

**DETERMINANTS OF DEPUTY PRINCIPALS' JOB  
SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN  
LIMURU DISTRICT, KENYA.**

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

**University of Nairobi**

**2014**

## **DECLARATION**

This research project is my original work and has not been presented for a  
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## **DEDICATION**

I dedicate this work to my parents, Samuel Githinji and Magdalene Wanjiru for their inspiration to further my studies. I also dedicate the study to my husband Francis Gichia and our children, Stanley Gicheru and Alfred Githinji and my niece, Mary Wanjiru. May this work be a source of academic inspiration to them and make them scale even higher academic heights.

## **ACKNOWLEDGEMENT**

I am very grateful to the Almighty God for His wonderful love, grace, care, mercy and protection which have seen me through my studies. My sincere appreciation goes to my devoted supervisors, Mr. Edward N. Kanori and Dr. Jeremiah M. Kalai for their scholarly and insightful advice, understanding, assistance, encouragement and patience of all of which have enabled me complete my work. Many thanks go to my parents, my husband and children, siblings and friends for their words of encouragement and emotional support that kept me going.

Special thanks go to the Limuru public secondary schools principals and deputy principals who were my respondents for their cooperation without which this study would not have been possible. I wish to acknowledge all the Master of Education Lecturers in the Department of Educational Administration and Planning, University of Nairobi for their insightful discussions and commitment to the noble profession. Last but not least, I wish to recognize all the Master of Education students, Group 33, for their team spirit and ability to balance the demands of higher education, teaching at their respective schools and family duties. May the good Lord shower you all with His abundant blessings.

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## **ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CBE</b>	Curriculum Based Establishment
<b>CC</b>	County Commissioner
<b>DEO</b>	District Education Officer
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>NACOSTI</b>	National Commission for Science, Technology and Innovation
<b>NBRI</b>	National Business Research Institute
<b>NCES</b>	National Centre for Education Statistics
<b>PTA</b>	Parent Teachers Association
<b>SPSS</b>	Statistical Package for Social Science
<b>TSC</b>	Teachers Service Commission
<b>DQASOs</b>	District Quality Assurance and Standard Officers

## **ABSTRACT**

The study aimed at investigating the determinants of deputy principals' job satisfaction in Limuru District, Kenya. The study specifically looked at the extent to which: recognition by stakeholders influenced deputy principals' job satisfaction, work load influenced deputy principals' job satisfaction, promotion prospects influence deputy principals' job satisfaction and interpersonal relations with stake holders influenced deputy principals' job satisfaction. The study was guided by Herzberg's theory of motivation. The target population consisted of all the deputy principals and principals of public secondary schools of Limuru public secondary schools and the two DQASOs. The study used descriptive survey design and questionnaire for principals and deputy principals and interview schedule for DQASOs were used to collect data. Frequency tables, percentages, pie charts were used to inform on phenomena. A pilot study was conducted in four secondary schools to determine validity while reliability was ascertained through test-retest technique. Data obtained was subjected to descriptive statistic analysis using the Statistical Package for Social Sciences (SPSS). From the study findings it was concluded that job related factors like recognition, workload, promotion prospects has significant influence on the deputy principals' job satisfaction. On recognition by stakeholders the study revealed that deputy principals were satisfied with recognition given by principals, fellow teachers, parents and BoM, but not satisfied with recognition given by the employer (TSC). On work load majority of deputy principals were not satisfied with their workload. On promotion prospects, deputy principals were not satisfied with the current trend of promotions in the education sector (47.6 percent) were not satisfied with fairness in promotion. On interpersonal relations with stakeholders the research findings revealed that deputy principals were satisfied with people around them, 85.7 percent of the respondents were satisfied with their interpersonal relations with parents and teaching staff. Research findings also indicated that the deputy principals were not satisfied with the job factor of promotion. From the findings of the study, deputy principals were highly satisfied with recognition by stakeholders followed by interpersonal relations, workload and lastly promotion prospects. It is recommended that; pay package can be introduced for deputy principals in recognition of many duties they perform; policies governing promotions of deputy principals should be reviewed by the TSC. The researcher also recommends that promotions be effected automatically after working for a number of years such as three years. There is also need to create more promotional opportunities for deputy principals. The TSC should also embark on employment of more teachers to reduce workload of deputy principals.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the study**

Although much has been written about job satisfaction, little research has been conducted in relation to high school deputy principals and their job satisfaction. Harrington and Willis (2005:182) in their study investigating the job satisfaction level of assistant principals in Florida stated “During the past few years superintends and district human resource officers have reported increasing difficult in filling vacant school leadership positions” . With further research predicting a nation wide principals shortages in United States (Capelluti & Nye, 2005; Fenwick & Pierce, 2001), therefore, current assistant principals’ job satisfaction levels are important because they will soon become the pool of candidates from which future principals selection are made.

However, without qualified, trained and satisfied principal candidates, there will not be enough candidates to fill the upcoming principal vacancies. Weller and Weller (2002) saw job satisfaction as a mixture of psychological, task related and environmental variables. An American study reported far higher levels of job satisfaction among deputy principals who were involved in pupil discipline matters and more actively engaged with teacher and organizational development (Chen, Blendinger and Magratin, 2000).

According to Sergiovanni (1999) there exist role tensions in function of deputy principals as the responsibilities often overlap with those of the principals where some cases, they deputize fully when the principals are away from the school. Within most schools, deputy principals are given particular areas of responsibility such as discipline, staff development, data management or attendance monitoring. They view the role as having maintenance role than a developmental or leadership function and thus the full potential of deputy principals in many schools is not being fully released or exploited (Sergiovanni, 1999).

A survey conducted of over 400 deputy principals in Australia found that the majority of this group perceived a lack of clarity in their role which led to difficulties of role demarcation with principals (Harvey, 1994). According to a survey carried out by the National Business Research Institute (NBRI), (2009), in the USA, employees with higher job satisfaction typically believe that their organization will be satisfying in the long run. They care about the quality of work, are more committed to the organization, have higher retention rates and are more productive.

A research conducted in Canada and published in Moose Jaw Time Herald (2010), indicated that employees who are satisfied with their jobs are more likely to stay with their employers. An International Labour Organization United Nations Educational Scientific and Cultural Organization (ILO-UNESCO) survey (1992) attributed the low prestige or status of the teaching profession in Africa to low

salaries, poor terms of service and career prospects. A study done in Lesotho, found that factors such as compensation, recognition, institutional policies and practices, working conditions, supervisions and human relations were significantly associated with job dissatisfaction (PII, 2003).

One key assumption about the deputy principals is a transition position that aspires to headship and their current role is an important stage in their career development as successful principals, although not all deputy principals aspire to be promoted to headship. West (1992) cites three possible roles for deputy principals: deputy as head's deputy (the traditional role), deputies as prospective heads (preparation for headship) and deputy as deputy head of school (the emergent role), all which are considered to shape practice in schools. The deputy as prospective head teacher implies that all the time spent as a deputy offers a preparation and entry point to headship.

There is increased pressure on deputy principals within schools to meet the many demands and requirements imposed externally upon schools and generated internally within schools. This expanded set of responsibilities inevitably places an additional demand on the time of deputy principals. In most cases extra time has not been allocated and more personal time is being taken to complete the task required with no compensation (Gaya 2005).

According to Olando (2004) one of the signs of deteriorating condition in an organization is low job motivation and job satisfaction. It lead to strikes, go slow, absenteeism and employee turnover. It may also lead to low productivity disciplinary and organizational difficulties.

A study by Ribbins (1997) demonstrated however that a large number of principals interviewed found their experience as deputy principals particularly frustrating or disappointing because of the lack of job influence they felt they had within the school. Some interviewees felt that they had experienced more satisfaction as head of departments than as deputy principals. So this negative view of time as a deputy often contrasted starkly with their current view of being a principal which was generally much more positive because of their clear leadership role within the school.

One study revealed that a group of deputies who had recently been appointed as principals felt that their previous role had left them much unprepared for the jobs because of their lack of leadership experience (Glanz, 1994). The Curriculum Based Establishment (CBE) requires the deputy principal to teach twelve lessons but when there is a shortage of teachers, he or she ends up taking a bigger load as required. This keeps him or her away from other administrative duties.

In the year 2002, the government of Kenya promised free primary education. This promise took effect in 2003. Free secondary education was also a result of children being forced to drop out school because they could not afford to pay school fees, however, free primary and secondary education resulted to higher enrollment which has brought a lot of challenges. Enrollment had increased pressure on the available resources including schools (MoE, 2007).

Thiongo (2008:69) the head of Nairobi public schools said “we have been caught unprepared by the swell of students in the schools, but we are not complaining. We knew there would be challenges and we are working hard to provide relief but it will take time”. In relation to the above there was the creation of the Basic Education Act (2013) which was informed by the two crucial documents namely; The constitution of Kenya (2010) and The Kenya Vision (2030).

The Kenya Vision 2030 is Kenya’s development blueprint covering the period 2008 to 2030. Under education and training, Kenya commits to provide a globally competitive quality education, training and research to her citizens for development and enhanced individual well-being. The overall goal for year 2012 was to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary schools and raising the quality and relevance of education, the deputy principals have not been spared by these developments.



Murage (2003) found out that job factors emerged as very important to deputy principals in Nairobi Province included; salary, recognition, interpersonal relation, administrative responsibilities, working conditions, job security, principals' leadership style and reasonable work load. Gaya (2005) in her study on job satisfaction of deputy principals in private secondary schools in Nairobi Province found out that, deputy principals are influenced by several factors which include: work itself, pay, recognition, administrative tasks and responsibilities, working conditions and leadership style of their proprietors. Development of education has been characterized by frequent reviews through commissions like the National Education Commission/Omide commission (1964), the Report of the National Committee of Educational objectives and policies (Gachathi Report 1976), Mackay (1981), Kamunge (1998) and Koech (1999).

Although the commissions were necessitated by certain needs therefore justifiable they have nevertheless contributed to education systems being unsuitable and very difficult to manage properly. The implication on the teachers, deputy principals and principals is that they face certain challenges in the profession which contribute towards lack of motivation and job satisfaction in their career thus making it impossible to manage the system as efficiently as is intended to be. In Sessional Paper No 1 of 2005 on "Policy Framework for Education Training and Research", the government of Kenya identified teacher resource as important in the teaching /learning process.

Terms and conditions of work for teachers were to be improved .Some of the recommendations included recognition of the role of teachers through adequate and prompt remuneration, rewarding good performance, provision of opportunities for progression by ensuring professional support from advisers, appointment of well trained and motivated principals who can provide professional leadership (Mudi, 2010). The low status led to majority teachers quitting the teaching profession to seek other more prestigious and better paying jobs.

Deputy Principals in public secondary schools are usually appointed for the mainstream of regular teachers', heads of departments and senior teachers in Kenya. Interviewing is the most common method used to vet and select the deputy principals and it is usually conducted by educational officers at the sub-county educational offices countywide. A number of factors are usually considered ranging from teaching experience, academic and professional qualifications and experience in the related field.

Deputy Principals are second in command structure of secondary schools. They are professionally qualified teachers deployed to a school in order to assist the principal. According to Heads Manual for Secondary Schools in Kenya (1987), the duties and responsibilities of deputy principals under the supervision of the head of institution includes; teaching subject of specialization where the deputy is expected to take a reasonable teaching load depending on the needs and size of

the school, taking charge of all aspects of institution administration in the absence of the head of institution, maintaining students discipline, supervision of the maintenance of proper inventories of equipments and supplies on the school and any other relevant duties. It is in this light that this study aimed at investigating determinants of deputy principals' job satisfaction in Limuru District, Kenya.

### **1.2 Statement of the problem**

Job satisfaction is a very important attribute which is frequently measured by organizations since employers benefit from satisfied employees as they are more likely to profit from low turnover and high productivity. According to Olando (2004), one of the signs of deteriorating conditions in organizations is low job motivation and job satisfaction. It leads to strike, go slow, absenteeism and employee turnover.

Murage (2003), in her study on job satisfaction among deputy principals in public secondary schools in Nairobi Province noted that deputy principals have been attending interviews for headship every two years but they had no promotions. This is bound to create frustrations and job dissatisfaction in them. Gaya (2005) in her study of job satisfaction of deputy principals in private secondary schools in Nairobi Province found that deputy principals' job satisfaction is influenced by several factors which include work itself, pay, recognition, administration tasks and responsibilities, working conditions and the leadership style of the proprietors.

Murage (2003) suggested for further study of job satisfaction in deputy principals needs to be carried out in the whole country as her study was restricted to Nairobi Province which was pre-dominantly urban. According to teachers' promotion statistics from Teacher's Service Commission (TSC) in 2009 indicated that over 40% of qualified deputy principals either declined the offer or resigned from their position in the last five years. A study conducted by Njamura (2012), showed that deputy principals were dissatisfied with promotion policies and working conditions but were satisfied with interpersonal relations and leadership styles. It was therefore necessary to investigate the determinants of deputy principals' job satisfaction in Limuru District.

### **1.3 Purpose of the study**

The purpose of this study was to investigate determinants of deputy principals' job satisfaction in public secondary schools in Limuru District, Kenya.

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

- i. To determine the extent to which recognition by stakeholders influence deputy principals' level of job satisfaction in Limuru District, Kenya.
- ii. To establish the extent to which work load influences deputy principals' level of job satisfaction in Limuru District, Kenya
- iii. To establish the extent to which promotion prospects influence deputy principals' level of job satisfaction in Limuru District, Kenya

- iv. To determine the extent to which interpersonal relations with stakeholders influence deputy principals' level of job satisfaction in Limuru District, Kenya.

### **1.5 Research questions**

The study was guided by the following research questions:

- i. To what extent does recognition by stakeholders influence deputy principals' level of job satisfaction in Limuru district, Kenya?
- ii. To what extent does work load influence deputy principals' level of job satisfaction in Limuru district Kenya?
- iii. To what extent do promotion prospects influence deputy principals' level of job satisfaction in Limuru district, Kenya?
- iv. To what extent do interpersonal relations with stakeholders influence deputy principals' level of job satisfaction in Limuru district, Kenya?

### **1.6 Significance of the study**

The findings of the study would be significant to the aspiring deputy principals by equipping them with information and insights related to the office of the deputy principals so that they would make informed decisions. School principal as the immediate supervisor may use the findings to try to control the negative factors and emphasize on the positive factors which would lead to deputy principals' job satisfaction. The research findings would be of interest to the Teachers Service Commission (TSC) to promote qualified deputy principals which would enhance

their job satisfaction. The study findings may help other researchers in this area in identifying the areas that require further research so as to fill the information gap and also to add to the pool of currently existing knowledge.

### **1.7 Limitations of the study**

The study's research design, which was descriptive design, would pose limitation since the data captured would be applicable at that particular moment only (Wisker 2008). Another limitation of this study would be that the finding of this study would be district specific. The distance between the schools in the area under study posed a challenge due to heavy rains. The researcher made use of a taxi in order to reach all targeted schools.

### **1.8 Delimitation of the study**

Due to time and financial constraints, the study focused on deputy principals in Limuru District public secondary schools. The TSC employed deputy principals and principals were picked for the study since they had undergone professional training. The study also only covered public secondary schools since it was assumed that private secondary schools had different governance structures. It may thus be difficult to generalize the research finding to other areas of different characteristics.

### **1.9 Basic assumptions of study**

The study assumed the following:

- i. The deputy principals were conversant with the concept of job satisfaction.
- ii. That the information given by the respondent was honest and reliable.
- iii. The respondents had time, willingness and ability to read and respond to the questionnaires.

### **1.10 Definition of significant terms.**

The following is the definition of significant terms;

**Deputy principal** refers to the teacher immediately below the principal who acts as an assistant to the principal in running the school.

**Determinants** refer to factors that influence deputy principals' job satisfaction including, recognition, promotion, work itself and interrelationship.

**Job dissatisfaction** refers to a set of negative emotional feelings with which employees view their work.

**Job satisfaction** refers to a set of positive favourable feelings which employees view their work.

**Recognition** refers to how the deputy principal is perceived and acknowledged for his or her work or actions example respect, appreciation by stakeholders.

**Work load** refers to number of lessons, taking charge of administrative duties in the absence of the principal; maintain students discipline and any other relevant duty.

**Promotion prospects** possibility that promotion will happen to deputy principals.

**Stakeholders** people who have interest in the school like parents, BoM, Students, politicians and sponsors.

### **1.11 Organization of study.**

The research project would contain five chapters. Chapter one had introduction which it included; background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study , basic assumptions of the study, definition of significant terms and organization of the study. Chapter two covered the literature review sub-divided into the concept of job satisfaction, recognition and job satisfaction; work load and job satisfaction, promotion policies and job satisfaction, interpersonal relations and job satisfaction, theoretical framework, summary on literature review and conceptual framework.

Chapter three dealt with the research methodology under the following sub-headings: research design, target population, sample size and sampling procedure, research instruments, instruments' validity and instruments' reliability, data collection procedure and analysis and data presentation. Chapter four constituted data analysis and discussions on the findings while chapter five covered summary of the study, conclusion, recommendations and suggestions for further study in the area of research.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviewed the related literature under the following sub-headings: concept of job satisfaction, employee recognition and job satisfaction, employee work load and job satisfaction, promotion prospects and job satisfaction, employee interpersonal relation and job satisfaction, summary on literature review, theoretical framework, and conceptual framework.

#### **2.2 Concept of job satisfaction**

Employee satisfaction has taken centre stage especially in the corporate world in recent years as it has been realized that organizations cannot reach competitive levels of quality; either at a product level or a customer service level if their human resources do not feel satisfied or do not identify with the company (Garcia-Bernal, Gargallo-Castel, Marzo-Navarro & Rivera-Torres, 2005). The crucial role played by employee job satisfaction in the efficiency and productivity of organization was also identified by Fitzgeald, Johnston, Brignall, Silverstro & Voss, (1994) and Crossman & Abou-Zaki, (2003) who are of the view that job satisfaction is one of the criteria for establishing the health of the organization as rendering effective services. Houte (2006) defined job satisfaction as the feelings that an individual holds towards his or her job.

There are multi-faceted measures of job satisfaction such as Job Description Index (JDI), Job Satisfaction Scales (JSS) and Occupational Stress Indicator (OSI). Locke and Luthan (2006) give a comprehensive definition of job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job or job experience. An employee's affective reactions to his job in terms of how much it satisfies his or her desired outcome is called job satisfaction.

The employee compares job satisfaction with the actual outcome (Billingsley & Cross, 2005). Eichar and Norland (1991) noted that feedback from the job itself, autonomy interesting and challenging work are important tools for job satisfaction among employees. They however agree that heavy workload is an antithesis to job satisfaction. Wells (2002) argued that job satisfaction is an attitude which is formed towards the job by taking into account workers feelings, beliefs and behavior.

Armstrong (2000) defined job satisfaction as the attitudes and feelings people have about their work. Positive and favourable attitudes towards the jobs indicate job satisfaction, negative and unfavourable attitude indicate dissatisfaction. Genevieve (2002) warns that no plan of an organization, however good, is a substitute for poor morale. According to Robbins (2005) the role of job satisfaction is to increase the presence of critical psychological states which can occur if employees experienced meaningfulness of work and knowledge of work activities.

According to Hanushek, (2007) when these critical psychological states are experienced, work motivation and job satisfaction will be high. Omamo (2004) noted that job satisfaction is the net result of desirable attitude held by an individual employee at a given period of time. The satisfaction experienced is liable to swing from one extreme end to another. This swing, however, occasionally revert to fairly stable level overtime.

Job satisfaction which is closely linked with motivation is defined by Schaffer (2005) as being one of individual's needs fulfillment. Overall job satisfaction will vary directly with the extent to which those needs of an individual which can be satisfied in a job are actually satisfied. However, others have also put forward views on job satisfaction such as Lawler (2006) who focuses on expectations rather than needs.

Lawler (2006) claims that job satisfaction is determined by the difference between all those things a person feel he should receive from his job and all those he actually receives. Wathituni (2006) carried out an investigation into job satisfaction of deputy principals in public secondary schools in Mathira Division, Nyeri District. He found out that deputy principals were dissatisfied with a number of attributes, however, he recommended similar studies for deputy principals in other geographical locations in the country; he had an oversight of similar research in other districts, hence the reason for this study in Limuru District.

### **2.3 Employee recognition and job satisfaction**

Locke and Lathan (2006) give a comprehensive definition of job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job or job experience. This definition implies that in a work environment, workers bring in positive attitudes which affect their work performance. Recognition is a motivator and when it is gratified, it enhances the level of job satisfaction (Hoy & Miskel, 2008).

Recognition is the most powerful work place motivator (Robbins, Judge, Mallet & Waters, 2008). People will develop satisfaction towards their job if they expect to get rewards from performing their job. Such rewards include promotion and recognition by the managers and increased pay; (Cole 2004). Murage (2003) noted that job recognition is a major determinant of job satisfaction among workers.

Recognition is an aspect that makes individuals feel motivated (Herzberg, 1959). Good work done by an employee should always be acknowledged (Macharia 2002). This can be done by giving employees trophies during prize giving days, a letter of appreciation or a given bonus where appropriate (Cole, 2002).

A formal recognition program may also be used such as employee of the month (Kuanzes, 2000). While a hearty pat on the back always feels good, extra attention and sense of ownership feels even better. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful

job, this entail credit for work done, support by management through verbal praise for excellence work and public recognition through awards.

Nzuve (1999) proposes that a manager can motivate his employees by recognizing achievement. This can be done through praising and communicating individual and team success, regularly holding meetings, monitoring and counselling individuals. Taking an interest in employees also means investing in their future.

That is why training and development opportunities are energizing perks (Applegate, 2013). Praise and recognition have been used extensively to influence job performance (Cherrington, 1989). In this study, the researcher intended to investigate the extent to which recognition influences deputy principles job satisfaction in Limuru District, Kenya.

#### **2.4 Employee work load and job satisfaction**

The nature of work performed by employee may have a significant impact on their level of job satisfaction. Luthans (2005) observed that an employee derives satisfaction from work that is interesting, challenging and a job that provides them with status. Work that is personally interesting to employees is likely to contribute to job satisfaction. Deepak (2004), asserted that jobs that have little challenges create boredom, but too many challenges create frustrations and feeling of failure.

Dealing with work load that is too heavy and deadlines that are impossible to meet can be very stressful. This will cause job dissatisfaction to erode even the most dedicated employee (Okumbe, 1998). Eichar and Norland (1991) noted that feedback from the job itself, autonomy, interesting and challenging work are important tools for job satisfaction, however they argued that heavy workload is antithesis to job satisfaction and may make employees lower the quality of their inputs.

According to BBC news a research from the Association of School and College Leaders (ASCL) based on 900 senior staff revealed that more than two thirds of secondary school head teachers and deputies in England are considering taking early retirement with most blaming an excessive workload. The survey also showed that few deputies and assistant heads wanted to step-up to become head teachers. Only 25% are considering such a promotion with fear about workload being blamed.

According to Njamura (2012), the TSC should embark on employment of more teachers to reduce work load for deputy principals to be able to attend to administrative duties. Luthans (1992) noted that feedback from job itself, autonomy, interesting and challenging work are important tools for job satisfaction among employee. It is in the view of the above that the researcher carried out an investigation as to what extent workload determined deputy principals' job satisfaction in Limuru District, Kenya.

## **2.5 Employee promotion prospects and job satisfaction**

According to Salmond (2006), job satisfaction result from security perceived from under or over promotion. A perceived lack of promotion opportunities and progress in one's career, present sources of job dissatisfaction. Robbins (2005) maintains that promotions provide opportunities for personal growth, increased responsibilities and increased social status.

Drafke and Kossen, (2002) postulate that many people experience satisfaction when they believe that the future prospects are good. Murage (2003) asserted that delayed promotion to headship for deputy principals could be a cause of dissatisfaction to deputy principals. She recommended from her study findings that deputy principals with a Master of Education needed to be well remunerated and promoted to headship to prevent them from leaving the education system for better paying organizations.

Olando (2004) quoted the Waruhiu Commission Report that teachers were not satisfied with their jobs' visa-a- vis those working in other fields because "Teachers see no clear promotion prospects... a situation that stifles initiative and innovation and leads to frustrations" (pg. 47). Matheka (2005) pointed out that there is enormous interference in the appointment of principals and education officers and that in most cases experience and academic and professional qualifications for the jobs do not count. Such appointments are usually made from serving teachers most of whom have had no prior training in staff management.

The above adversely affects deputy principals' job satisfaction since the right procedures are not followed. This may lead to lack of upward mobility in the profession. A survey carried out by Siringi (2009) indicated that teachers are asking for better salaries and faster promotions if the government is to stop staff migration from public schools to other jobs.

A customer /employer survey by Teachers Service Commission shows that promotional procedures are still slow and merit is not usually considered more than 51 percent of the teachers interviewed cited poor pay as the main constrain in service followed by job stagnation at 31 percent. The most discouraging factor for teachers was revealed to be low remuneration and stagnation in the same job group (Siringi, Daily Nation, 2009 June 21). According to McCormick and Ilgen (1987) employees' satisfaction with promotional opportunities will depend on a number of factors including the probability that the employee will be promoted, as well as the basis and the fairness of such promotions.

Luthans (1992) maintained that promotion may take a variety of different forms and are generally accompanied by different rewards. According to Nzuve (2010), promotion is a sign of assignment from a job at a lower level to another at a higher level within the organization. It is the process of advancing an employee's position with more duties and responsibilities as well as increased pay and higher status.



Njue (2003), ranked promotion as number three in importance in promoting job satisfaction. Njamura (2012) found out that deputy principals were not satisfied with the job factor of promotion. He recommended that promotions for deputies should be carried out fairly and transparently on clearly defined criteria.

Robbins (1998) maintained that promotions provide opportunities for personal growth, increased responsibility and increased social status. Murage (2011) noted that an employee's opportunity for promotion exerts an influence on job satisfaction. Promotions provide opportunities for personal growth, increased responsibility and increased social status, however an employee's satisfaction with promotional opportunities depends on a number of factors including the probability that the employee will be promoted as well as the basis and the fairness of such promotions.

## **2.6 Employee interpersonal relations and job satisfaction.**

In a working environment, a number of authors are of opinion that having friendly and supportive colleagues contribute to increased job satisfaction, (Kreitner & Kinck 2001). Crossman and Harris (2006) discussed the Hawthorne effect where he shows the relationship between employees working conditions, social conditions and productivity. The experiment established conclusively that the performance of workers is influenced by their surrounding and by the people that they are working with.

According to Korte and Wynne (1996), the most common factors leading to workers' stress and dissatisfaction are those emanating from the nature of the job itself within which interpersonal relationship between employees and supervisors take place. For example, a deterioration of relationships in organizational settings resulting from reduced interpersonal communication between workers and supervisors negatively influence job satisfaction and sometimes lead to employees leaving their jobs. Previous studies by Tanis and de Wit (2001) indicate that interpersonal interactions between employees and their supervisors can have significant effects on the employees' psychological job outcomes, including job satisfaction, organizational commitment and burn out.

Another survey found that positive relationships with few workers enhance job satisfaction (Berta, 2005). According to Madison (2000), participants who lacked support from fellow workers were more likely to suffer from job dissatisfaction. In this study the researcher investigated the extent to which interpersonal relations influence deputy principal's level of job satisfaction in Limuru District, Kenya.

## **2.7 Summary of literature review**

Reviewed Literature revolves around the concept of job satisfaction in relation to Herzberg's Two-Factor theory of motivation. The reviewed literature has revealed that there are a number of attributes which influence job satisfaction among employees which includes recognition, workload, promotion prospects and interpersonal relations. Nkirote, (2012) and Njamura, (2012) found out that there is significant relationship between individual factors like recognition and job satisfaction which agrees with Okumbe (1992) who found out that recognition and workload ranked among the factors that influence job satisfaction.

Wanjagua (2012) who agrees with Njonary (2010) disagrees with Njamura and Murage (2003) that workload contributed to job satisfaction. Njonary (2010) agrees with Murage (2011) that age and gender does not affect job satisfaction. However, reviewed literature has not adequately addressed the plight of deputy principals in public secondary schools in terms of assessing their level of job satisfaction. No study has been done in Limuru District. In this context, therefore, this study attempted to seal the identified gaps by conducting a study on determinants of deputy principals' job satisfaction in public secondary schools in Limuru District.

## **2.8 Theoretical framework**

The study was guided by Herzberg's two factor theory (1959). The theory is also referred to as motivator or hygiene theory (Hoy & Miskel, 2008) which was formulated by Fredrick Herzberg. He interviewed 200 accountants and engineers in Pittsburgh Pennsylvania, from the analysis of the data, two entirely separate factors were found to influence human behavior; one relates to the need to avoid pain and obtain the basic necessities of life – hygiene or dissatisfies; the other is the need to develop personal capacities and potentials – motivators or satisfiers (Bennett, 1997).

The factors influencing satisfaction were found to be related to the job content and were labeled motivators which included work itself, achievement, advancement, recognition and responsibility. The factors influencing dissatisfaction were found related to the job context and were labeled hygiene because they are “work supporting”. They included; company policy and administration, supervision, interpersonal relation, salary, working conditions, status, security, possibility of growth and personal life.

Hertzberg in Dencenzio and Robbins (2000) investigated the question, “What do people want from their jobs?” People described in details the situations in which they felt exceptionally good or bad about their job. The responses were tabulated and categorized.

Factors affecting job attitudes as reported in the twelve investigations showed that, certain characteristics tend to be consistently related to job satisfaction. Intrinsic factors such as achievement, recognition, the work itself, responsibility and advancement, seem related to job satisfaction.

Murage (2011) noted that Herzberg two-factor theory has been one of the most researched theories in organizational behavior and therefore it has been the target of severe criticism. Critics argued that it is based on a small sample of 200 factory accountants and engineers in USA and it is doubtful whether this can be generalized to other occupations with different technology, environment and background. Secondly the method used (critical incident technique) has low validity because respondents were involved in self reporting on happy and unhappy experience concerning their job conditions as this was bound to introduce bias of being able to recall the most recent conditions attributing to experience of one self and unfavorable ones to other people.

The third criticism is that it offers no explanation as to why various extrinsic and intrinsic job factors should affect performance. Murage (2011) cited King who concluded that most studies using the Herzberg's technique support the motivation hygiene theory, but most studies using a different method do not. However, he not only extended the Maslow's need hierarchy but was also instrumental in the discovery of job enrichment. Although the Herzberg's model is well documented, more recent investigations have questioned the utility of the

two dimensional model and sought a more instructional approach. Murage (2011) cited Kallenberg (1983) who proposed that personal characteristic like age, education level, gender and job security have an effect on job satisfaction.

Njamura (2012) noted that Herzberg's theory of job satisfaction suggests that both hygiene and motivational factors have to be considered in an attempt aimed at enhancing workers job satisfaction. This would help acquire desired outcomes. Both intrinsic and extrinsic factors affect deputy principals' job satisfaction for deputy principals extrinsic factors can be from the job context which include institution policy and administration, interpersonal relation and possibility of growth.

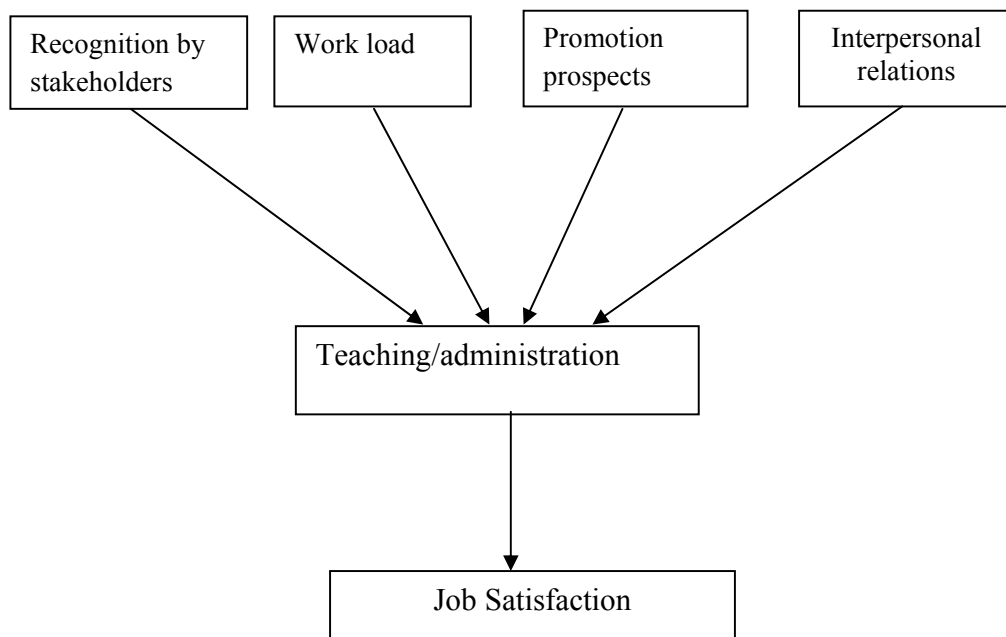
Intrinsic factors related to job content include work itself, achievement, advancement recognition and responsibility. This study lays emphasis on job related factors in relationship to job satisfaction. This include; recognition, workload and promotion prospects.

The researcher will find out if Herzberg's theory applies in case of Limuru in regard to job factors. From literature review, job factors were found to be partially applicable to Herzberg's theory. It is in this light therefore that Herzberg's theory of motivation became directly applicable to this study which investigated deputy principals' job satisfaction in terms of recognition, workload, promotion prospects and interpersonal relation which are found in Herzberg's theory of job satisfaction.

## 2.9 Conceptual framework

The conceptual framework shows the relationship between dependent and independent variables. The dependent variable is job satisfaction and independent variables are; recognition by stakeholders, workload, promotion prospects and interpersonal relations. These factors are related and they influence job satisfaction.

**Figure 2.1: Conceptual framework on determinants of deputy principals' job satisfaction.**



The conceptual framework illustrates the factors that are key to achieving better teaching and administrative process and can impact positively or negatively to deputy principals' job satisfaction. In this case, deputy principals' levels of job satisfaction depend on successful teaching and administration process at school

and which is dependent on the factors: recognition which entails work done which can be supported by verbal praise of work and public recognition through awards. Workload that has little challenges, create boredom and too many challenges create frustration and feeling of failure, too heavy workload and deadlines that are impossible to meet can be stressful.

Promotion prospects provide employees with opportunities for personal growth, increased responsibility and increased social status. Delayed promotions could cause dissatisfaction among deputy principals. On Interpersonal relations, participants who lack support from fellow workers are more likely to suffer dissatisfaction.

All the variables interplay to determine the extent to which the deputy principals are intrinsically and extrinsically motivated. This will lead to good performance if positively motivated. Poor performance is experienced if variables do not interplay positively to yield to good job satisfaction.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter describes the methodology that the researcher used in the study. The chapter was composed of the research design, the target population, sample size and sampling procedure, research instruments, instruments' validity, instruments' reliability, data collection procedure and data analysis techniques.

#### **3.2 Research design**

The study made use of the descriptive survey design. Descriptive survey design according to Orodho (2009) was one that allowed a researcher to collect information through interviewing or administering a questionnaire to a representative sample drawn from the target population. The design enabled the researcher to gather, summarize, present and interpret information for classification based on the research participants' attitudes, opinions, habits or social issues that are relevant to the research conducted (Orodho, 2009).

Descriptive survey design was used in this study because the researcher sought to establish evidence of existing conditions by describing the situation as it was without any variable being manipulated (Mugenda & Mugenda, 2003). This was done by seeking views and facts from the participants.

### **3.3 Target population**

Target population implies the specific group relevant to a particular case (Sapsford, 2007). The study was carried out in Limuru District. The study focused on all the 21 deputy principals and 21 principals serving in the public secondary schools in the district and the two District Quality Assurance and Standard Officers (DQASOs) of Limuru Sub County (Staffing Data, Limuru Sub County Office, 2014).

### **3.4 Sample size and sampling procedure**

Best and Kahn (2005) asserted that a sample should be large enough to be representative of the population which the researcher wishes to generalize but small enough to be selected economically. In selecting the schools to participate in this study, non-probability sampling technique was used. This was done by making use of the readily available participants as they lay within the sampled schools.

The quota sampling procedure was used to select the sample of deputy principals and principals who participated in the study in order to ensure equal representation from the three zones. This was done by categorizing the schools according to the zones (Tigoni, Limuru and Ndeiya) and was useful for easy inference of results of the study on the entire population so as to be representative enough. The two DQASOs were included in the sample for the study.

The Krejcie and Morgan's (2005) sample size of a given finite population (p) was be used such that the sample was within plus or minus 0.05 of the population proportion with confidence level as provided and applied below:

$$S = X^2NP(1-P) / d^2(N-1) + X^2P(1-P) \text{ Where } S = \text{Sample size}$$

X = Value of chi – square for 1 degree of freedom at the desired confidence level

(3.841)

N = Population size which in this case is 21 deputy principals and 21 principals

P = Population (Assumed to 0.50 since this will provide the maximum sample

Size)

d = The degree of accuracy expressed as a proportion (.05)

The 21 schools of study were divided into three strata according to their geographical locations hence each region formed a quota (Orodho, 2009). Therefore, a total four deputy principals out of 21 deputy principals and four principals out of 21 was sampled for the study. On the other hand four schools for the pilot study were selected based on the various geographical locations of the schools. Such schools were also included in the main study.

The selection of the participants was done by the use of simple random sampling technique. This was by putting small pieces of paper containing the names of the

schools from each of the three zones in a container. Then with eyes closed drawing one name at a time up to a maximum of one school per zone making a total of three, then one more was drawn randomly up to four schools for the pilot study (Best & Kahn, 2005).

### **3.5 Research instruments**

The commonest instruments of data collection in descriptive survey design are the questionnaire and interviewing (Orodho, 2003). The researcher employed a questionnaire and interview schedule for data collection. The questionnaire was used to gather data from deputy principals and principals while face to face interview schedule were conducted to obtain data from the DQASOs.

All the two questionnaires were divided in to two sections; Part 1 had questions on demographic factors of respondents like age, gender, academic qualification, professional qualification and administrative experience. The researcher categorized age into different levels like youthful age (21-30), early middle age (31-40), late middle age (41-50) and old age (over 50 years). The other section concentrated on the reasons that deputy principals consider as satisfiers and dissatisfies in their work stations.

Interview schedules for DQASOs constituted of two sections which aimed at gathering information about the deputy principals' level of job satisfaction in relation to demographic factors and job factors. The questionnaires were administered through drop and pick method in order to avoid chances of data

manipulation. Hand delivered questionnaires have a higher response rate than mailed questionnaires (Rukwaru, 2007).

### **3.6 Instruments' validity**

Validity implies the extent to which the data constitutes accurate measurements of what is supposed to be measured (Sapsford, 2007). The researcher pretested questionnaires before administering it to the target population. Piloting was undertaken in order to determine the effectiveness and validity of the questionnaire.

The researcher made use of the four schools picked at random. The pilot data was analyzed and the results used to modify and improve the questionnaire before rolling it out to the sampled population. The researcher also sought for expert assistance in order to improve on the instruments' content validity, (Ary, 2006) noted that supervisor's ratings might be used as a criterion in the validation of a test designed to predict success in data entry positions at a corporation.

### **3.7 Instruments' reliability**

Reliability is the measure of the degree of consistency and dependability of data collected after repeated trials using a scientific instrument under the same conditions (Mugenda & Mugenda, 2012; Orodho, 2010). The test – retest technique of assessing reliability was used to measure reliability with the purpose of improving on the instrument reliability. This as asserted by Orodho (2010) involved administering same instruments twice to the same group of four deputy

principals and four principals from four selected schools at two separate time and was repeated on the same subject after one week's interval.

A correlation coefficient between the two separate scores obtained from the first and second trials was computed using the row score method that uses five columns (Best & Kahn, 2005) as shown.

$$r = \frac{N\sum xy - (\sum x)(\sum y)}{\sqrt{[N\sum x^2 - (\sum x)^2][N\sum y^2 - (\sum y)^2]}}$$

Where r = Pearson Product Moment Correlation Coefficient (PPMCC)

$\sum x$  = Sum of the x scores

$\sum y$  = Sum of the y scores

$\sum x^2$  = Sum of the squared x scores

$\sum y^2$  = Sum of the squared y scores

$\sum xy$  = Sum of the product of paired x and y scored

N = Number of paired scores

The researcher obtained a reliability coefficient of 0.8 after correlating the split half scores of the two tests. This was deemed to be highly reliable (Kasomo, 2006). This same test-retest formula was also applied to check the reliability of the interview schedules by administering the instrument on one identified

respondent and repeating it on the same respondent after an interval of one week. A correlation coefficient of 0.81 was obtained using the row score method. Therefore, both instruments were highly reliable. Data received from the open ended and closed ended questionnaires was deemed valid since they yielded similar results.

### **3.8 Data collection procedure**

The researcher applied for a permit to carry out study from National Commission for Science, Technology and Innovation (NACOSTI). The permit was then presented to the Kiambu County Commissioner to request for his permission to carry out the research in Limuru District. The researcher then presented the introduction letters to all the principals of the area schools in order to be permitted to undertake the study.

The researcher interviewed the two DQASOs. She also made use of questionnaires administered to 21 principals in the 21 public secondary schools. This was intended at corroborating the responses received from the area deputy principals who were the main respondents.

### **3.9 Data analysis techniques**

Kombo and Tromp (2006) define data analysis as the interpretation of collected raw data into useful information. The researcher first checked the data collected for completeness. The data was then categorized and coded for easy processing.

The data was then analyzed both qualitatively and quantitatively. In qualitative data analysis, data collected from open ended questionnaire items and interview schedules where respondents were required to give their views, feelings, perceptions and attitudes was analyzed by use of qualitative analysis was done by analyzing the DQASO's response on deputy principals' job satisfaction in relation to administrative experience, gender and academic qualification. While quantitative data analysis was done using descriptive tools such as frequency tables, bar graphs, percentages and pie charts from deputy principals and principals questionnaire which used the Likert scale and closed questions.

### **3.10 Ethical consideration**

Otunga (2013) noted, there are several reasons why it is important to adhere to ethical norms in research;

First, norms promote the aims of research such as knowledge, truth and avoidance of error for example; prohibitions against fabricating, falsifying or misrepresenting research data promote the truth and avoid error.

Second, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the values that are essential to collaborative work such as trust, accountability, mutual respect and fairness for example many ethical norms in research such as guidelines for authorship, copyrights and patenting policies, data



sharing policies and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration.

Third, many of the ethical norms help to ensure that research misconducts, conflicts of interests, the human subject protections and animal care and use are necessary in order to make sure that researchers who are funded by public money can be held accountable to the public.

Fourth, ethical norms in research project also help to build public support for research. People are more likely to research projects if they can trust the quality and integrity of research.

Finally, many of the norms of the research promote a variety of other important moral and social values such as; social responsibility, human rights, compliance with the law, health and safety. Ethical lapses in research can significantly harm human and animal subjects, students and the public.

Given the importance of ethical issues in research, the researcher in conducting the study adhered to the following; the researcher carried out the research alone and did not take somebody's work. In cases where someone else's work was included in the research, it was acknowledged through quotations and citations. This was important to protect the copyright of other researchers besides avoiding the issue of plagiarism.

The researcher also ensured that they were neither physical nor psychological harm to the respondents further the respondent's was hidden. This was done by code names to make the respondent anonymous. Use of code name allows the respondents to be as honest as possible in their responses.

It also protects those who diverge information that some people may consider too sensitive and thus be object of aggression. The respondents were given information on the name of the researcher, the aim of the researcher and its importance so that the volunteer to be respondents make their decision based on information and not ignorance. The researcher has presented the authentic findings as they are and not twisted in any way and all the respondents were volunteers, this research report is a public document and has been shared with all stakeholders in the education sector.

## **CHAPTER FOUR**

### **DATA ANALYSIS, INTERPRETATION AND DISCUSSION**

#### **4.1 Introduction**

The chapter presents an analysis of the questionnaire return rate; information on demographic data and the influence of job related factors on job satisfaction of deputy principals in Limuru District. The findings of the study were based on four research questions, namely;

- a) To what extent does recognition by stakeholders influence deputy principals' level of job satisfaction in Limuru District, Kenya?
- b) To what extent does workload influence deputy principals' level of job satisfaction in Limuru District Kenya?
- c) To what extent do promotion prospects influence deputy principals' level of job satisfaction in Limuru district Kenya?
- d) To what extent do interpersonal relations with stakeholders influence deputy principals' level of job satisfaction in Limuru District, Kenya?

#### **4.2 Questionnaire return rate**

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

**Table 4.1: Response rate**

<b>Target respondents</b>	<b>Sample size</b>	<b>Response</b>	<b>Return rate</b>
Deputy principals	21	21	100%
Principals	21	21	100%
DQASOs	2	2	100%

Out of the expected sample of 44 respondents, 44 responded to the questionnaire which represents 100 percent. The four pilot schools were also included in the main study because the study population was small. The researcher administered 44 questionnaires to the respondents all the questionnaires were personally administered completed and collected after one day.

The questionnaires return rate was therefore 100 percent which was very good according to Mugenda and Mugenda (2003) criterion as quoted earlier. The high response rate can be attributed to the data collection procedure. The researcher pre-notified the potential participants of the intended survey (organization of members), the questionnaires which were simple were self administered to the respondents who completed them and were picked after one day.

### **4.3 Demographic characteristics of respondents**

This section presents the demographic information of the respondents in the study. It provides a summary on gender, age, academic qualification, professional qualification and administrative experience of deputy principals and principals.

Harris (2006) suggested four variables that have significant relationship with teachers' job satisfaction namely age, gender, educational level and years of experience.

#### **4.3.1 Distribution of respondents by gender**

Gender differences in job satisfaction have been extremely researched and no conclusive evidence has been found with regard to the levels of job satisfaction among men and women (Murage, 2011). Oshagbemi (2000) surveyed 295 male workers and 163 female employees and their job satisfaction levels. He established female workers are less satisfied than their male counterparts. Gender of the respondents was considered in order to highlight the ratio of male to female deputy principals and principals working in the area under study. Previous research portrays varying levels of job satisfaction between male and female workers.

**Figure 4.1 Distribution of deputy principals by gender**

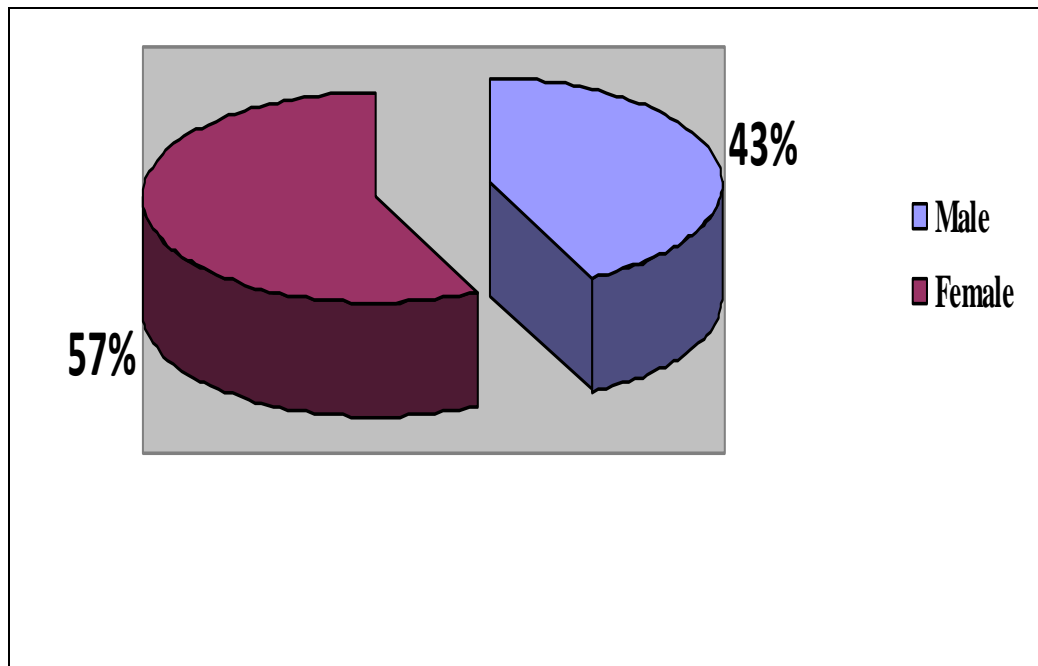


Figure 4.1 above shows the majority of respondents were female deputy principals, while male deputy principals were minority. This could be attributed to the factor of having more girls' secondary schools than boys'. Gender of the deputy principal is important because teacher of one gender may feel more satisfied working under deputy of the preferred gender. The DQASOs revealed that most deputy principals do not express dissatisfaction in job performance in relation to their gender. The research findings agrees with Bender, Donohue and Heywod (2005) who pointed out that females appear to be more contented with

their jobs; this means therefore women have higher job satisfaction than men despite disadvantaged positions in the job market.

**Table 4.2 Distribution of principals by gender**

The study found it paramount to determine the respondents’ gender in order to ascertain whether there is gender parity in the position indicated by the respondent. The findings of the study are indicated in table 4.2.

<b>Variable</b>	<b>category</b>	<b>f</b>	<b>%</b>
<b>Gender</b>	Male	10	47.62
	Female	11	52.38
<b>Total</b>		<b>21</b>	<b>100.00</b>

According to the analysis it was evident that majority of the respondents were females a factor attributed to the fact of having more girls’ secondary schools than boys. It can therefore be deduced that females were the most dominant gender among principals in Limuru District.

**4.3.2: Distribution of deputy principals by age**

Bearing in mind the fact that age also affects ones level of job satisfaction, the researcher sought to find out the age distribution of the deputy principals. Previous research, Crossman and Harris (2006) identified significant differences in job satisfaction between age groups.

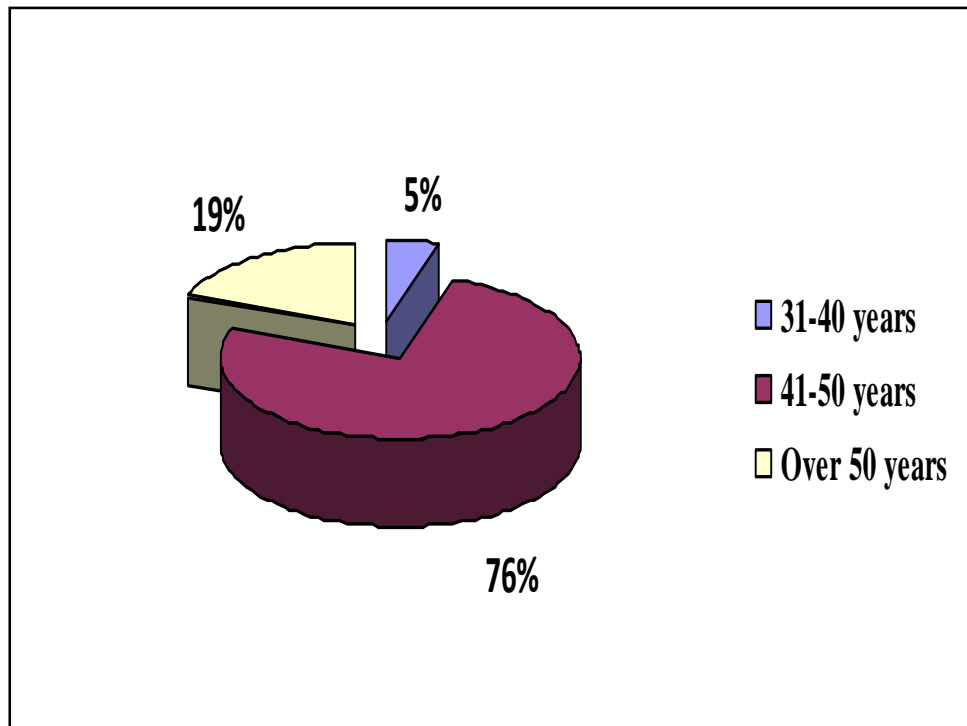
**Table 4.3 Distribution of deputy principals by age**

<b>Variable</b>	<b>Category</b>	<b>F</b>	<b>%</b>
<b>Age (years)</b>	Over 50	3	14.3
	41 – 50	18	85.7
	31 – 40	0	0
<b>Total</b>		<b>21</b>	<b>100</b>

From the table 4.3 above, majority of the selected public secondary deputy principals in Limuru District are in the age bracket of 41-50, Spector (1997) pointed out that people adapt to their job by adjusting their expectation as they grow older. This is in line with Okumbe (1998) that young employees give high expectations and aspirations, which may not be met by the organization. After some time in the working the employee expectations are modified and the job is positively perceived. The deputy principals may have served as class teachers and Heads of departments for several years before a vacancy of deputy principal arises.



**Figure 4.2: Distribution of principals by age**



From figure 4.2, majority of the principals were aged between 41 and 50 years. This corresponds with Muriithi (2007) who established similar findings where principals' ages were between (40-49) years. This shows that work experience for many years is required for one to be promoted to the headship. The fact that there are few posts for principals would also explain why majority of the principals are concentrated in that age bracket of year's category.

This shows that most deputy principals stayed in one position for along time before being promoted to the headship position. The findings also revealed that

the respondents were old enough to provide valuable responses that pertain to determinants of deputy principals' job satisfaction in Limuru District, Kenya.

#### 4.3.3 Distribution of respondents by academic and professional qualification

The researcher sought to find out the respondents' academic and professional qualifications since this affected employees' job satisfaction (Olando, 2004). The District Quality Assurance and Standards findings revealed that deputy principals who have high qualifications, for example Masters, and BEd qualifications were satisfied. They are confident in job performance and thus generate job satisfaction. This is indicated in table 4.4.

**Table 4.4: Distribution of deputy principals by academic qualifications**

Variable	Category	F	%
Highest academic qualification	Certificate	0	0
	Diploma	0	0
	BEd	18	85.7
	Master	3	14.3
	PhD	0	0
<b>Total</b>		<b>21</b>	<b>100</b>

Table 4.4 reveals that majority (85.7%) of the deputy principals had Bachelors of Education certificate and none has PhD. This could be explained by the fact that

TSC has not yet given a better package to those with Masters and PhD qualifications hence deputy principals are not motivated to further their studies.

**Table 4.5: Distribution of deputy principals by professional qualifications.**

<b>Variable</b>	<b>Category</b>	<b>F</b>	<b>%</b>
Highest			
professional	P1	0	0
qualification			
	ATS 3	0	0
	ATS 2	0	0
	ATS 1	0	0
	Diploma	0	0
	BEd	18	85.7
	Med	3	14.3
	<b>Total</b>	<b>21</b>	<b>100</b>

On professional qualification, most of the deputy principals had Bachelors of Education. For one to be promoted to headship position, one is required to have a Bachelor's Degree from the findings of the study. The researcher concluded that education served as an avenue to acquiring high grades and promotion. Levels of education of deputy principals is imperative for the deputy principals to embrace

the relevant roles, rewards and recognition, a factor that largely determines job satisfaction of deputy principals.

This is in line with Okumbe’s finding (1992) that indicate that professional variable showed some significant influence. The study finding may be interpreted that deputies are highly qualified for their post.

**Table 4.6: Distribution of principals by academic qualifications**

Category	F	%
PhD	2	9.5
Master	7	33.3
BEd	12	57.2
Diploma	0	0
<b>Total</b>	<b>21</b>	<b>100</b>

From the findings majority of the principals had B.Ed qualifications. Only 9.5% of the principals had PhD qualifications and this could be attributed to the high cost of education. The study finding may be interpreted that principals are highly qualified for their post. Muchina (2009), in a study of effects of head teachers leadership styles on motivation of secondary school teachers in Kirinyaga District noted that principals with Masters Degree had higher leadership performance scores than those with a Bachelors Degree or lower qualifications.

#### 4.3.4 Administrative experience

The researcher sought to find out the experience in number of years gained by deputy principals. This would assist the researcher to establishing the influence of experience on job satisfaction. Research has shown that years of experience in the job may be a predictor of job satisfaction than age or gender.

The District Quality Assurance and Standards Officers revealed that most deputy principals are happy with the administrative duties they perform. Table 4.7 shows the respondents' administrative experience.

**Table 4.7: Distribution of deputy principals' administrative experience**

Variable	Frequency	%
Below 5 years	11	52.4
5-10 years	9	42.0
11-15 years	1	4.7
16-20 years	0	0
21-25 years	0	0

Despite the majority of the deputy principals being of considerable age( table 4.7), the study found that majority of them had relative small number of years in terms of experience in the post as can be seen in (table 4.7), most of the respondents had only been deputy principals for five or less years. The researcher attributed this to the large number of years required for a teacher to be promoted to the post of a deputy principal. Nestor and Learly (2000) observed that as one's years of

experience increases, intrinsic motivation also increases, this could be an indication of satisfaction in the job one does.

#### **4.3.5 Years of service as principal in current station**

The researcher sought to find out the number of years the principals had worked with their current deputy principals. This would assist the researcher to establish the influence of experience on job satisfaction. Figure 4.4 shows the outcome of the study:

**Table 4.8: Distribution of principals by year of service in current station.**

<b>Variable</b>	<b>Frequency</b>	<b>%</b>
1 - 3 years	10	46.7
4 - 6 years	7	33.3
7 - 9 years	2	10
10-12 years	2	10

Based on the finding, the researcher established majority of respondents had enough experience with their deputy principals and hence highly informative on the determinants of deputy principals job satisfaction in Limuru District, Kenya.

#### **. 4.4 Job related factors that influenced deputy principals’ job satisfaction**

In this section, the researcher presents data on job factors that influence deputy principals’ job satisfaction. This was guided by research questions that touched on

the following: recognition, workload, promotion prospects, interpersonal relations and their influence on job satisfaction. The researcher made use of the scale explained below:

1. Extremely satisfied(ES)
2. Satisfied (S)
3. Slightly satisfied (SS)
4. Not satisfied (NS)

#### 4.4.1 Recognition of deputy principals by stakeholder

The researcher sought to know whether recognition by stakeholders contributed to deputy principals' job satisfaction. The table 4.9 shows deputy principals' responses.

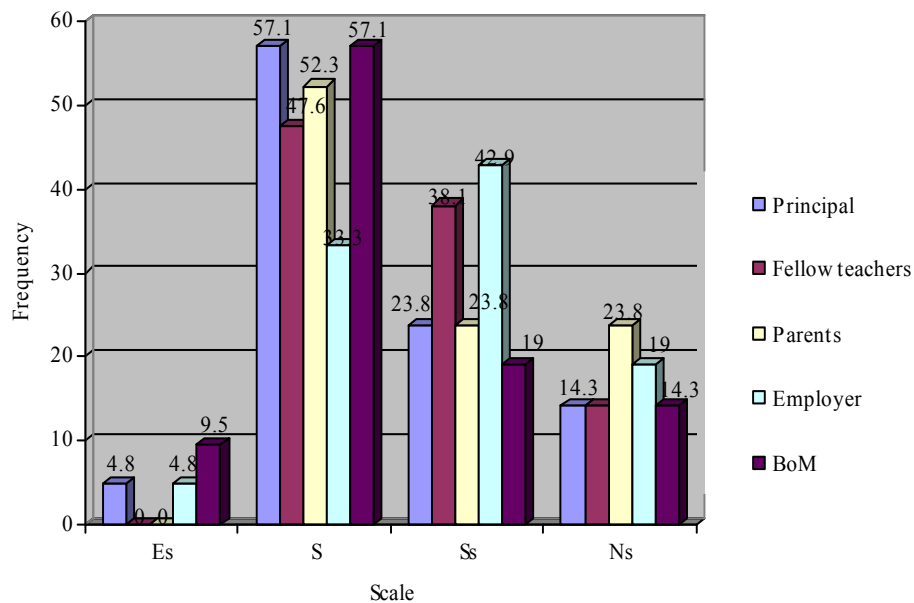
**Table 4.9: Recognition by stakeholders**

Deputy Principals' response

<b>Recognition by:</b>	<b>Es</b>		<b>S</b>		<b>Ss</b>		<b>Ns</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
The principal	4	19.1	15	71.4	1	14.8	1	4.8
Fellow teachers	2	9.5	16	76.2	3	14.3	0	0.0
Parents	4	19.1	15	71.4	2	9.5	0	0.0
Employer	1	4.8	8	38.1	11	52.3	1	4.8
BoM	4	19.1	16	76.2	1	4.8	0	0.0
Students	7	33.3	13	61.9	1	4.8	0	0.0

According to table 4.9 finding revealed that deputy principals were largely satisfied with recognition accorded to them by the various stakeholders, 76.2 percent were satisfied with recognition accorded to them by fellow teachers and BoM. This agrees with DQASO findings which revealed that the deputy principals were satisfied with recognition accorded to them. This could be attributed to the fact that the deputy principals were previously teachers and had an experience of relating with them. This corresponds with Njamura (2012) who established that deputy head teachers were satisfied with recognition accorded to them by various stakeholders. Lack of recognition is significantly associated with job dissatisfaction PII (2003). Recognition is a motivator and when it is gratified it enhances level of job satisfaction (Hoy & Miskel, 2008).

**Figure 4.3: Principals response**





Concerning recognition of deputy principals, majority of the principals indicated that their deputy principals were satisfied with recognition given to them by various stakeholders. However, the researcher found out that the deputy principals were dissatisfied with recognition given by their employer (TSC) which was at 42.9% for slightly satisfied. Recognition plays a major role in job satisfaction because students recognize the deputy principals and principals as their torch bearers and path finders. Lack of recognition can lead to negative repercussion in Deputy Principal's work because they feel that the decision they make in various aspects will be rendered unpopular and be a threat to this position or they are never received with seriousness.

#### 4.4.2 Workload of deputy principals

The deputy principals were requested to rate their satisfaction with the task areas that defined their roles using four items as shown below. This would assist the researcher in evaluating the influence of work elements on job satisfaction.

**Table 4.10: Workload of deputy principals response**

Workload through	Es		S		Ss		Ns	
	F	%	F	%	F	%	F	%
Use of professional skills	1	4.8	15	71.4	2	9.2	3	14.3
Chance to learn new things	3	14.3	10	47.6	7	33.3	1	4.8
Opportunities for decision making	2	9.2	14	66.6	3	14.3	2	9.2
Work load	2	9.2	3	14.3	14	66.6	2	9.2

Overall the deputy principals were satisfied with the task elements of their work. Notably, 71.4 percent said they were satisfied with use of professional skill. This could be attributed to the fact that Deputy principals are professionally trained. However, 66.6 percent were not satisfied with their workload. The findings of the study agrees with Luthans (2005) who noted that employees derives satisfaction from work that is interesting, challenging, discretion and scope of using one’s ability and skills and a job that provides them with status .Reasonable workload according to Murage (2003) lead to job satisfaction on the other hand Deepak (2004) asserted that job that have little challenges create boredom but too many challenges create frustrations and feelings of failure. Okumbe (1998) noted that dealing with workload that is too heavy and deadlines that are impossible to meet can be very stressful and this will cause job dissatisfaction even to the most dedicated employee.

**Table 4.11: Principals’ response on deputy principals’ workload**

<b>Workload</b>	<b>Es</b>		<b>S</b>		<b>Ss</b>		<b>Ns</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Use of professional skills	0	0.0	15	71.4	5	23.8	1	4.8
Chance to learn new things	0	0.0	15	71.4	1	4.8	5	23.8
Opportunities for decision making	1	4.8	12	57.1	4	19.0	4	19.0
Work load	0	0.0	9	42.9	9	42.9	3	14.3

The principals were also interviewed and results indicate that deputy principals are satisfied with use of professional skills, new chance to learn new things and opportunities for decision making. However, majority were dissatisfied with their workload (42.9%). This calls for recruitment of more teachers so that deputies workload could be reduced and help them have reasonable workload to concentrate on administrative duties which could lead to job satisfaction.

#### **4.4.3 Promotion prospects**

The researcher requested the deputy principals to rate their job satisfaction with the current trends in teacher promotion using two items as shown below. This would assist the researcher in identifying whether promotion prospects as a motivator influence job satisfaction. Murage (2011), noted that an employee's opportunities for promotion exert an influence on job satisfaction. Promotions provide opportunities for personal growth, increased responsibility and increased social status. However, an employees satisfaction with promotional opportunities depend on a number of factors including the probability that employees will be promoted as well as the basis and fairness of such promotions.

**Table 4.12: Promotion prospects for deputy principals**

<b>Promotion prospects through</b>	<b>Deputy principals response</b>							
	<b>Es</b>		<b>S</b>		<b>Ss</b>		<b>Ns</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Chance of promotion	1	4.8	4	19.0	8	38.1	8	38.1
Fairness in promotion	1	4.8	4	19.0	6	28.6	10	47.6

Table 4.12 reveals that deputy principals were not satisfied with the current trend of promotions in the education sector since they are not automatic after serving for three years as deputy principal. The research finding showed that 47.6 percent are not satisfied with fairness in promotion. This agrees with Drafke and Kossen (2002) who postulated that people experience satisfaction when they believe that their future prospect is good. They maintained that if people feel they have limited opportunities for career advancement their job satisfaction may decrease Murage(2011) noted that an employees opportunity for promotion exerts an influence on job satisfaction as promotion provides opportunities for personal growth, increased responsibility and social status

**Table 4.13: Promotion prospects for deputy principals**

Promotion prospects through	Principal response							
	Es		S		Ss		Ns	
	F	%	F	%	F	%	F	%
Chance of promotion	0	0.0	4	19.0	7	33.3	10	47.6
Fairness in promotion	0	0.0	2	9.5	12	57.1	7	33.3

Table 4.13, reveals that deputy principals were not satisfied with the current trend of promotions in the education sector. The researcher established 57.1 percent were only slightly satisfied with fairness in promotion while 47.6 percent were not satisfied with the chance of promotion in future. This agrees with (Njamura 2012), who established deputy head teachers are dissatisfied with the prospects of promotion to higher positions in future.

When people feel they have limited opportunities for career advancement, their job satisfaction may decrease. This also agrees with Murage (2011) who noted a customer/employer survey by Teachers Service Commission showed that promotional procedures are still slow and merit is not usually considered.

#### **4.4.4 Interpersonal relations**

The researcher assessed the satisfaction of the deputy principals with the principals, teaching staff, students and parents. This would enable the researcher assess the influence of interpersonal relations on job satisfaction.

**Table 4.14: Distribution of deputy principals with satisfaction of interpersonal relations**

<b>Interpersonal relations with:</b>	<b>Deputy principals' response</b>							
	<b>Es</b>		<b>S</b>		<b>Ss</b>		<b>Ns</b>	
	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>	<b>F</b>	<b>%</b>
Immediate supervisor	4	19.0	14	66.7	2	9.2	1	4.8
Teaching staff	1	4.8	18	85.7	2	9.2	0	0.0
Students	2	9.2	16	76.2	3	14.9	0	0.0
Parents	1	4.8	18	85.7	2	9.2	0	0.0

Table 4.14 indicates that the deputy principals enjoyed good interpersonal relations with the people around them. 85.7 percent of the respondents were satisfied with their interpersonal relations with parents and teaching staff. The post of deputy principal calls for respect and obedience by the subordinate and especially the students, owing to the fact that the deputy principals are charged with maintaining discipline in schools. The findings agree with Luthans (1992) who noted that friendly and cooperative co workers are a moderate source of job satisfaction to individual employees and that a cohesive work group makes the job more enjoyable.

According to Madison (2000), participants who lacked support from fellow workers were more likely to suffer from job dissatisfaction. Positive relationships with few workers enhance job satisfaction Berta, (2005).

**Figure 4.4: Distribution of deputy principals with satisfaction of Interpersonal relations**

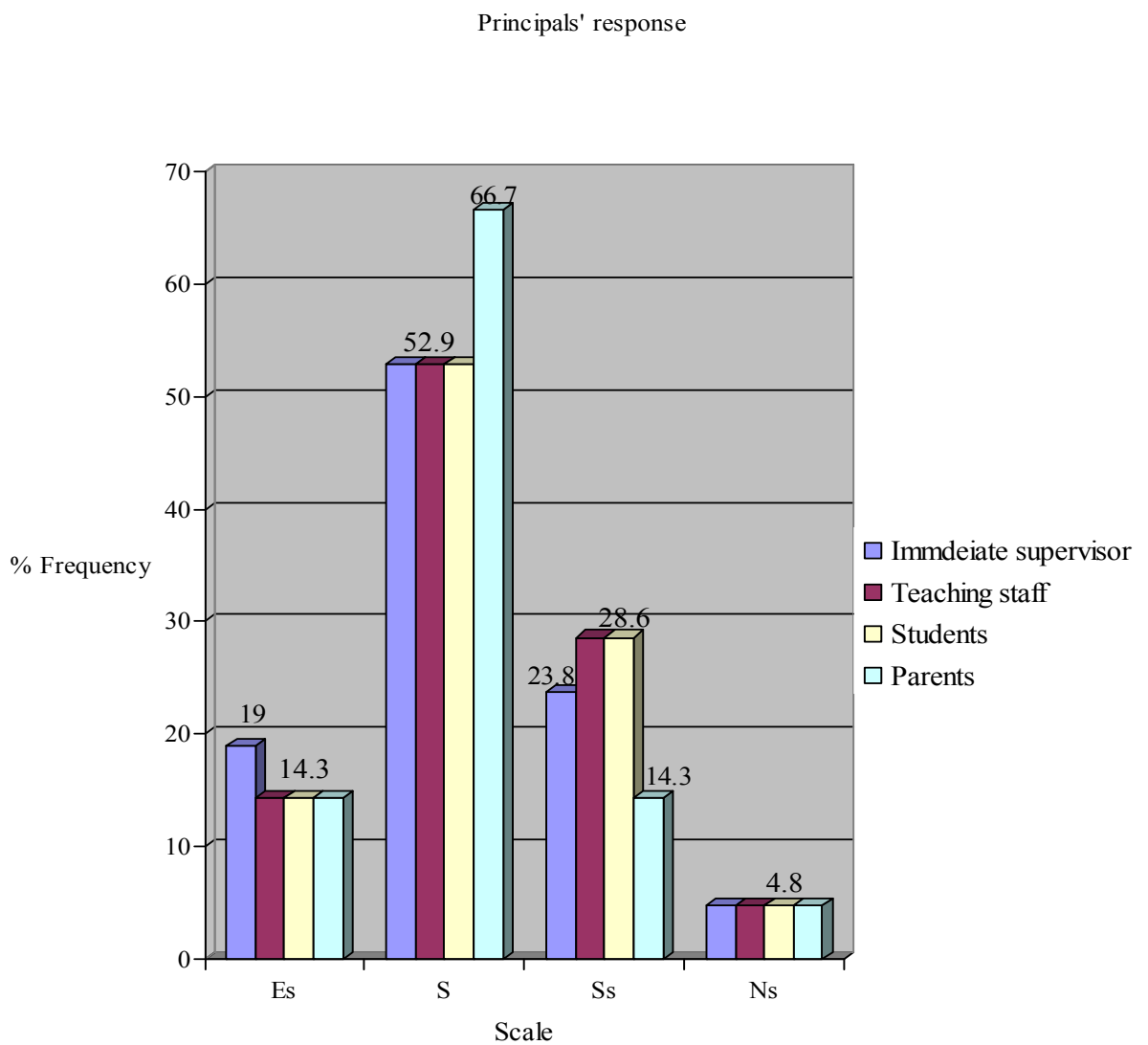


Figure 4.4 reveals that deputy principals were having good relations with everybody mentioned in the four items (immediate supervisor, teaching staff, students and parents), 66.7 percent were satisfied with relations with parents. Good interpersonal relation is important in job satisfaction because deputy principals are able to interact and share ideas, problems professionally and socially.

Majority of deputy principals enjoy their work because the immediate supervisors have cordial relationship with them which they translate to students, teaching staff so that there is no harassment or abuse of power. Good job performance can be realized with these relations due to job satisfaction of deputy principals as they work hard since consultation, professional ethics, advice and feedback can be given on time when sought from all stake holders. This is an indication that there is no role conflict. The findings agree with Kreitner and Kinck (2001) who noted that in a working environment having friendly and supportive colleagues contribute to increased job satisfaction.



## **CHAPTER FIVE**

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

#### **5.1 Introduction**

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

#### **5.2 Summary of the study.**

The purpose of the study was to investigate the determinants of deputy principals' job satisfaction in Limuru District. The study sought to achieve the following objectives; to determine the extent to which recognition by stakeholders influence deputy principals' level of job satisfaction in Limuru District, Kenya; to establish the extent to which work load influences deputy principals' level of job satisfaction in Limuru District, Kenya; to establish the extent to which promotion prospects influence deputy principals' level of job satisfaction in Limuru District, Kenya and to determine the extent to which interpersonal relations with stakeholders influences deputy principals level of job satisfaction in Limuru District, Kenya. The literature review relevant to this study laid the background for the study.

Herzberg's two factor theory was looked into. The study targeted all the 21 public secondary schools in Limuru District. The target population consisted of 21 deputy principals, 21 principals and 2 DQASOs and a sample size of 4 schools was used for the study.

To gather primary data, a questionnaire for the deputy principals and principals and an interview guide for the District Quality and Standard Officers were used to collect the data. The questionnaire was divided into two sections. One section had questions on demographic factors of the respondents like age, gender, academic qualification, professional qualification and administrative experience. The job factors include recognition, workload, promotion prospects and interpersonal relations.

The respondents were expected to indicate the extent to which they were satisfied with their various job factors using four point Likert scale as follows: extremely satisfied (4), satisfied (3), slightly satisfied (2) and not satisfied (1). The study was conducted using the descriptive survey design. The questionnaire was validated through consultations with the supervisors and other educational research experts.

All the respondents returned their questionnaires duly completed. The researcher personally administered the questionnaires to the deputy principals and principals of all the schools. Data collected from the respondents was both quantitative and qualitative in nature.

The data was analyzed using statistical package for social sciences (SPSS) version 19. Quantitative data was analyzed using descriptive statistics such as frequencies and percentages while qualitative data for open ended questions was coded and transcribed per research questions' themes. After data analysis the following research findings were established.

Findings on the first research question of recognition: shows that 90.5% of the respondents were satisfied with recognition by the principals, fellow teachers, parents and BoM which accounted for 90.5%, 85.7%, 90.5 % and 95.3 respectively. However the deputies are not satisfied with recognition by the employer (TSC) as majority of the deputies at 52.3% were only slightly satisfied and 4.8% were not satisfied. On workload, majority of respondents were satisfied with use of professional skills at 71.4% and opportunities for decisive making 66.6%.

However deputy principals were dissatisfied with their workload with percentage of 66.3. The principals were also interviewed and results indicate that deputy principals were dissatisfied with their workload this calls for recruitment of more teachers so that deputies workload could be reduced and help them to concentrate on administrative duties which could lead to job satisfaction of deputy principals. On promotion prospects, the study reveals that 66.7% deputy principals were not satisfied with the current trend of promotions in the education sector.

Deputy Principals are dissatisfied with the prospects of promotion to higher positions in future. When people feel they have limited opportunities for career advancement, their job satisfaction may decrease. On interpersonal relations of the respondents with all those mentioned, there is clear evidence that they were having good relations with everybody mentioned in the four items (immediate supervisor, teaching staff, students and parents) with a percentage above 80.

Good interpersonal relation is important in job satisfaction because deputy principals are able to interact and share ideas, problems professionally and socially. Majority of deputy principals enjoy their work because the immediate supervisors have cordial relationship with them which they translate to students, teaching staff so that there is no harassment or abuse of power. Good performance can be realized with these relations due to job satisfaction of deputy principals as they work hard since consultation, professional ethics, advice and feedback can be given on time when sought from all stake holders.

This is an indication that there is no role conflict. The findings agree with Kreitner and Kinck (2001) who noted that in a working environment having friendly and supportive colleagues contribute to increased job satisfaction.

### **5.3 Conclusion**

The purpose of this study was to establish determinants of deputy principals' job satisfaction in public secondary schools in Limuru District. The first objective was to determine the extent to which recognition by stakeholder influence deputy principals' level of job satisfaction. The findings revealed that deputy principals were satisfied with recognition given by principals, fellow teachers, parents and BoM, but not satisfied with recognition given by the employer (TSC).

The second objective was to establish the extent to which workload influences deputy principals' level of job satisfaction. The findings revealed that deputy principals were satisfied with the task element of their work. However, majority were dissatisfied with their workload.

The third objective was to establish the extent to which promotion prospects influence deputy principals' level of job satisfaction. The findings revealed that deputy principals were not satisfied with the current trend of promotions in the education sector. The fourth objective was to determine the extent to which interpersonal relations with stakeholders influence deputy principals level of job satisfaction, the research findings revealed that deputy principals were satisfied with people around them. From the findings the deputy principals were highly satisfied with recognition by stakeholders followed by interpersonal relations, workload and promotion prospects.

#### **5.4 Recommendations**

Current deputy principals' job satisfaction levels are important because they will soon become the pool of candidates from which future principals' selection will be made. In view of research finding that the deputy principals were not satisfied with recognition by the employer TSC, workload and promotion prospects to higher position in future. It is therefore recommended that:

- i. An improved pay package can be introduced by the TSC for deputy principals in recognition of the many duties and responsibilities deputy principals are involved in.
- ii. Training and development of deputy principals through Kenya Education Management Institute (KEMI) and other in service training courses will lead to self development which will lead to better work performance and lead to job satisfaction of deputy principals.
- iii. The TSC should also embark on employment of more teachers to reduce workload on deputy principals; this will create more time for deputy principals to attend to the administrative duties without feeling stressed by heavy work load that emanates from inadequate teaching personnel.
- iv. It is recommended that policies governing promotions of deputy principals should be reviewed by the TSC. For instance, promotion should be carried out fairly and transparently on clear defined criteria. The researcher recommends that promotions be effected automatically after working for a number of years such as three years.

- v. There is also need to create more promotional opportunities for deputy principals by the TSC and Ministry of Education so that Deputy principals are not left to stagnate in their current positions for long but instead they should be promoted to enhance their motivation which will lead to job satisfaction.

### **5.5 Suggestions for further research**

- i. The researcher recommends that a similar study be carried out on deputy principals in private secondary school whose conditions are different in order to compare the factors that give job satisfaction in deputy principals of both public and private.
- ii. A study should be carried out on the deputy principals to see whether they have a higher job satisfaction in their new job and reasons for leaving the teaching profession.
- iii. It would have been important to also carry out a study of principals' job satisfaction in the same district to investigate whether the factors that cause job satisfaction are common to both principals and deputy principals. This would enable the TSC to set out policies of promotion without great difference between the two posts.
- iv. Since the study was carried out in one District only, more studies should be replicated in other Districts in Kiambu County and even in other 47 Counties in order to corroborate the research findings.

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**APPENDICES**

**APPENDIX A: INTRODUCTION LETTER**

University of Nairobi,

P.O. box 30197

Nairobi.

The Principal,

.....Secondary School,

Limuru District,

Dear Sir/Madam,

I am a postgraduate student at University of Nairobi carrying out a study on **determinants of Deputy Principals' job satisfaction in Limuru District, Kiambu County**. Your school has been selected to take part in the study. I am therefore humbly requesting for your permission to gather the required information at your school. The responses are strictly meant for the study and respondents' identity will be treated with confidentiality. Your support will be highly appreciated.

Yours sincerely,

Esther Wairimu.

## **APPENDIX B - QUESTIONNAIRE GUIDE FOR DEPUTY PRINCIPALS**

The purpose of this questionnaire is to get views on some of the factors that affect you as a deputy principal. Please read each statement carefully and respond appropriately. This questionnaire has three sections A, B and C. please indicate by a tick ( ✓ ) the correct response or fill in the blanks where appropriate.

### **Section A: Demographic information.**

1. What is your gender?  
Male ( )  
Female ( )
  
2. Age bracket?  
21 – 30 years ( )  
31 – 40 years ( )  
41 – 50 years ( )  
Over 50 years ( )
  
3. What is your present highest academic qualification?  
Certificate in Education ( )  
Diploma in Education ( )  
Degree in Education ( )  
Masters degree in Education ( )
  
4. What is your current highest professional qualification?  
i) P1 ( )  
ii) ATS 3 ( )



iii) ATS 2 ( )

iv) ATS 1 ( )

v) Diploma ( )

vi) B.Ed ( )

vii) M.E.d ( )

5. Administrative experience in years:

below 5 years ( )

5 – 10 years ( )

11 – 15 years ( )

16 – 20 years ( )

21 – 25 years ( )

26 years and above ( )

**Section B: Job related factors.**

Section B 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.

<b>Satisfaction level</b>	<b>Column number.</b>
Extremely satisfied (Es)	4
Satisfied (S)	3
Slightly satisfied (Ss)	2
Not satisfied (Ns)	1

**1. Recognition**

How satisfied are you with recognition given to you by:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) The principal				
b) Fellow teachers				
c) Parents				
d) Your employer (TSC)				
e) Board of Management				
f) Students who are your clients				

## 2. Work Load

How satisfied are you with your present job:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Extent to which it allows you to use your professional skills				
b) Provides you a chance to learn new things				
c) Extent to which it provides you with opportunities for decision making				
d) The work load you have				

**3. Promotions.**

To what extent are you satisfied in your job in relation to:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Chances for your promotion in the near future				
b) Fairness in promotions methods currently.				

**4. Interpersonal relations.**

How satisfied are you in terms of your relations with:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Immediate supervisor				
b) Teaching staff				
c) Your students				
d) The parents				

**Thank you for your cooperation**

## **APPENDIX C - QUESTIONNAIRE GUIDE FOR PRINCIPALS.**

This questionnaire aims at getting your opinion on factors influencing deputy principals' job satisfaction. You don't have to write your name as your identity will remain confidential. Please be free to give your opinions in the responses. Answer all the questions by indicating your choice by a tick (✓) where appropriate or fill in the blank spaces.

### **SECTION A: Demographic information**

1. What is your gender? Male( ) Female( )
2. Which is your age bracket?  
21-30 years( )  
31-40 years( )  
41-50 years( )  
51-60 years( )
3. What is your highest academic qualification? PhD ( ), Masters ( ), B/Ed Degree ( ).
4. How many years have you served as a head teacher of the current deputy head teacher.....years?

### **SECTION B: Job related factors.**

Section B presents the aspects (job factors) that deputy principals experience in their jobs. Kindly state the extension to which you agree with the following sources of your deputy principals job satisfaction on a scale of 1-4 where

1. Extremely satisfied,
2. Satisfied,
3. Slightly satisfied,
4. Not satisfied.

**1. Recognition**

How satisfied is your deputy principal with recognition given by:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) The principal				
b) Fellow teachers				
c) Parents				
d) Your employer (TSC)				
e) Board of Management				
f) Students who are your clients				

**2. Work Load**

How satisfied is your deputy principal with his/her present job:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Extent to which it allows him/her to use professional skills				
b) Provides him/her a chance to learn new things				
c) Extent to which it provides him/her with opportunities for decision making				
d) The work load he/she has				

### 3. Promotions.

To what extent is your deputy principal satisfied in his/her job in relation to:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Chances for his/her promotion in the near future				
b) Fairness in promotions methods currently.				

### 4. Interpersonal relations.

How satisfied is your deputy principal in terms of hi/her relations with:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Immediate supervisor				
b) Teaching staff				
c) Students				
d) The parents				

**Thank you for your cooperation.**

**APPENDIX D - DQASOS INTERVIEW GUIDE.**

Based on your observation and interactions with deputy principals comment on the job satisfaction in relation to;

- a) Administrative experience and job satisfaction
- b) Gender and job satisfaction
- c) Qualification and job satisfaction

**Section B: Job related factors.**

Section B presents the aspects (job factors) that deputy principals experience in their job. Kindly state the extent to which you agree with the following sources of your deputy principals' level of job satisfaction on a scale provided below.

<b>Satisfaction level</b>	<b>Column number.</b>
Extremely satisfied (Es)	4
Satisfied (S)	3
Slightly satisfied (Ss)	2
Not satisfied (Ns)	1

How satisfied are deputy principals with:	4 (Es)	3 (S)	2 (Ss)	1 (Ns)
a) Recognition				
b) Work load				
c) Promotion prospects				
d) Interpersonal relation				

**Thank you.**



## APPENDIX E: NACOSTI RESEARCH AUTHORISATION LETTER



### NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

**23<sup>rd</sup> October, 2014**

**NACOSTI/P/14/6936/3504**

Esther Wairimu Githinji  
University of Nairobi  
P.O. Box 30197-00100  
**NAIROBI.**

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

Following your application for authority to carry out research on "*Determinants of Deputy Principals job satisfaction in Limuru District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Kiambu County** for a period ending **31<sup>st</sup> December, 2014.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**DR. S. K. LANGAT, OGW**  
**FOR: SECRETARY/CEO**

Copy to:


The County Commissioner  
The County Director of Education  
Kiambu County.




## APPENDIX F: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:**  
**MS. ESTHER WAIRIMU GITHINJI**  
**of UNIVERSITY OF NAIROBI, 924-217**  
**Limuru, has been permitted to conduct**  
**research in Kiambu County**  
**on the topic: DETERMINANTS OF**  
**DEPUTY PRINCIPALS JOB SATISFACTION**  
**IN LIMURU DISTRICT, KENYA.**  
**for the period ending:**  
**31st December, 2014**

**Permit No : NACOSTI/P/14/6936/3504**  
**Date Of Issue : 23rd October, 2014**  
**Fee Received :Ksh 1,000**


  
**Applicant's Signature**

  
**Secretary**  
**National Commission for Science, Technology & Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

  
**REPUBLIC OF KENYA**

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

**RESEARCH CLEARANCE PERMIT**

**Serial No. A 2668**

**CONDITIONS: see back page**

## **APPENDIX G: LIST OF PUBLIC SECONDARY SCHOOLS IN LIMURU**

### **DISTRICT**

1. BIBIRIONI BOYS
2. GATUURA MIXED
3. GICHURU BOYS
4. KAMANDURA GIRLS
5. KINYOGORI MIXED
6. LIMURU GIRLS
7. LIRONI MIXED
8. LORETO LIMURU
9. MAKUTANO MIXED
10. MANGUO MIXED
11. MIRITHU GIRLS
12. MUKOMA MIXED
13. NDUNGU BOYS
14. NDUNGU GIRLS
15. NGARARIGA GIRLS
16. NGECHA GIRLS
17. NGENIA BOYS
18. NGUIRUBI MIXED
19. ST MARYS GIRLS THIGIO
20. THIGIO BOYS
21. TIGONI MIXED

Source: Limuru Sub-county Education Office, 2014.