table 27 is 0.65, which is less than the F-critical value of 2.75. The null hypothesis stating that there is no significant difference between headteachers in terms of their administrative experience and job satisfaction in the job factor of working conditions is therefore accepted. Most schools in Kirinyaga District are well endowed with physical facilities, Kirinyaga District being richly endowed especially in the agricultural sector. Over the years parents have built schools and provided good working conditions for their teachers. The respondents reported that visitors from other districts marvelled at the type of facilities to be found in the schools in the District.

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### **Interpersonal Relations**

In order to examine job satisfaction levels among the headteachers in each category of the administrative number of years in the job factor of interpersonal relations, the number of respondents, mean scores and standard deviations in each group of administrative number of years are presented in table 28.

**Table 28: Groups of administrative number of years of head teachers, number of respondents, mean scores and standard deviation in the job factor of interpersonal relations**

<b>Administrative number of years</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
1-5	29	2.14	0.83
6-10	17	2.64	0.70
11-15	5	2.74	0.90
15-20	2	3.00	0.79
Over 20	4	3.18	0.84

Table 28 shows that the headteachers were generally satisfied in their interpersonal relations. The group with the highest job satisfaction level was that with over 20 years of administrative experience while the one with the lowest job satisfaction level is that with 1-5 years of administrative experience. Due to long experience it is possible that older headteachers learn how to relate well with supervisors, teaching staff, students, parents and other stakeholders. They learn through experience what each group wants. Many of these headteachers had attended seminars and courses over the years unlike young headteachers who had little experience and may not have attended courses on interpersonal relations, hence the slight difference in the levels of job satisfaction.

Table 29 shows the summary of one way analysis of variance for the administrative number of years of headteachers and job satisfaction in the job factor of interpersonal relations.

**Table 29: Analysis of variance for the administrative number of years and job satisfaction in the job factor of interpersonal relations**

Source of variance	DF	Sum of squares	Mean squares	F-ratio
Between groups	1	0.55	0.58	0.98
Within groups	54	14.23	0.28	
Total	55	14.78	0.86	

Critical value 2.75 Level of Significance: 0.05

According to the data in the table 29, the critical F value (2.75) is greater than the calculated F value. Therefore there are no administrative groups that are significantly different at 0.05 level of significance. In this case the null hypothesis that there is no significant difference in job satisfaction among headteachers in various categories of experience in the job factor of interpersonal relations is accepted. On the basis of these results, it can be concluded that the administrative number of years do not significantly influence job satisfaction levels among the head teachers in the job factor of interpersonal relations.

### **Job security**

To enable the researcher investigate job satisfaction levels among the headteachers in each group of the administrative number of years in the job factor of security, the number of respondents, mean scores and standard deviations in each group of administrative number of years are presented in table 30.

**Table 30: Administrative number of years of Head teachers, number of respondents, Mean Scores and Standard Deviation in the job factor of job security**

Administrative experience in years	N	Mean	SD
1-5	29	1.33	0.52
6-10	17	1.28	0.45
11-15	5	1.28	0.65
15-20	2	1.14	0.87
Over 20	4	1.02	0.62

Table 30 shows job satisfaction levels among the headteachers in the job factor of job security. Headteachers in various groups of administrative experience are dissatisfied with the job factor of job security. The group with the highest level of dissatisfaction is that with over 20 years of administrative experience. As noted earlier many headteachers with over 20 years of administrative experience had been transferred and this negatively affected their performance. This accounts for the high level of job dissatisfaction in this group.

Table 31 will show a one-way analysis of variance for the administrative number of years of head teachers and their job satisfaction in the job factor of job security.

**Table 31: Analysis of variance for the administrative number of years of head teachers and job satisfaction in the job factor of job security**

Source of variance	DF	Sum of squares	Mean squares	F-ratio
Between groups	1	0.27	0.58	1.23
Within groups	54	18.25	0.32	
Total	55	18.52	0.90	

F-Critical 2.75: Level of Significance: 0.05

According to table 31 the calculated F value (1.23) is less than the critical value (2.75). The null hypothesis that there is no significant difference among the headteachers in various categories of administrative experience in the job factor of job security is accepted.

### School administration And Supervision

In order to examine job satisfaction levels among headteachers in each category of administrative experience in the job factor of school administration and supervision, number of respondents, mean score and standard deviations in each group of administrative number of years are presented in Table 32.

**Table 32: Administrative number of years of head teachers, number of respondents, mean scores and standard deviation in the job factor of school administration and supervision**

Administrative experience years	N	Mean	SD
1-5	29	1.82	0.77
6-10	17	1.86	0.69
11-15	5	2.54	0.95
15-20	2	3.19	0.81
Over 20	4	3.23	0.80

According to table 32 the group of headteachers with the highest job satisfaction level in the job factor of school administration and supervision is that with over 20 years administrative experience while the group with 1-5 years administrative experience has the lowest job satisfaction level. Headteachers with over 20 years administrative experience could have developed their quality of communication

over the years and the immediate supervisors tended to work with them as colleagues. Over the years it had been emphasised that although such head teachers were of a more senior grade than the immediate supervisor, there was need for mutual respect, participatory decision making and proper delegation of authority

Table 33 shows a summary of one-way analysis of variance for the administrative number of years of headteachers and their job satisfaction in the job factor of school administration and supervision

**Table 33: Analysis of variance for the administrative number of years and job satisfaction in the job factor of school administration and supervision**

Source of variation	DF	Sum of squares	Mean squares	F ratio
Between groups	1	0.84	0.86	1.56
Within groups	54	12.36	0.49	
Total	55	13.20	1.35	

F-Critical 2.75 Level of Significance: 0.05

The calculated F value (1.56) is less than the critical F value of 2.75. This implies that there is no significant difference in job satisfaction between headteachers and their administrative number of years in the job factor of school administration and supervision.. This can be accounted for by the fact that most headteachers are professionally qualified, mature at the time of appointment and capable of carrying out proper administration and supervision.

#### **Category of the school variable**

In order to test whether there is a significant difference in job satisfaction among the headteachers and the category of their schools the researcher considered



each job factor separately. This approach was to make the discussion of the findings clearer. The null hypothesis to be tested was:

**H<sub>0</sub>:** There is no significant difference between job satisfaction among headteachers in public secondary schools and the category of their schools.

### Remuneration

In order to investigate job satisfaction levels among headteachers in different categories of schools in the job factor of remuneration, number of respondents, mean scores and standard deviations are presented in table 34

**Table 34: Categories of schools, number of respondents, mean scores and standard deviation in the job factor of remuneration**

Category of school	N	Mean	SD
Day	23	1.23	0.52
Boarding	29	1.85	0.55
Day & boarding	5	1.81	0.61

Table 34 shows where the headteachers are generally dissatisfied with their remuneration with the highest level of job satisfaction among headteachers of boarding schools. The lowest level of job satisfaction is recorded among headteachers of day schools. Headteachers of boarding schools who usually reside in the schools enjoy some benefits that eventually translate to better remuneration. For instance, their house rent is subsidised by B.O.G., and they hardly use any money travelling to and from their institutions. Those in day and day and boarding schools usually rent their houses in urban areas where the charges are high. They may also be involved in travelling on a daily basis from their residences to their schools.

Table 35 will show a summary of one way analysis of variance for the category of the schools of headteachers and job satisfaction in the job factor of remuneration.

Source of variation	DF	Sum of squares	Mean squares	F-ratio
Between groups	2	0.24	0.12	0.03
Within groups	54	27.02	0.50	
Total	56	27.24	0.62	

F-Critical 2.75: Level of Significance: 0.05

The F-ratio (0.03) is significantly lower than the F critical value (2.75). The null hypothesis that there is no significant difference among headteachers of different categories of schools in the job factor of remuneration is accepted. All headteachers are dissatisfied with their remuneration, as it is not enough to meet their daily needs.

#### Work Content

In order to examine job satisfaction levels among the head teachers in different categories of schools in the job factor of work content, number of respondents, mean scores and standard deviations are presented in table 36.

Table 36: Category of the Schools, number of respondents, mean scores and standard deviation in job factor of work content

Category of school	N	Mean	SD
Day	23	2.98	1.03
Boarding	29	3.05	0.85
Day & Boarding	5	2.84	0.70

Table 36 shows that boarding schools headteachers have the highest level of satisfaction in the job factor of work content followed by those heading day schools. It was found that most headteachers in day schools were newly appointed and this would explain why their level of satisfaction is slightly lower.

Table 37 will show a summary of one way analysis of variance for the category of schools of head teachers and their job satisfaction in the job factor of work content.

**Table 37: Analysis of variance for the category of schools of Headteachers and Job satisfaction in the Job factor of work content**

Source of variation	DF	Sum of squares
Between groups	2	1.71
Within groups	54	24.25
Total	56	25.96

F-Critical 2.75: Level of Significance 0.05

The calculated F-ratio (0.16) in Table 36 is lower than the critical value of 2.75. Hence the null hypothesis that there is no significant difference between job satisfaction among the headteachers and the category of their schools in the job factor of work content is accepted. This implies that the category of school does not significantly influence job satisfaction among the headteachers in the job factor of work content.

#### Promotion

In order to examine job satisfaction levels among the headteachers in different categories of schools in the job factor of promotion, number of respondents, mean scores and standard deviation were presented in Table 38.

**Table 38: Categories of schools of Headteachers, number of respondents, mean scores and standard deviation in the job factor of promotion**

Category of school	N	Mean	SD
Day	23	1.29	0.56
Boarding	29	1.32	0.73
Day & Boarding	5	1.34	0.43

Table 38 shows there is minimal difference in job satisfaction level among headteachers in various categories of schools. The highest level of satisfaction was recorded by headteachers in both day and boarding schools followed closely by those in boarding schools and those in both day schools.

Table 39 showed a summary of one-way analysis of variance for the category of schools of headteachers and their job satisfaction in the job factor of promotion.

**Table 39: Analysis of variance for the category of schools of Headteachers and Job satisfaction in the job factor of promotion**

Source of variation	DF	Sum of squares	Mean squares	F- ratio
Between groups	2	1.08	0.54	0.32
Within groups	54	25.05	0.46	
Total	56	25.163	1.00	

F-Critical 2.75: Level of Significance 0.05

According to table 39 the calculated F-value (0.32) is less than the F-critical value (2.75). The null hypothesis that there is no significant difference in job satisfaction

among headteachers of the different categories of their schools in the job factor of promotion is accepted. Thus it can be deduced that the category of the school does not determine job satisfaction levels among headteachers in the job factor of promotion.

### Recognition

To enable the researcher investigate job satisfaction levels among the headteachers from different categories of schools in the job factor of recognition, number of respondents, mean scores and standard deviations are presented in table 40.

**Table 40: Category of schools, number of respondents, mean scores and standard deviation in the job factor of recognition**

Category of schools	N	Mean	SD
Day	23	3.02	0.96
Boarding	29	2.86	0.85
Day & boarding	5	2.95	0.54

This table 40 shows the job satisfaction level among headteachers of various categories of schools. The highest level of job satisfaction is recorded by headteachers in day schools followed by those boarding schools and day and boarding schools. Headteachers are generally recognised since they wield authority derived from their positions, academic qualifications and personalities.

Table 41 shows a summary of one way analysis of variance for the different categories of schools and the job satisfaction of headteachers in the job factor of recognition.

**Table 41 : Analysis of variance for the different categories of schools and job satisfaction in the job factor of recognition**

Source of variation	DF	Sum of squares	Mean squares	F-ratio
Between groups	2	2.73	1.36	1.56
Within groups	54	15.41	0.29	
Total	56	18.14	1.65	

F- Critical 2.75: Level of Significance: 0.05

Table 41 shows that the F-ratio (1.56) obtained is lower than the F-critical value of 2.75. The null hypothesis there is no significant difference among headteachers in different categories of schools in the job factor of recognition is accepted. It can be deduced that the category of schools does not significantly determine job satisfaction levels among the headteachers in the job factor of recognition.

#### **Working Conditions and work environment**

In order to examine job satisfaction levels among headteachers in different categories of schools, in the job factor of working conditions, number of respondents, mean scores and standard deviation are presented in table 42.

**Table 42: Categories of schools of headteachers, number of respondents, mean scores, and standard deviation in the job factor of working conditions**

Categories of schools	N	Mean	SD
Day	23	2.68	0.98
Boarding	29	2.74	0.96
Day & boarding	5	2.02	1.16

Table 42 shows the job satisfaction levels among the headteachers in the job factor of working conditions as related to the categories of schools. The highest level of job satisfaction is recorded in boarding schools followed by those day schools and those in both day and boarding schools.

As mentioned earlier, boarding schools are well established with better facilities than day schools. The worst facilities are to be found in day and boarding schools where the boarding section is sometimes not catered for due to lack of funds. Often such schools are mixed and hence the provision of boarding facilities is often a nightmare.

Table 43 shows a summary of a one way analysis of variance for the categories of schools of the headteachers and their job satisfaction in the job factor of working conditions.

**Table 43: Analysis of variance for the categories of schools and job satisfaction in the job factor of working conditions**

Source of variance	DF	Sum of squares	Mean squares	F-ratio
Between groups	2	1.04	0.52	1.25
Within groups	54	21.10	0.39	
Total	56	22.14	0.91	

The calculated F-ratio (1.25), is less than the critical F-ratio (3.70) at 5% level and hypothesis that there is no significant difference in the level of job satisfaction among headteachers in the different categories of schools was not rejected. It is thus, not possible to right to conclude that categories of schools do not influence the level of job satisfaction levels among the headteachers in the public sector of schools in Kinnivaga District.

### Interpersonal relations

In order to examine job satisfaction levels among headteachers in the different categories of schools in the job factor of interpersonal relations, the number of respondents, mean scores and standard deviations are presented in table 44.

**Table\_44: Categories of schools of head teachers, number of respondents, mean scores and standard deviation in the job factor of interpersonal relations**

Categories of schools	N	Mean	SD
Day	23	2.33	0.70
Boarding	29	2.28	0.70
Day & boarding	5	2.20	0.70

Table 44 shows that headteachers are generally satisfied as the job factor of interpersonal relations. The highest level of satisfaction is recorded by those in day schools followed by those in boarding schools. Headteachers in day and boarding schools score least in the levels of satisfaction. A major reason for this in Kinnivaga District is the rampant strikes experienced in day and boarding schools. This sometimes creates poor interpersonal relations between headteachers, their students, parents and local politicians and sometimes their own families causing the low score in the job factor of interpersonal relations.



Table 45 shows a summary of one-way analysis of variance for the categories of schools of headteachers and their job satisfaction in the job factor of interpersonal relations.

**Table 45: Analysis of variance for the categories of schools of headteachers and job satisfaction in the job factor of interpersonal relations**

Source of variation	DF	Sum of squares	Mean squares	F-Ratio
Between groups	2	1.54	0.84	0.35
Within groups	54	12.56	0.86	
Total	56	17.10	1.70	

F – Critical 2.75: Level of Significance 0.05

According to table 45 the calculated F-ratio (0.35) is less than the critical F value of 2.75. The null hypothesis that there is no significant difference among headteachers of various categories of schools in the job factor of interpersonal relations is accepted for the job factor of interpersonal relations. It can therefore be concluded that different categories of schools do not significantly determine job satisfaction levels among the headteachers in the job factor of interpersonal relations.

### **Job security**

To examine job satisfaction levels among the headteachers in the various categories of schools in the job factor of job security, number of respondents, mean scores and standard deviations is presented in table 46.

**Table 46: Categories of schools of headteachers, number of respondents, mean scores and standard deviation in the job factor of job security**

Category of schools	N	Mean	SD
Day	23	1.36	0.65
Boarding	29	1.78	0.62
Day & boarding	5	1.52	0.52

The data in Table 45 indicates that headteachers in the various categories of schools are generally dissatisfied in the job factor of job security. Headteachers in day schools noted the lowest level of satisfaction while those in boarding schools scored the highest in the job security factor. As noted earlier newly appointed headteachers are to be found in day schools. This is a testing period for them since they want to see whether they will succeed or not. They therefore score low in the job security factor since they have not gained enough confidence and belief that they can perform well.

Table 47 shows a summary of one way analysis of variance for the different categories of schools of Headteachers and their job satisfaction in the job factor of job security.

**Table 47: Analysis of variance for the different categories of schools of the Head teachers and their job satisfaction in the job factor of job security**

Source of variation	DF	Sum of squares	Mean squares
Between groups	2	0.14	
Within groups	54	9.6	
Totals	56	9.74	

The calculated F- ratio(0.65) in Table 46 is lower than the critical F value (2.75) therefore indicating that no significant difference among the headteachers of different categories of the schools in the job factor of job security. The null hypothesis is thus accepted. This means that there is no significant difference in job satisfaction among headteachers of different categories of schools in the job factor of job security.

#### **School administration and supervision.**

In order to examine job satisfaction levels among the headteachers in different categories of schools in the job factor of school administration and supervision, number of respondents, mean scores and standard deviations are presented in table 48.

**Table 48: Categories of schools of headteachers, number of respondents, mean scores and standard deviation in the job factor of school administration and supervision**

<b>Categories of schools</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>Day</b>	23	3.25	0.74
<b>Boarding</b>	29	2.08	0.96
<b>Day &amp; boarding</b>	5	2.98	0.81

Table 48 shows levels of job satisfaction among headteachers in the job factor of school administration and supervision. Headteachers in day schools were the most satisfied while those in boarding schools were the least satisfied. .

Table 49 shows a summary of one-way analysis of variance for the different categories of schools of headteachers and their job satisfaction in the job factor of school administration and supervision.

**Table 49: Analysis of variance for the different categories of schools and job satisfaction among headteachers in the job factor of school administration and supervision**

Source of variation	DF	Sum of squares	Mean squares	F-Ratio
Between groups	2	1.05	0.62	1.27
Within groups	54	23.21	0.45	
Total	56	24.26	1.07	

F - Critical 2.75: Level of significance 0.05

According to the data in table 49, the critical F value (2.75) is greater than the F-ratio value obtained (1.27). The null hypothesis that there is no significant difference among headteachers of various categories of schools in the job factor of school administration and supervision is accepted for the job factor of school administration and supervision. Therefore it would be right to conclude that the different categories of schools do not significantly determine job satisfaction levels among the headteachers in the job factor of school administration and supervision.

#### **Overall satisfaction with the present job.**

The headteachers were asked to indicate their overall satisfaction with their present job. This data is presented in Table 50

Table 50 shows the overall job satisfaction, value, number of respondents, percentages and cumulative percentages of the headteachers.

**Table 50: Overall job satisfaction, value, and number of respondents, percentages and cumulative percentages**

<b>Overall job satisfaction</b>	<b>Value</b>	<b>N</b>	<b>%</b>	<b>Cumulative %</b>
<b>Not satisfied</b>	1	18	33.3	33
<b>Slightly satisfied</b>	2	29	53.7	87
<b>Satisfied</b>	3	7	13	100.00
<b>Very satisfied</b>	4	0	0	100.00
<b>Extremely satisfied</b>	5	0	0	100.00
<b>Total</b>		<b>54</b>	<b>100.00</b>	<b>100.00</b>

Table 49 indicates that most headteachers (53.7%) were slightly satisfied with their job. However a significant portion (33.3%) indicated that they were not satisfied with their job. The mean score and standard deviation of 1.80 and 0.66 respectively for overall job satisfaction confirm that some head teachers were not satisfied with their job. Only 13% of the head teachers indicated that they were satisfied with their job. Headteachers handle the youth in this country and if they are dissatisfied they will not render the essential services and the youth of this country would be doomed.

#### **Suggestions on how to improve job satisfaction among headteachers.**

The suggestions on how to improve job satisfaction among headteachers are presented in table 50.

**Table 51: Suggestions on how to improve job satisfaction among head teachers in Kirinyaga District**

Suggestions	Frequency (N=57)	Percent
Improve headteachers' remuneration	44	77.19
Improve headteachers' scheme of service	39	68.42
Recognise headteachers in harsh climatic conditions	5	8.77
Provide adequate physical facilities	4	7.01
Avoid unnecessary teacher transfers	3	5.26
Government and parents to adequately support discipline	1	1.75
Provide training in administration and Management for head teachers	1	1.75
Abolish mixed schools	1	1.75

According to the results in table 50 above majority of the headteachers (77.19%) noted job satisfaction among them could be improved by improving their remuneration while 68% felt that their terms of service need to be improved. It is apparent that these two factors are the most important in terms of improving job satisfaction among the headteachers and therefore enhancing their administrative performance. During the researcher's interaction with the headteachers, it was discovered that majority of the teachers are not promoted regularly. No wonder many of them shared the same job grades with heads of department who had less responsibilities and less work load. Many headteachers expressed the feeling that they worked for long hours without rest. Those in boarding schools had to live in their workstations and were on call all the time. Unfortunately the employer failed to recognise this and to compensate teachers for over-time duties. It was indeed discovered that they

shared the scheme of service with graduate teachers yet their work was much more complicated. Other factors that were mentioned include those of recognising headteachers in harsh climatic conditions, provision of adequate physical facilities and avoiding unnecessary teacher transfers, among others.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### Summary

The purpose of this study was to determine job satisfaction among public secondary school headteachers in Kirinyaga District. Specifically the study aimed at: first, to establish the job factors that are satisfying or dissatisfying to secondary school headteachers. Secondly, to find out whether there is any significant difference between job satisfaction among secondary school headteachers and selected independent variables namely sex; age; academic qualifications; administrative experience; school size; and schools' geographical location.

To gather primary data a questionnaire was employed. The questionnaire was structured into three sections. Section I consisted of seven items aimed at gathering headteachers' demographic information and school data with regard to the selected independent variables. These variables included age, sex, academic qualifications, administrative experience, school size and geographical location. Section II of the questionnaire was made up of some closed items aimed at assessing headteachers' satisfaction with given job factors/aspects in the study. These job factors included work content; promotion; remuneration; recognition; working conditions and work environment; interpersonal relations; inspection; and job security. The respondents were expected to indicate the extent to which they were satisfied with the various job factors using a five point Likert Scale as follows: extremely satisfied(5), very satisfied (4), satisfied (3), slightly satisfied(2), not satisfied. (1). Headteachers were also asked to indicate their overall job satisfaction. Section III contained five open-ended probing questions. It was aimed at probing further about extra factors that may not have been provided in the closed items.



The literature review relevant to this study laid the background for the study. An ex-post facto design was selected for this study because it was not possible to control independent variables of the study like age, sex, academic qualifications, administrative experience, school size and geographic location.

The target population for the study was 60 respondents. The total number of headteachers who responded and returned their duly completed questionnaire was 57. Thus the questionnaire return rate was 95%.

The data collected was analysed using the two tailed t- test and one way analysis of variance with a significance level of 0.05. At this significance level the calculated t-values and F-ratios were compared with the critical values to enable acceptance or rejection of the null hypotheses. The null hypotheses tested were as follows:

Ho1: There is no significant difference between job satisfaction of public secondary school

headteachers and their gender.

Ho2: There is no significant difference between job satisfaction of public secondary school headteachers and their administrative experience.

Ho3: There is no significant difference between job satisfaction of public secondary school headteachers and school category.

Ho4: There is no significant difference between job satisfaction of public secondary school heateachers and the school's geographical location.

After data analysis the following are the research findings:

1. Headteachers in Kirinyaga District were slightly satisfied with the job factors of work content, recognition, working conditions, interpersonal relations and school administration. They were dissatisfied with the job factors of remuneration, promotion and job security.
2. Overall job satisfaction among headteachers was very low.
3. It was established that there is no significant difference between job satisfaction among public secondary school headteachers and their gender.
4. Research results indicate that there is no significant difference between job satisfaction among public secondary school headteachers and the school's geographical location.
5. It was also established that there is no significant difference between job satisfaction among public secondary school headteachers and their administrative experience in all the job factors examined.
6. Research results further indicated that there was no significant difference between job satisfaction among public secondary school headteachers and school category.

Having established the findings of the study attention was focused to the suggestions on how to improve job satisfaction among headteachers in the study area. An overwhelming majority of the headteachers felt job satisfaction can be greatly enhanced by improving the headteachers' remuneration and their schemes of service. The need to recognise and adequately compensate headteachers working in areas of harsh climatic conditions was also noted. Headteachers in Kirinyaga District further felt that unnecessary teacher transfers ought to be stemmed. Other suggestions that were mentioned include: the need for the Government as well as

parents to adequately support discipline in schools; the need to provide training in administrative and management for headteachers. It was also noted that mixed schools should be abolished.

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### Conclusions

The analysis of data relating to headteachers of schools in Kirinyaga District revealed important information related to job satisfaction among headteachers. All conclusions from the findings of the study are made within the limitations of the study.

Data for this study was drawn from a sample of 60 head teachers of whom 57 returned their duly completed questionnaires. The data obtained indicated that sample consisted of 39 per cent females and 61 per cent males. Thus it can be concluded that the number of male headteachers is higher than female headteachers in Kirinyaga District.

Regarding academic qualification research data indicates that most of the headteachers (73.7%) in Kirinyaga District hold a Bachelor of Education (B.Ed.) degree. 19.3% of the headteachers have Kenya Certificate of Education/Kenya Advanced Certificate of Education with S1 qualifications while 5.2% have East African Certificate of Education/Kenya Advanced Certificate of Education with diploma. Only one headteacher has a Master of Education degree. Thus it can be concluded that most of the headteachers in the study area are well educated.

Field data revealed that of the 57 respondents 27 had administrative experience of 1-5 years and 17 had experience of 6-10 years. These two categories of administrative experience together account for over 80 per cent of all the headteachers. Those headteachers with over 20 years administrative experience consisted of only 7% of the respondents. Hence, it is apparent that most of the headteachers in the study area did not have long administrative experience.

Research data indicates that in Kirinyaga District 50.9% of the schools are boarding while 40.4% are day schools. Only 8.8% of the schools are both day and boarding. It is therefore apparent that most schools in the study area are boarding schools.

Regarding the size of schools in Kirinyaga District, majority of majority of the schools have one stream (36.8%) and two streams (38.6%). 12.3% and 10.5% of the schools were made of three streams and four streams, respectively. Only one school has over five streams. It can therefore be concluded that most of the schools in the study area are small. This is because the number of streams is an indicator of the student population and therefore the size of the school.

As far as the location of the schools is concerned, majority of the schools (79.6%) visited by the researcher were located in the rural areas. Only 20.4% of the schools are located in urban areas. This leads to the conclusion that most of the schools in Kirinyaga District are located in the rural areas.

Regarding job satisfaction among headteachers in various job factor, research findings revealed that headteachers were dissatisfied with job factors of remuneration ( $m=1.60$ ), promotion ( $m=1.32$ ) and job security ( $m=1.50$ ). They were satisfied with work content ( $m=2.87$ ), recognition ( $m=2.33$ ), working conditions ( $m=2.13$ ), interpersonal relations ( $m=2.37$ ) and school administration ( $m=2.35$ ). It is apparent therefore that to improve job satisfaction in the study area, headteachers' remuneration should be improved. Furthermore, promotions should be given when they are due without delay. Assurances of security of tenure of headteachers will also go a long way in improving job satisfaction. The other job factors, namely: work content; recognition; working conditions, interpersonal relations and schools administration should also be improved so as to ensure full job satisfaction among headteachers.

The results of testing  $H_01$  indicated there is no significant difference between job satisfaction of public secondary school headteachers and their gender. It can thus be concluded that male and female headteachers are at par regarding all undertakings in their employment.

According to the results from the testing of Ho2 there is no significant difference between job satisfaction of public secondary school headteachers and their administrative experience. It would be expected that as headteachers gain more administrative experience they show higher levels of job satisfaction. However research results would seem to indicate that there are no appreciable rewards/benefits associated with longer administrative experience in the study area.

Regarding overall job satisfaction, headteachers were not satisfied with their job. A mean score of 1.80 was obtained. It can thus be concluded that headteachers in Kirinyaga District are not satisfied with their job conditions.

### **Recommendations**

On the basis of the foregoing findings and conclusions the following are the recommendations of this study:

1. Research data indicates that headteachers were dissatisfied with their remuneration and their scheme of service. It is therefore recommended that the Ministry of Education should consider reviewing the remuneration as well as the scheme of service of headteachers with a view to improving it.
2. Headteachers in the study area also expressed dissatisfaction with the job factor of promotion. It is recommended that the Ministry of Education reviews the policies governing promotions of headteachers in public secondary schools. For instance promotion should be carried out transparently and the criteria used should be clearly defined. There is also need to create more promotional opportunities for head teachers.
3. Research findings also indicated that headteachers are dissatisfied with the job factor of job security. It is apparent the headteachers are insecure in their jobs. It is recommended that the security of tenure of office for headteachers should be enhanced for the headteachers to satisfactorily perform their duties.

4. To further improve overall job satisfaction among head teachers, it is recommended that resources are mobilised (through for instance Parents Teachers Associations (PTA) to provide adequate physical facilities, books and other necessary facilities to promote the provision of quality education.
5. Research finding also indicate that headteachers are dissatisfied with unnecessary teacher transfers. It is recommended that the Ministry of Education through the Teachers Service Commission (TSC) controls teachers transfers.
6. It is further recommended that headteachers working in harsh climatic areas need some compensation in the form of certain incentives for them to be fully effective in their duties.

### **Suggestions for further Research**

1. Similar research should be carried out in other parts of the country in order to compare findings and conclusions of this study
2. There is need for a comparative study of job satisfaction between headteachers in secondary schools and headteachers of primary schools.

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**APPENDIXES**

**APPENDIX A**

**LETTER OF INTRODUCTION**

UNIVERSITY OF NAIROBI,  
DEPARTMENT OF EDU.  
ADMIN & PLANNING,  
P.O. BOX 92,  
KIKUYU.

Dear Respondent,

**RE: JOB SATISFACTION AMONG HEADTEACHERS**

I am conducting a study on Job Satisfaction among headteachers of Public Secondary Schools in Kirinyaga District. The questionnaire attached is aimed at gathering information about your school. Your response will be treated with great CONFIDENTIALITY. Therefore, do not provide your name or the name of your school in this questionnaire. I request you to kindly attempt all the items. Your positive response will be highly appreciated.

Yours faithfully,

**SEVERINA WAMBETI NJAGI**

### APPENDIX B

Please, tick (  ) the correct option, or fill in appropriately the blank(s) provided as applicable to you.

#### SECTION I

1. Indicate your age in years: \_\_\_\_\_
2. In which gender category do you fall?
  - (a) Female
  - (b) Male
3. Indicate your highest academic qualifications
  - (a) KCE/KACE with SI
  - (b) EACE/KACE with Diploma
  - (c) B.A. with PGDE
  - B.A. (Ed. Option)
  - (d) B.Sc with PGDE
  - TSSC(Ed. Option)
  - (e) B. Ed
  - (f) M. ED
  - (g) MA
  - (h) MSc
  - (i) Other please specify: \_\_\_\_\_

---
4. Indicate your administrative experience in years.

- (a) 1 - 5 [ ]
- (b) 6 -10 [ ]
- (c) 11-15 [ ]
- (d) 15-20 [ ]
- (e) Over 20 [ ]

5. What is the category of your School?

- (a) Day [ ]
- (b) Boarding [ ]
- (c) Day and Boarding [ ]

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6. What is the size of your School?

- (a) One Stream [ ]
- (b) Two Streams [ ]
- (c) Three Streams [ ]
- (d) Four Streams [ ]
- (e) Five Streams [ ]

(e) Over Five Streams [ ]

7. Where is your School located?

(a) In a rural area [ ]

(b) In an urban area [ ]

## SECTION II

Section II presents the aspects (job factors) that you experience in your job. Kindly show your level of satisfaction with each particular aspect using the scale provided below:

<u>Satisfaction Level</u>	<u>Column Number</u>
Extremely satisfied	5
Very satisfied	4
Satisfied	3
Slightly satisfied	2
Dissatisfied	1

### 1. **RENUMERATION (SALARY)**

How satisfied are you with your

		5	4	3	2	1
(a)	Present salary as a measure of your Qualification.					
(b)	Present salary in helping you meet your life expenses					



2. WORK CONTENT

How satisfied are you that your present/current administrative job.

		5	4	3	2	1
(a)	Allows you to use your professional skills					
	Allows you to use your potential abilities					
(b)	Allows you to use your academic skills					
	Allows you to use your academic abilities					
(c)	Provides you with an opportunity to learn new skills					
(d)	Provides autonomy in decision making					
(e)	Has clear duties					
(f)	Has a balanced workload					
(g)	Is significant and important					
(h)	Provides feedback on performance					



### 3. PROMOTION

To what extent are you satisfied with :-

		5	4	3	2	1
(a)	Chances of promotion to a higher position than in headship.					
(b)	Fairness in the way promotions are offered					
(c)	The current scheme of service for headteachers.					

### 4. RECOGNITION

To what extent are you satisfied with :-

		5	4
(a)	Your immediate supervisor (District Education Officer)		
(b)	Fellow teachers you work with		
(c)	Pupils who are your clients		
(d)	The parents		
(e)	The politicians		
(f)	The employer (Teachers Service Commission)		
(g)	Other professionals in other sectors		

(h)	Other please specify					

5. WORKING CONDITIONS AND WORK ENVIRONMENT

How satisfied are you with,

		5	4	3	2	1
(a)	Administration block in your school					
(b)	Staffroom in your school					
(c)	Classrooms in your school					
(d)	Teaching :- Materials Equipment					
(e)	The school surroundings					
(f)	Electricity (if available)					
(g)	General communcal facilities Telephone Fax E-mail					
(h)	Laboratories for practicals					
(i)	Dormitories for your students					
(j)	Transport facilities					
(k)	Staff houses					
(l)	Sewerage system					
(m)	General security (eg against robbery)					
(n)	Your office:- Stationery					

	furniture					
(o)	Other please specify					

6. **INTERPERSONAL RELATIONS**

How satisfied are you in terms of you relations with the following :

		5	4	2
(a)	Immediate supervisor (DEO)			
(b)	Teaching staff			
(c)	Your students			
(d)	Students' parents			
(e)	Local politicians			
(f)	Employer (Teachers Service Commission)			
(g)	Provincial Administrators (Area Chief)			
(h)	School Donor (Religious Organization donors)			

(i)	Fellow headteachers from neighbouring schools					
(j)	Other please specify					

7. **JOB SECURITY**

How satisfied are you with :

		5	4	3	2	1
(a)	Security of tenure of your administrative post					
(b)	Protection from Teachers Unions					
(c)	Protection by your immediate Supervisor (DEO)					
(d)	Protection by teachers					
(e)	Protection by parents					
(f)	Protection by donors					
(g)	Protection by politicians					

(h)	Protection by the religious organization					
(i)	Other please, specify					

8. **SCHOOL ADMINISTRATION AND SUPERVISION**

How satisfied are you with,

		5	4	3	2	1
(a)	Considerateness, fairness of your immediate supervisor (DEO)					
(b)	Quality of communication from immediate supervisor					
(c)	Participatory decision making					
(d)	Delegation of authority					

(c)	Other please specify	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
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		<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Please, indicate by means of a tick (✓) your overall level of satisfaction with your current administrative job

- Not satisfied { }  
 Slightly satisfied { }  
 Satisfied { }  
 Very satisfied { }  
 Extremely satisfied { }

SECTION III

You are requested to write your answers to the following items.

Following items.

What, according to your own opinion, are the three most important aspects of your administrative job that you consider most satisfying?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

State the three most dissatisfying (unpleasant) aspects of your

administrative job

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Would you prefer an alternative job with the same salary?

Yes

( )

No

( )

( )

Give reasons for your response

\_\_\_\_\_

\_\_\_\_\_

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4. Do you think your attitude towards your administrative career has a bearing on your work performance?

- Yes        ( )
- No         ( )

(Give reasons for your answer)

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5. Suggest strategies that can be used to improve job satisfaction of head teachers to enhance their administrative performance.

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6. Any other comments

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