

**PERCEIVED FACTORS INFLUENCING JOB SATISFACTION AMONG  
TEACHERS IN SCHOOLS OFFERING BRITISH NATIONAL  
CURRICULUM IN NAIROBI CITY COUNTY, KENYA**

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**DECLARATION**

This research Project is my original work and has not been presented for examination in any university.

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This research Project has been submitted for examination with my approval as the University supervisor.

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## **DEDICATION**

This work is dedicated to my lovely wife Lydiah, my family and friends who are the source of my inspiration, love and support. You are the love of my life.

## **ACKNOWLEDGEMENTS**

I take this early opportunity to mention my gratitude to a few people without whom this may never have become a reality.

My wife – Lydiah Milimo Wafula. Your love is my strength and confidence. Thank you for who you are in my life. You are the biggest single blessing in my life. My marriage to you is the wall on which I lean- thank you.

My lovely children Claire, Nathalie and Chelsea. You are the inspiration for all I do. I so thank the Lord for each of you.

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## **ABSTRACT**

Job satisfaction has a big influence on the success of an organization and is highly valued. It is a philosophy associated with real benefits for an organization. The education sector is Human Capital Intensive since it relies heavily on its employees to offer services to its clients. Job satisfaction is a crucial Human Resource Management practice since it leads to the organization's competitiveness, success, uniqueness and most importantly its growth. The objective of the study was to determine perceived factors influencing job satisfaction among teachers. The research adopted a descriptive survey. The research targeted all the 19 British National Curriculum Schools registered to operate in Nairobi County, Kenya. Primary data was used and was collected using a semi-structured questionnaire. The questionnaire was administered through the drop and pick later procedure and the respondents were teachers. The response rate was 80%. Data was analyzed using descriptive statistics namely, frequencies, percentages, mean scores and standard deviations. The study established that majority of the respondents were not satisfied with their jobs. Most of the respondents were not satisfied with the schools policies on career progression, promotion, reward management and supervisor's role. Majority of the respondents were moderately satisfied with the organizational culture and its effects to employees' engagement. The study recommends that management should undertake continuous pay reviews, implement career progression strategy to retain competent staff, enhance interpersonal relationships and improve the working conditions of its employees'. The study was limited to schools offering the British National Curriculum, therefore the findings may not be representative of other schools especially the ones offering the 8.4.4 curriculum. The study recommends that in future, a study be conducted on the effectiveness of job satisfaction practices in improving employee performance and in addition, a study should also be conducted across all educational institutions to find out perceived factors influencing job satisfaction among teachers.

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## **CHAPTER ONE: INTRODUCTION**

### **1.1. Background of the Study**

In a labour surplus and talent hungry environment, employees are the most valuable asset for any organization. They possess unique qualities which are rare but contribute to the overall achievement of the organizational goals. The sustained profitability of an organization depends on its workforce and Sempane (2002) posits that employees play a vital role in organizations, they are the most valuable resource an organization can have and their involvement can increase organization's performance resulting to job satisfaction. Ritchie (2000) explains that a supportive culture is a motivational tool which propagates and enhances the organization to perform exemplary well and be able to achieve success in its endeavours while utilizing the unique skills of employees.

Staff productivity is the degree of achievement an employee accomplishes in the workplace to realize the firm's mission (Cascio, 2006). A fully cooperative, supportive and innovative culture promotes healthy competition among employees which results to high productivity (Storey, 1993). Organizational culture influences all aspects of the organization and House (2004) suggests that connecting employee's objectives with that of the organization and reliance on responsibility will ultimately increase staff productivity. Zammuto (1991) observes that effective management at different levels of the organization increases productivity. In contributing to matters of employee productivity, Muthupha (1997) encapsulates that working conditions and communication channels influences productivity of workers.

Schneider (1997) confirms that job satisfaction and productivity does not happen in isolation but depends entirely on variables like organization structure, size, remuneration, working conditions and leadership styles. Job satisfaction of workers occupies the most important place in the human resource management department list of concerns. It is important because it contributes in the retention of employees and significantly raises the level of performance. Job satisfaction helps an individual employee to assess how well he feels in the organization.

Researchers link job satisfaction with many factors such as fairness of rewards, growth opportunities, participation in decision making, supervisory support and compensation. If these factors are properly considered in any employment they help raise the satisfaction level of employees which may be helpful for employees to give their best in form of performance thereby increasing the level of productivity. Organization's repeatedly experience loss of skilled manpower due to high levels of dissatisfaction which impacts on organizations production. Therefore, employees' job satisfaction enhances their motivation, performance and reduces absenteeism and turnover.

### **1.1.1. Concept of Perception**

Perception comes from a Latin word "perceptio" or "percipio" which means the organization, identification and interpretation of sensory information in order to represent and understand the environment (Arnheim, 1969). The level of environmental dynamism needs to be comprehended for one to make sense of the changes occurring in the labour market. Globally, employees are looking for security of tenure in their jobs in order to remain engaged and committed to achieve high

degree of job satisfaction (Greenberg, 1983). They look at their input in the workplace in relation to what they invest in terms of time, commitment, ability and their related output such as retirement pension plan, career progression and total rewards (Groot, 1999). Employees achieve self-gratification if the level of input is directly proportional to the level of output. Each employee experience a different feeling when it comes to job related factors which affect the level of employee satisfaction.

Employees are very sensitive when it comes to payment of salaries and other related benefits. Parrack (1995) believes that internal relativities should be considered when deciding pay for employees doing the same job. Internal equity related to level of professionalism and experience of employees contributes significantly in determining the total reward in well managed organizations. She argues that comparison of pay with similar firms to establish external relativities is important as it helps the firm to achieve a competitive edge over its competitors.

Employees consider themselves as having individual worth that must be respected by employers. They want employers to pay them a salary that is commensurate to their value. They desire to influence the organization to only consider external equity as the only measure of their pay decisions. This wishful thinking is perceived by employees as a way of attaching value to what they do which will result to high levels of job satisfaction and commitment (Gibson 1987). Employees experience different feelings as they compare and contrast the percentage of what they get from the company to other counterparts outside the company. If the employees consider their ratio as less than their counterparts, they will feel unhappy and dissatisfied.

### **1.1.2. Concept of Job Satisfaction**

Job satisfaction is considered as an attitude of individuals to their duties. According to Locke (1976) affective dimension of job satisfaction is defined as satisfying of positive emotional state which results from estimation of a job or work experience. To this extend, managers expect results from satisfied employees who have a long stay at the company simply because of the entrenched cultural dimension in their execution of their daily duties (Coulter, 2005). Employees who are dissatisfied are likely to exhibit certain characteristics such as high rate of absenteeism, increased levels of grievances and likely termination of employment. Sempene (2002) concludes that job satisfaction in its own domain has a significant degree of representation of the perception of the employees on the cultural aspect of the firm.

Employees have personal needs, work objectives and reserved desires in the places of work. Their experiences with the job are aimed at fulfilling their job needs and objectives for them to achieve satisfaction. Locke (1969) contends that the stage of fulfillment in a job helps employees to love their profession. Although job satisfaction is more of an attitude than behaviour, many supervisors demand for results because satisfied employees will report to work more regularly and are committed to stay on for a long time. On the other hand, job dissatisfaction can largely impact behaviour of employees which may result in high levels of absenteeism, employee grievances, less productivity and on the alarming part termination of employment.

Kivimaki & Kalimo, (1994) posits that satisfied employees have high desires to try new things and can engage themselves in the decisions that are formulated in the organization. This level of participation inspires employees in their daily performance. Knight (1987) suggests that workers who show high levels of commitment are likely to increase their performance and commit more time to the organization. This is true because organizational commitment has been described as the key element that creates the relationship between employees and organizations.

Kline (1994) believes that employees at different cadres are affected by diverse job aspects and the intensity of the work environment. According to Zammuto and Krakower (1991) the leadership of the organization with supportive culture can reinforce the degree of employee's job satisfaction and performance. Gorris (2006) found out that different modes of communication and networking in the firm and the relationship between the employee and the employer may have positive influence on the job satisfaction of the jobholder.

### **1.1.3. Factors Influencing Job Satisfaction**

Misener et al (1996) identifies pay, benefits, supervision, organizational practices, promotions, work conditions and relationships with co-workers as factors influencing employee satisfaction. Dinham and Scott (2002) posits that the role of teaching such as student successes, counselling students, positive relationships with parents and students and personal growth affects the satisfaction levels of teachers. Changes in administration routines, overwork, student's indiscipline, low pay, few possibilities for career progression and the overall decline of society's esteem towards teaching contribute to increased teacher discontentment (Singh and Rawat, 2010).

A leadership style adopted by the firm influences the way employees behave and has a direct impact on job satisfaction and productivity. Leadership determines how communication and supervision is conducted and how employees treat each other in their places of work (Chaudhry, 2012). Schneider (1993) believes that organization culture is the value system and assumptions that determines the direction in which the organization conducts its business. A culture promoting healthy competition provides multiple choices which are then balanced against one another in an attempt to develop optimal solution (Storey, 1993). Organizational policies touching on salary, nature of the work, supervision, advancement and growth, and relationships with peers affects workers level of job satisfaction (Wood et al, 1998).

#### **1.1.4. Schools Offering the British National Curriculum in Nairobi County, Kenya**

British National Curriculum is the agenda for teaching and learning in schools. It establishes the subjects to be taught and the knowledge, skills and understanding required for each subject. It also sets the standards for each subject outlining targets that children should be encouraged to achieve. Furthermore, the British National Curriculum determines the assessment criteria and methods that are used to measure children's progress. Schools offering this curriculum have the chance to choose how best to teach the content of the National Curriculum to their pupils and develop their own framework of developing acceptable lesson plans and learning methods in line with their pupils' unique individual needs.

The British National Curriculum is determined and developed by the Qualifications and Curriculum Development Agency which is part of the department for children, schools and family in Britain. The agency arranges assessments, exams and test, and makes decisions about the qualifications that pupils can take. Schools are expected to comply with all the provisions of the curriculum as they implement it.

There are 19 British National Curriculum schools in Nairobi County with a total of 900 teachers. Teachers in these schools are not only faced with the task of teaching but also a myriad of other tasks and responsibilities which often results in stress. Singh and Rawat (2010) and Shann (2001) argues that teachers dissatisfaction in most schools is as a result of changes in administrative routine, low pay, student's indiscipline, few possibilities for career progression, overload and significant decline of society's esteem towards teaching career. Teacher's satisfaction or dissatisfaction in British National Curriculum schools has been attributed to factors like inclusion of special needs learners, support and recognition from school administrators, teacher's salary, physical conditions of the school, the daily work of teaching itself, class size, student's discipline and behaviour, lack of resources and lack of opportunities for career progression.

Teachers often have to produce quality results from students. They have a responsibility to ensure that students remain focused to their academic work. However, the school environment has had some challenges that contribute to teachers' level of satisfaction or dissatisfaction. Teachers have to deal with unnecessary pressure from parents who do not appreciate the good work that teachers do with their children.

Sometimes, school administrators have failed to protect their staff causing them to face it out with angry and dissatisfied parents who do not value their input and this has increased the level of stress in these schools. Most children in these schools come from affluent families. Therefore, teachers feel intimidated when it comes to handling discipline matters because of the nature of children they handle.

## **1.2. Research Problem**

Job satisfaction influences all aspects of work such as productivity, absenteeism, retention intentions and efficiency (Armstrong, 2008). With changing business environment, Schools are finding it increasingly difficult to find an industry environment that will provide a suitable retention and satisfaction programme of teachers. Job satisfaction strategies provide a framework for the schools to respond to different changes within the schools operating environment. Schools also develop competitive job satisfaction strategies that assist them to formulate strategic initiatives and maintain competitive edge in the market.

British National Curriculum School environment is undergoing change with the coming up of more schools and increased demand from stakeholders. This has led to the schools having a need to develop job satisfaction strategies for teachers to deal effectively with issues that affect teachers such as remuneration, recognition, promotion, achievement and security of tenure. School management has to develop policies that they believe will position their school optimally in its competitive environment that will attract, motivate and retain teachers.

Schools offering the British National curriculum in Nairobi County are purely private, they have expatriate staff, foreign students, follow a unique academic calendar and they are expensive in terms of school fees. British National Curriculum teachers are assumed to be advantaged by the fact that they teach well established schools and children from affluent families. Teachers are presumed to be the best in the market due to the vigorous training they undergo organized by schools in empowering them to teach well. The public perceive teachers as handsomely remunerated.

Teachers are charged with the responsibility of laying a solid foundation for future academic growth starting from early years of learning. They mentor the young people in their academic prospects, teach, train and guide their students to work effectively and efficiently in the interest of the larger society. However, teachers have less authority and power to handle some of the children in the school especially when it comes to discipline and academic progress. Job security, relation with co-workers, working conditions, pay, supervision and organizational policies are some of the factors associated with dissatisfaction of teachers in these schools.

A number of studies have been carried out on factors influencing job satisfaction and strategies adopted by Kenyan firms from various sectors. Otieno (2010) conducted a study on the relationship between individual characteristics and job satisfaction among employees of Communication Commission of Kenya and found out that security of tenure, job design, leadership and remuneration had a direct effect on job satisfaction while Mwangi (2010) conducted a similar study among the employees of Kenya Pipeline Corporation Limited and found out that employees satisfaction was dependent on the level of benefits that the employees enjoy and salary had no direct

impact on job satisfaction. In the education sector, Okoth (2003) conducted a study on the factors that determine the level of job satisfaction among teachers in top ranking private 8:4:4 secondary schools in Nairobi and found out that good pay, friendly leadership and good academic results played a role in job satisfaction. Mwareri (2012) conducted a study on factors influencing job satisfaction of teachers in Taita Taveta district and found out that teachers obtain great satisfaction through a sense of achievement in final examination results and positive influence they have on students. Kanini (2010) conducted a study on job satisfaction strategies adopted by public primary schools in Kajiado District and found out that parents' monthly contribution for staff welfare and good leadership significantly contributes to teacher satisfaction.

However, the studies did not address the perceived factors influencing job satisfaction among International Schools Offering the British National Curriculum. This constitutes a knowledge gap in the education industry and justifies the need for further research that the study seeks to address. Thus the research question that this study seeks to answer is: What are the perceived factors influencing job satisfaction among teachers in schools offering the British National Curriculum in Nairobi County, Kenya?

### **1.3. Research Objective**

To determine perceived factors that influence job satisfaction of teachers in schools offering British National Curriculum in Nairobi County, Kenya.

#### **1.4. Value of the Study**

The results of the study will contribute to the growth of the body of knowledge. Scholars will utilize the findings to provide information to potential and current scholars on the way organizations have managed to deal with issues related to job satisfaction. The study will also recommend critical areas for future research for upcoming scholars to respond to the issues raised in this study which will expand the body of knowledge. The findings of this study will provide pertinent information to the owners of the schools on how best they can deal with issues that motivate teachers, reduce turn over and lead to job satisfaction. The senior management team will gain insight on what is expected of them in matters related to employee reward, job design, employee satisfaction and performance. This will help managers to effectively address employees concerns to be able to achieve a competitive edge in the industry. The human resource department will be able to adopt some of the best practices that have worked in other organizations that have resulted to improved job satisfaction.

Policy makers will utilize the information received from the study in planning, monitoring and evaluation of the schools. They will get pertinent information on staffing which will help them to make strategic decisions on how BNC schools should function in the country. The Ministry of Education will be able to regulate private schools to be in line with the Education policy.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1. Introduction**

This chapter outlines the literature which was based on studies that had been done and are directly or indirectly related to this study. It attempts to conceptualize the study by looking at theories, job satisfaction, factors that influence job satisfaction and the relationship between employee perception and job satisfaction.

### **2.2. Theoretical Foundation of the Study**

There are a number of major theories that conceptualize issues surrounding job satisfaction. Each theory attempts to clarify and explain how employees find contentment and personal fulfillment with their jobs. The origin of these theories expresses the belief that jobs are perceived as not only a means of economic empowerment but also as an essential clarification of a person's identity that promotes happiness.

#### **2.2.1. Dispositional Theory**

The dispositional theory by Jackson (2007) suggests that people have innate dispositions that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. Dispositional theory focuses solely on the natural disposition of an employee. It takes cognizance of individual difference in their tendency to be satisfied with their jobs. It states that one's personality is a vital determinant of the contentment level the person gets from employment.

Each employee has stable, long lasting dispositions to display certain emotions, attitudes or behaviours. The dispositions appear in different ways which explains why employees act in predictable ways in different working environments.

The theory proposes that job satisfaction tends to be stable over time and across professions and jobs. Judge et al (1997) argues that there are four Core Self evaluations that determine one's disposition towards job satisfaction. The four elements are self -esteem, locus of control, neuroticism and general self -efficacy. Higher levels of esteem (the worth one places on a job) and general self-efficacy (trust in one's competence) leads to high work satisfaction. An employee who has an internal locus of control and believes that he controls his own life devoid of external forces leads to high job satisfaction. Low levels of neuroticism ultimately results to high levels of job satisfaction. Research indicates that identical twins raised apart have similar levels of job satisfaction.

### **2.2.2. Job Characteristics Theory**

The theory was developed by Hackman and Oldham in 1976 and refined in 1980 as a model in order to understand the factors that determine how satisfied a person would be with a job and his level of motivation. According to Hackman and Oldham, (1980) there are five basic characteristics of all job position: skill variety, task identity, task significance, autonomy and feedback.

The characteristics all help determine three crucial psychological states that are: meaningfulness, responsibility and knowledge of results. A job will have greater meaning for an employee if it is something that she can relate to an emotional level.

Merely role mechanical work will not satisfy this condition. The work an employee does must have meaning in itself through variation of tasks and through a sense that she is accomplishing something significant. In order for an employee to feel responsibility, he must also have a definite sense of autonomy.

The work that he does, he must do must do himself. Constant feedback from a manager or anyone else will greatly undermine the sense of responsibility. An employee must also have a sense that to a large extent how he accomplishes a job is up to him and that he is judged more by results than methods. Knowledge of the results of the work that an employee accomplishes is vital, according to Hackman and Oldham, if she is to feel properly motivated and learn from her mistakes. This psychological state also reinforces those of responsibility and meaningfulness. An employer can improve the knowledge of results that an employee has by providing appropriate feedback.

The motivation that an employee feels can be more or less correlated with the work that he produces. The more motivated an employee is, the higher the quality of his work. The motivation of an employee will be directly correlated to how high his sense of responsibility is and how meaningful he finds his work. If an employer wants motivated employees, she needs to design jobs around these basic considerations. According to Faturochman, (1997) Job Characteristics Theory describes the relationship between job characteristics and individual responses to work. The theory specifies the task condition in which individuals are predicted to prosper in their work.

### **2.2.3. Two Factor Theory**

Herzberg's Two Factor Theory, also known as the Motivation-Hygiene Theory, was derived from a study designed to test the concept that people have two sets of needs: their needs as animals to avoid pain and their needs as humans to grow psychologically. In his theory, Herzberg suggested that job satisfaction and job dissatisfaction are caused by different and independent sets of factors.

He found that when people are satisfied, they attribute their satisfaction to the work itself, while when people are dissatisfied with their jobs, they are concerned about the environment in which they work. Therefore, we can say that job satisfaction is caused, on the one hand, by a set of factors related to the work itself, such as nature of job, achievement in the work, possibilities of personal growth and recognition, and promotion opportunities. These factors are called motivators by Herzberg, as they should motivate people to higher performances.

On the other hand, job dissatisfaction is a result of conditions that surround the doing of the job, such as (physical) working conditions, salary, institutions policies, job security, quality of supervision, and relations with others. Herzberg called these factors hygiene (or maintenance) factors. These are not an intrinsic part of a job but they refer to the environment and have the function of preventing job dissatisfaction. The hygiene factors must be continually maintained by management because they are never completely satisfied (Herzberg, 1966).

It is important to underline that if hygiene factors are at a very low level, workers are dissatisfied, but the reverse is not true. When hygiene factors are satisfied and the environment is good, workers are not dissatisfied but neither necessarily satisfied and they are not motivated to higher performances. However, when motivators are satisfied, workers are satisfied and often this satisfaction leads to better performances. In other words, Herzberg's theory does not place dissatisfaction and satisfaction at opposite ends of a single, unbroken continuum Kreitner, Kinicki and Buelens (1999) but it considers satisfaction and dissatisfaction as separate dimensions. There is a zero midpoint at which workers can be neither dissatisfied nor satisfied (Ford, 1969).

Some studies have confirmed Herzberg's theory saying that job satisfaction and dissatisfaction are based on different factors (Ford, 1969 and Maher, 1971). Other studies have cast doubt on this theory (Schneider & Locke, 1971 and Wall, 1973). Locke (2009) deeply analyzed logical criticisms to Herzberg's theory and concluded that in one respect, Herzberg made a major contribution to job satisfaction theory and he allowed us to understand the nature of job satisfaction. But, on the other hand, the idea of separate and independent factors seemed to be logically and empirically indefensible. Locke affirmed that these factors are separable but interdependent.

### **2.3. Job Satisfaction**

Job satisfaction is understood to be affective response to the job viewed in its entirety or with regard to a specific aspect like pay or supervision (Tett, 1993). An individual's principal choice of employment can help shape their view of themselves, broaden their daily life, and help to give meaning to their existence. Satisfied employees have better health and live longer, and satisfaction on the job carries over

to the employee's life outside the job. For management, a satisfied workforce translates into higher productivity due to fewer interruptions caused by absenteeism, turnover and low medical costs. Job satisfaction thus, has to do with an individual's perception and evaluation of his job, and this perception is influenced by the person's unique circumstances like needs, values and expectations. Employees will therefore evaluate their jobs on the basis of factors, which they regard as being essential to them.

Job satisfaction has been a subject of interest among researchers for several years (Lund, 2003) due to the fact that many managers' belief that it can affect and influence work productivity, employee commitment, employee turnover and employee retention (Eslami, 2012). According to Vroom (1964) job satisfaction is the right orientation of an employee towards his job, while Finn (2001) defines it as the degree to which an employee is contented with his current job. Schneider (1995) agrees with Vroom when he posits that job satisfaction is personal evaluation of the conditions in a job. It is basically the feeling that an employee has towards the realization of the environmental factors that affects the performance of a specific job.

Job satisfaction is critical for any organizational existence because satisfied employees represent public relations of assets for the organization. According to Maslow (1943) human beings attempt to satisfy physiological needs before they move to complex or higher level needs. This is true when it comes to job satisfaction because employees have different needs and expectations which they strive to realize in their daily tasks. It is clear that different motivators also contribute to job satisfaction.

Scholars have presented varied views on the same but Herzberg (1959) contends that job specification related factors such as responsibility, advancement, recognition, development, achievement and the job itself contributes to job satisfaction. In his scholarly work, Lance (1992) came to a conclusion that job satisfaction is as a result of employee commitment. The level of attachment to the organization reduces the turnover for the firm and motivates employees to remain in the organization for a long time.

Employees behave differently in the places of work. The level of job satisfaction influences their mental wellbeing, longevity, commitment and emotional attachment to the organization (Locke, 1976). An employee, who is dissatisfied, manifests unique behaviour pattern which may result in absence from duty, lateness, grievances and termination of employment. According to Spector (1997) many scholars have researched on job satisfaction because of the interest it generates in staff motivation and retention. It is no doubt the most researched variable in Industrial and Organizational Psychology in trying to unearth the special attributes of this variable.

Savery (1989) carried out a study and suggested seven working conditions which lead to job satisfaction for a large number of employees. These are opportunities for friendship, relationship with immediate supervisor, advancement, recognition, interesting and challenging work, security of employment and a feeling of achievement.

Mottaz (1985) advanced the view that there is a strong relationship between job satisfaction and intrinsic reward as recognition, achievement and development

regardless of employee cadres. In his findings, he notes that extrinsic organization rewards can be essential factors but only in lower cadre occupations and may contribute to the realization of the employee's level of satisfaction.

Pennington and Riley (1991) contemplate a view of job satisfaction as an external or internal value. In their view, an employee's general assessment of level of satisfaction with individual job facets is based on a relative standard that is specific to the job context and that involves comparison with the situation of other employees. Many researchers have proved that job satisfaction is not a separate entity and does not happen in isolation, it is dependent on environmental and organizational variables like structure, size, pay, working conditions and leadership. Job satisfaction is affected by a number of factors. Porter and Lawler (1968) divide the factors into the intrinsic satisfactory factors related to work itself and the extrinsic satisfactory factors not directly related to work itself. In this research the focus will be on the five factors of job satisfaction which are salary, nature of the work, supervision, advancement and growth and relationships with peers.

#### **2.4. Factors Influencing Job Satisfaction**

Arnett and Polkinghome (2010) identifies factors contributing to teacher's satisfaction or dissatisfaction as nature of recent education reforms, inclusion of students with special needs, support and recognition from school administrators, teacher's salary, physical conditions of the school, daily work of teaching itself, class size, student discipline and behaviour, lack of resources and lack of opportunities for career progression. According to Hutcheson (1996) variables like structure, size, policies and leadership styles determines the degree of employee satisfaction.

Mthupha (1997) on the other hand views working conditions like, clear staffing policy, clear channels of communication, staff participation in decision making, security and governance as having adverse effects on job satisfaction. Snyder (1975) suggests that within a production environment it is clear that some relationship exists between the constructs organizational culture, climate and job satisfaction.

#### **2.4.1. Pay**

Teachers perceived job dissatisfaction has also been linked to poor pay. A number of studies have also focused on individual and school characteristics as determinants of job satisfaction (Rapti & Karaj, 2012 According to Robbins (2003) employees are more satisfied when their works are fairly rewarded. Material rewards are very important in job satisfaction. Money meets luxury needs and wants of people, along with their fundamental needs. Generally, employees accept salary as supervisors' reward for the work they have performed. Effective policies will enable managers to reward workers well, supervise and assist them in solution of their work related problems. If the policies are weak, employees' job satisfaction level is likely to be affected.

#### **2.4.2. Working Conditions**

Environment in which people work has a tremendous effect on pride and level of job satisfaction. Most employees prefer conditions that they view as safe, clean and comfortable. When negative stress is high it reduces job satisfaction. When negative stress is high it reduces job satisfaction. Workplaces must be in normal conditions allowing employee to do their job properly. Job related opportunities increase employee satisfaction. A job which has an opportunity to participate in projects,

presenting competition and requiring more responsibilities will increase the satisfaction level of employees (Locke, 1976).

### **2.4.3. Leadership and Supervision**

Leadership forms the basis for exerting control and providing direction in running the activities of a firm. The relationship between supervisors in the organization with employees is difficult to describe and there is no uniformity in the way it operates. Schneider & Smith (1994) suggests that the leadership of an organization contributes to the realization of its culture which is passed on to its members. The leaders influence the behaviour of the workers either positively or negatively. A leader is seen as having special traits that influences personality and character (Bass, 1990).

Leadership is seen as an interaction between one or more members of a team (Bass, 1998). It is the relationship that is developed between the supervisors and employees. It is a process not an event, it is not inherent but is developed by interacting with the surrounding and more so the working environment (Northouse, 2007). The relationship between job satisfaction and leadership style has generated a lot of interest among the scholars in the past two decades (Yousef, 2000). He suggests that understanding this relationship will assist in revealing the hidden factors that might cause employee satisfaction or dissatisfaction with work. Leaders who inspire and build trust in the workers are likely to achieve high satisfaction levels among the employees they supervise.

Transformational leadership distinguishes between success and achievement. It occurs when leaders consider the interests of their workers. The leadership educates

the workers on the intended goals, values, mission and vision of the firm. They consider the interests of the team and how it impacts on the firm.

The leaders are charismatic and have great power and influence. Employees strive to identify with them and they have a high level of respect, trust and confidence in them. The leaders are viewed by their subordinates as effective and satisfying. The leaders are considerate; pay attention to individual differences and empower the employees with problem solving skills.

Transactional leadership empowers leaders to control the subordinates without appreciating the role of the employees in their management styles. The leaders handle the present issues without projecting into the future. It outlines disciplinary procedures for poor performance and reward system for good performers. Leaders set goals for employees and promise them of reward if they achieve the set objectives. Leaders are reactive and some of them renounce responsibility leaving employees without direction. Transactional leaders only however only reach their expected outcomes when they offer rewards or other incentives in return (Bass and Avolio, 1990). This leadership style may be negatively related to job satisfaction.

#### **2.4.4. Career Advancement**

Watt and Richardson (2008) argue that career development aspirations are important factors in job satisfaction. Motivation by career growth through training for suitable ranks elevation is a strategy used by organizations to motivate and retain performing employees. Promotion opportunities influence job satisfaction in different ways. Employees promoted based on their work experience are less satisfied with their jobs

than employees which are promoted on the basis of their work results (Spector 1997). Perceived lack of space for promotable growth compels employees to seek for alternative career options or exit. The Promotion opportunities influence job satisfaction in different ways. Employees promoted based on their work experience are less satisfied with their jobs than employees who are promoted on the basis of their work results. Job related opportunities increase employee satisfaction.

#### **2.4.5. Relationship with Peers**

Social and interpersonal factors considerably influence employee's attitude towards their work. More friendly and supportive co-workers mean increased job satisfaction. Indeed, employees evaluate themselves by comparison with others, probably similar others based on their own ability, normalcy, uniqueness, sanity, sense of fairness in rewards and punishment and level of sacrifice (Wheeler, 2000). According to Rifai (2005); Lambert et al; (2007), Deconick & Bachmann (2007) there is an affirmative relationship between perception and job satisfaction among employees working in different sectors. This relationship helps employees to look at different aspects in the firm differently.

#### **2.4.6. Nature of Work**

Employees prefer a job that offers more challenge and a variety of tasks. Some jobs are perceived as boring and dull while others are seen as rewarding and attractive (Okumbe, 2001). Boredom in particular comes from not having enough work to stay busy. It can be difficult for someone to motivate himself for doing something he does not enjoy. Employee values and job expectations significantly moderate job satisfaction (Nzuve, 1992). Men who are given no choice of jobs and those who ask

for a job but fail to get it are usually much less satisfied. Gorris (2006) who gives various form of nature of work and how it builds a culture that ultimately influences the behaviour of employees and dictates the relationship established with employers which impacts job satisfaction.

#### **2.4.7. Organizational Culture**

Organizational culture has been conceptualized differently by various scholars. According to Schein (1990) culture is the overall occurrence of the organization which determines the values, organizational climate and policies that ultimately shapes the programmes of the company. He holds the perspective that organizational culture is a strong force that propels employees and leadership behaviour in the firm. Schneider (1983) advanced the view that organizational culture is the value systems and hypothesis that directs the way a firm conducts its affairs. He contends that job satisfaction is determined by self-perception and relative worth of different jobs in the organization based on values and practices.

Klein (1996) posits that organizational culture is important and has a profound influence on the quality of services and products of the organization. According to Tang (2006) a supportive culture of any entity reinforces the job satisfaction of the workers. Rad (2006) advanced the view that organization culture has an impact on job satisfaction and commitment which affects performance either positively or negatively. Bad and poor culture of the organization will reduce the level of commitment, job satisfaction and performance standards especially productivity.

Various form of communication builds a culture that ultimately influences the behaviour of employees and dictates the relationship established with employers which impacts job satisfaction (Gorris, 2006). Organization culture manifests itself in different ways. Many scholars have looked at different attributes of organization culture. To conceptualize this study, Wallach (1983) analyzes culture by dividing it into three distinctive categories namely; Supportive, Bureaucratic and Innovative cultures. A supportive culture encourages cooperation, teamwork, mutual trust in the work environment, harmony, health and safety in the work place and unity of direction. It aims at building synergy in the workplace and reinforcing equitable distribution of resources and humanistic traits like socialization and collaboration. On the other hand, bureaucratic culture looks at the distribution of power, authority and responsibility within the organization. It recognizes different organizational structures coupled with policies, practices, procedures, hierarchy and flow of power. It is a culture that is most prominent in a well-established and mature organization. While an innovative culture, encourages creativity, nurturing of ambitions, self-motivation, taking of unforeseen risks and entrepreneurship spirit. It focuses on delivering intended results for the organization.

## **2.5. Employee Perception and Job Satisfaction**

Worker's perception has a highly effective effect on his behaviour at work especially on absenteeism and turnover. If a worker does not enjoy what he does and his unique skills and competence are not recognized by the management, the worker will become less productive in his daily tasks hence impacting negatively on his level of

satisfaction. According to Brown (2007) the employee will look for another company that will meet his expectations and appreciate the unique skills that he possesses.

More influential performance rewards will motivate the employee to feel more pleased (Wilson, 2000). This will motivate the worker hence increasing his level of satisfaction. Several studies (Rifai, 2005; Lambert et al, 2007; Deconick & Bachmann 2007) have found out that perception is positively related to job satisfaction. Therefore, there is an affirmative relationship between perception and job satisfaction among employees working in different sectors. This relationship helps employees to look at different aspects in the firm differently.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1. Introduction**

This chapter focuses on the research design adopted for the study, the population of the study, the data collection and the data analysis.

### **3.2. Research Design**

The research adopted a descriptive survey. This design was considered appropriate because data was to be collected from a large number of respondents at a single point in time. It is also faster and cheaper (Dallal, 1998). It is undertaken in order to establish and describe the characteristics of variables in a population. A descriptive study involves collection of data from all members of the population or a representative sample (Cooper & Schindler, 2006).

### **3.3. Population of the Study**

The population of the study consisted of all 900 teachers in 19 British National Curriculum Schools in Nairobi County. A list obtained from the British National Curriculum Schools Heads Association Handbook of May 2014, indicated that there were 19 British National Curriculum Schools with a total of 900 teachers. Nairobi County was considered for the study because being the capital city it housed more schools and the number of teachers was equally high.

### **3.4. Sample Design**

Random sampling technique was applied to select the required sample size for the study. The desired sample size was determined by first grouping the 900 teachers into 19 distinct schools. In each school, 10% of the population was selected using random sampling technique from the identified sample frame.

### **3.5. Data Collection**

Primary data was used and was collected using a semi-structured questionnaire. The questionnaire was divided into two sections A and B. Section A targeted data on demographic characteristics of the respondents while section B targeted data on teachers perception of factors influencing job satisfaction which were adapted from Yang (2003) and Spector (1985). The questionnaire was administered through the drop and pick later procedure and the respondents were teachers.

### **3.6. Data Analysis**

Before analysis, data was checked for completeness and consistency. Descriptive statistics were used. They consisted of percentages, frequencies, mean and standard deviations. The results were presented by use of bar charts, graphs, pie charts and tables.

## **CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION**

### **4.1. Introduction**

This chapter presents the analysis, presentation and interpretations of the study findings. It covers respondents' demographic characteristics and perceived factors influencing job satisfaction among teachers in British National curriculum Schools in Nairobi County.

### **4.2. Response Rate**

A total of 90 questionnaires were administered. Of the 90 questionnaires, only 72 were filled and returned. This translated to a response rate of 80%. According to Mugenda & Mugenda (2003), for a response rate to be representative, it should be at least 50%. Thus, the response rate was considered adequate to provide reliable results.

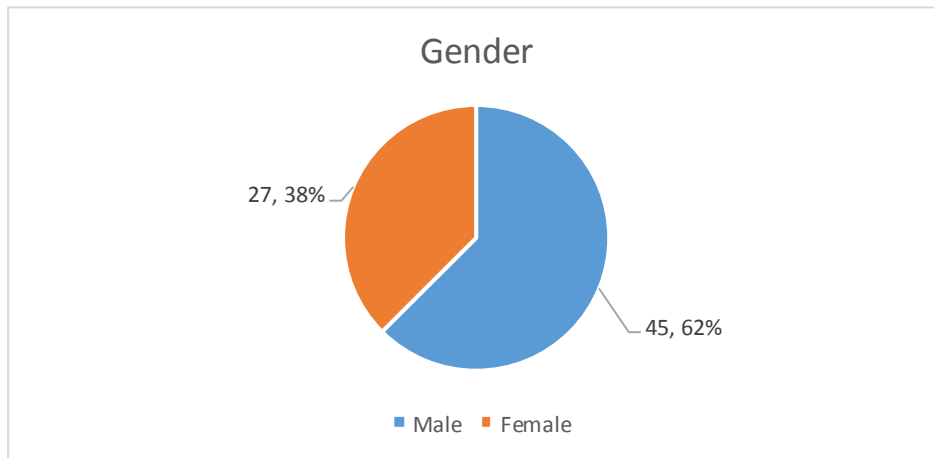
### **4.3. Demographic Characteristics of the Respondents**

This section analyses the findings related to demographic profiles of employees such as gender, age, level of education, monthly gross salary and length of service.

#### **4.3.1. Gender Distribution of the Respondents**

The findings of the study revealed that out of the 72 sampled teachers 62% were male and only 38% were female as shown in Figure 4.1.

**Figure 4.1: Respondents Gender**

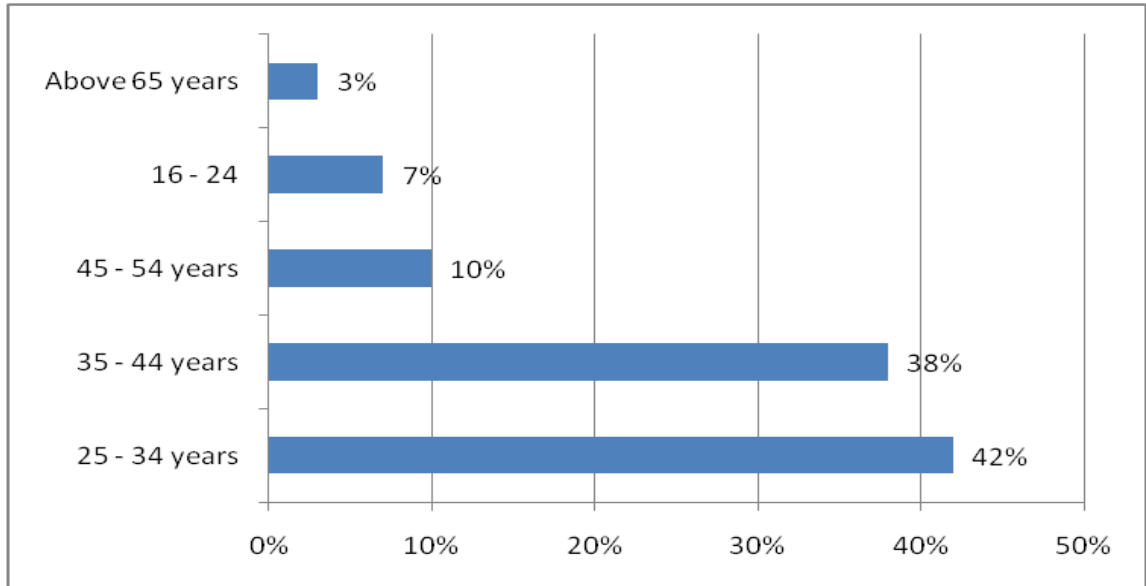


#### **4.3.2. Age of the Respondents**

Past studies have established existence of strong correlation between job satisfaction and age (Herzberg, 1995). In a study conducted by Kalleberg and Loscoco (1983) older workers were more satisfied than younger workers and minority groups. Due to longer experience, better adjustment to work situation and fewer expectations, older workers tend to be more satisfied than their younger counterparts.

As per the findings in Figure 4.2, 42% of the respondents were between 25 to 34 years, 38% were aged between 35 to 44 years, 10% indicated that they were between 45 to 54 years, 7% indicated that they were between 16 to 24 years whereas 3% were above 65 years. This indicated that majority of the teachers in British National Curriculum Schools were energetic and in productive working ages of 16- 44 years.

**Figure 4.2: Age of the Respondents**

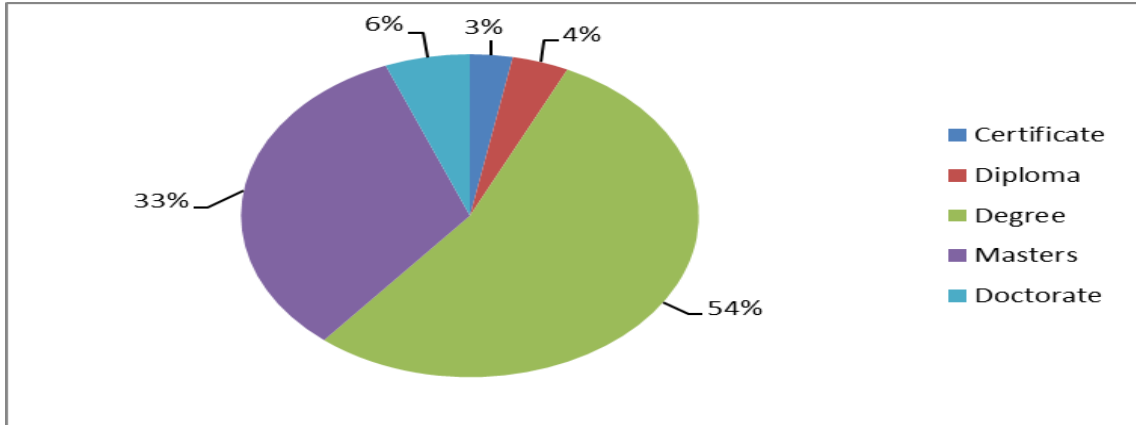


#### **4.3.3. Highest Level of Education**

Findings revealed that majority of the respondents 54% indicated that they were degree holders, 33% indicated that they were masters holders, 6% indicated that they were doctorate holders, 4% indicated that they were diploma holders whereas 3% indicated that they were certificate holders.

This implied that 100% of teachers in British National Curriculum schools have post-secondary education training as shown in Figure 4.3. Level of education and training achieved gives the job holder motivation and confidence in performing tasks. In this regard, organizations make explicit specification on required educational level of prospective employees depending on purpose of the job as well as other organizational needs and considerations.

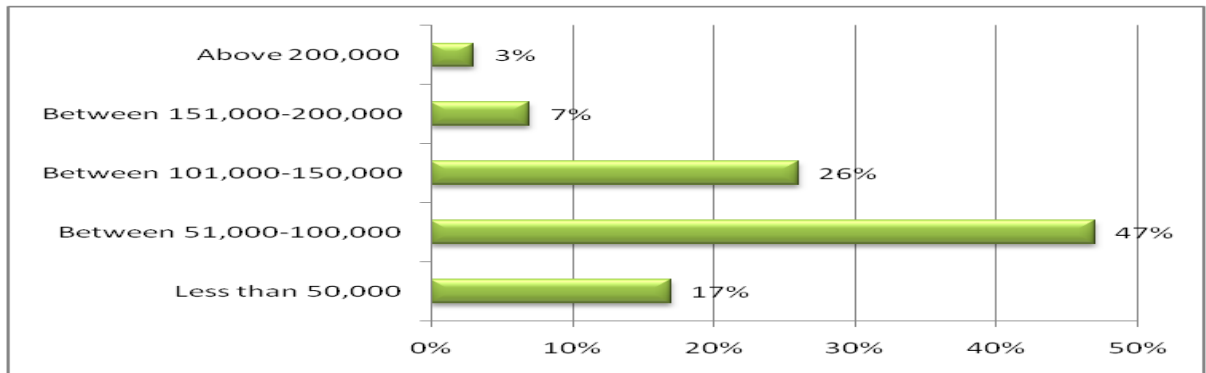
**Figure 4.3: Highest Level of Education**



#### **4.3.4. Respondents Monthly Gross Salary**

Findings in Figure 4.4 reveals that 47% who were the majority indicated that they earned between 51,000 to 100,000 in a month, 26% indicated that they earned between 101,000 to 150,000 in a month, 17% indicated that they earned less than 50,000 in a month whereas 7% indicated that they earned between 151,000 to 200,000 in a month while only 3% earned more than 200,000 per month. This implies that majority of the respondents (93%) earned more than 50,000 per month.

**Figure 4.4: Respondents Monthly Gross Salary**

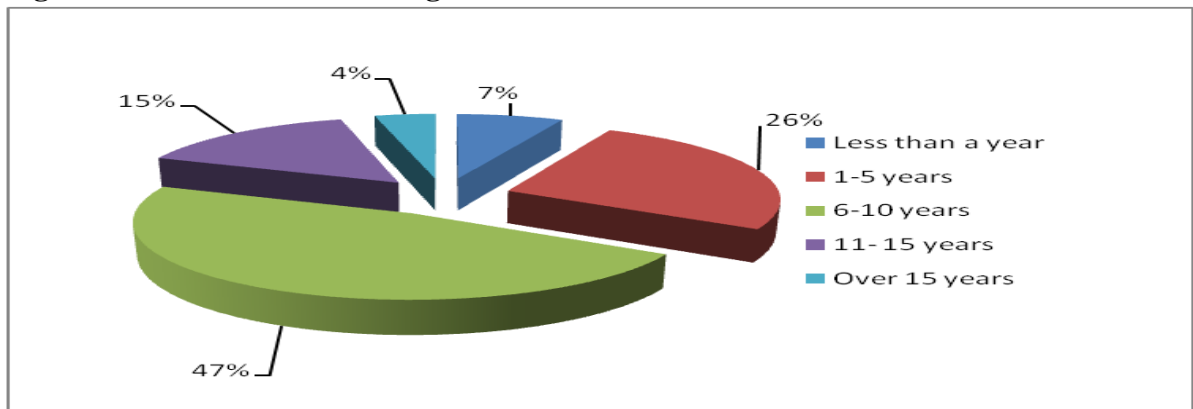


#### 4.3.5. Respondents Length of Service

The study found that 47% who were the majority had worked for a period between 6 to 10 years, 26% had worked for a period between 1 to 5 years, 15% had worked for a period between 11 to 15 years, 7% had worked for a period of less than one year whereas 4% had worked for a period of over 15 years.

This implied that 66% of the respondents had worked for their respective schools for a period exceeding 6 years as shown in Figure 4.5. A review by Herzberg (1995) indicated a consistent trend in job attitude according to age and length of service.

**Figure 4.5: Number of Working Years**



#### 4.4. Perceived Factors Influencing Job Satisfaction

The factors perceived by respondents as influencing job satisfaction included pay, working conditions, leadership and supervision, career advancement and promotion, relationship with peers, nature of the work and organization culture.

#### 4.4.1. Pay

Employees have a positive perception that pay influences job satisfaction with a mean score of 4.13045. They felt that they were paid a fair amount for the work they do; they are satisfied with chances for salary increase and their salary is relevant to their qualification and experiences. In addition, they have a competitive salary that meets their expectations. These findings correlate with Arnett and Polkinghome (2010) who identifies factors contributing to teacher's satisfaction as salary increment and salary being relevant to their qualification and experiences. Job satisfaction is impacted by an employee's views about the fairness of the company wage scale as well as the current compensation she may be receiving. In a study conducted by Lawler (1971) pay was identified as a determinant factor influencing one's level of job satisfaction. This was also the case with similar research (Allen & Meyer, 1990; O'Reilly, Chatman & Caldwell, 1991) where employees stated that if they get the pay they deemed fit for their supposed job input; they would stay with the organization thereby increasing their job satisfaction.

**Table 4.1: Pay**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
I feel I am being paid a fair amount for the work I do	3.9783	1.41146
I feel satisfied with my chances for salary increases	4.9130	.83253
My salary is relevant to my qualification and experiences	4.0870	1.35344
My salary is competitive and meet my expectations	3.5435	1.06173

#### 4.4.2. Working Conditions

Employees have a positive perception that working conditions influences job satisfaction as represented by a mean score of 3.2989. These findings were in line with Mthupha (1997) who views working conditions like, adequate freedom, adequate facilities, amicable work atmosphere, and staff participation in decision making, security and governance as having adverse effects on job satisfaction. Environment in which people work has a tremendous effect on pride and level of job satisfaction. Most employees prefer conditions that they view as safe, clean and comfortable. When negative stress is high it reduces job satisfaction. When a job does not correspond with employee's personal life, or is the source of anxiety and confusion, it's stressful. Work places must be in normal conditions allowing employee to do their job properly. In work places, where there are poor conditions, employee motivation level decreases and such a situation affect employee job satisfaction negatively.

**Table 4.2: Working Condition**

<b>Working conditions</b>	<b>Mean</b>	<b>Std. Dev</b>
I am given adequate freedom to do my job efficiently	3.8043	1.33378
I am provided adequate facilities to do my job	2.1522	1.56910
I believe that the work atmosphere is friendly	3.6304	1.42489
I know what is expected of me at work	3.6087	1.42673

#### 4.4.3. Leadership and Supervision

Employees have a positive perception that leadership and supervision influences job satisfaction as indicated by a mean score of 3.5163. These findings were similar with

those of Schein (1990) who holds the perspective that proper leadership results to a satisfied workforce. Effective managers know their employees need recognition and praise for their efforts and accomplishments. Employees need to know their supervisor's door is open for them to discuss any concerns they have that are affecting their ability to do their jobs effectively and impeding their satisfaction. According to Newman (1973) the quality of care, intrinsic job factors and supervision are the best predictors of satisfaction. A work environment that provides feedback is conducive to job satisfaction. Supervisors should devote more time to the interaction; provide useful information for improving job performance.

**Table 4.3: Leadership and Supervision**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
My superior encourages my development	4.0217	1.57289
My supervisor is fair to me	2.0870	1.71076
At work my opinion seems to count	4.5217	1.43022
My superior expresses satisfaction when I meet my expectations	3.4348	1.50404

#### **4.4.4. Career Advancement**

Employees have a positive perception that career advancement influences job satisfaction with a mean score of 4.1141. The respondents with the positive perception felt that they were satisfied with their chances for promotion; those who do well on the job stand a fair chance for promotion; they have a good opportunity for promotion and have an opportunity to learn and grow. These findings are consistent

with those of Spreitzer (2007) who stated that organizations should have career progression path for their employees and that promotion should be based on merit.

**Table 4.4: Career Advancement**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
I am satisfied with my chances for promotion	4.2391	1.15802
Those who do well on the job stand a fair chance of being promoted	4.3261	1.16866
There is too little chance for promotion on my job	3.8261	1.22572
I have an opportunity to learn and grow	4.0652	1.33020

#### **4.4.5. Relationship with Peers**

Employees have a positive perception that relationship with peers influence job satisfaction with a mean score of 3.1304. The findings were in line with those of Rifai (2005); Lambert et al; (2007), Deconick & Bachmann (2007) in that there is an affirmative relationship between perception and job satisfaction among employees working in different sectors. This relationship helps employees to look at different aspects in the firm differently. Social and interpersonal factors considerably influence employee's attitude towards their work. More friendly and supportive co-workers mean increased job satisfaction. Indeed, employees evaluate themselves by comparison with others, probably similar others based on their own ability, normalcy, uniqueness, sanity, sense of fairness in rewards and punishment and level of sacrifice (Wheeler, 2000).

**Table 4.5: Relationship with Peers**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
My colleagues are cooperative in terms of teamwork	2.1522	1.56910
My colleagues give advice and feedback towards my performance	3.6304	1.42489
I have best friend at work	3.6087	1.42673

#### **4.4.7. Nature of Work**

Employees have a positive perception that the nature of work influences job satisfaction with a mean of 3.5155. The respondents felt that the job requires high skills, it is not repetitive and dull; the job achieves both short and long term goals; it is interesting and challenging; the job increases the level of responsibility and commitment and it is achievable and attainable. The findings were also similar with Gorris (2006) who gives various form of nature of work and how it builds a culture that ultimately influences the behaviour of employees and dictates the relationship established with employers which impacts job satisfaction. Employees prefer a job that offers more challenge and a variety of tasks. Some jobs are perceived as boring and dull while others are seen as rewarding and attractive (Okumbe, 2001). Boredom in particular comes from not having enough work to stay busy. It can be difficult for someone to motivate himself for doing something he does not enjoy. Employee values and job expectations significantly moderate job satisfaction (Nzuve, 1992). Men who are given no choice of jobs and those who ask for a job but fail to get it are usually much less satisfied.

**Table 4.6: Nature of Work**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
The job requires high skills and knowledge	4.0652	1.33020
The job is not repetitive and dull	4.0217	1.57289
The job gives an opportunity for career enhancement or advancement	2.0870	1.71076
The job achieves my short and long term goals	3.5435	1.43022
The job is interesting and challenging	3.4348	1.50404
The job increases my responsibility and commitment	3.7609	1.45268
The job is achievable and attainable	3.6957	1.53599

#### **4.4.8. Organizational Culture**

Employees have a positive perception that organizational culture influences job satisfaction represented by a mean score of 3.875. The respondents felt that there was open flow of information in the organization; the firm provides a high degree of flexibility and freedom in decision making; they are accorded an opportunity to participate in making organizational changes and they are provided with adequate information for decision making. These findings support the earlier findings by Spreitzer (2007) who stated that organizations should ensure there is open flow of information which includes flow of information upwards and downwards in the organization so that employees have ‘light of sight’ about how their behavior affects firm performance.

According to Schein (1990) culture is the overall occurrence of the organization which determines the values, organizational climate and policies that ultimately shapes the programmes of the company. Klein (1996) posits that organizational culture is important and has a profound influence on the quality of services and products of the organization. According to Tang (2006) a supportive culture of any entity reinforces the job satisfaction of the workers. Rad (2006) advanced the view that organization culture has an impact on job satisfaction and commitment which affects performance either positively or negatively. A supportive culture encourages cooperation, teamwork, mutual trust in the work environment, harmony, health and safety in the work place and unity of direction. It aims at building synergy in the workplace and reinforcing equitable distribution of resources and humanistic traits like socialization and collaboration.

**Table 4.7: Organizational Culture**

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>
Open flow of information	3.2391	1.76567
Provides degree of flexibility and freedom to make decisions	4.1957	1.15802
Participate in making organizational changes	4.2391	1.16866
Provided with adequate information for decision making	3.8261	1.22572

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATION**

### **5.1. Introduction**

This chapter presents the summary of the study, conclusion, recommendations, limitations of the study and suggestions for further research.

### **5.2. Summary**

The study established that majority of the teachers sampled were men. Most of them were energetic and in productive working ages of 16-44 years. The research found out that more than half of the workers were not satisfied with their current jobs. The study established that majority of employees were not satisfied with the schools policies on career advancement and promotion. The major causes of dissatisfaction were limited chances for promotion and pay progression.

Many respondents described their work relationships as friendly but stated low level of cooperation among colleagues at workplace. Teachers were moderately satisfied with work with majority stating they were happy with their duties. Teachers lacked authority to make decisions in their places of work. Management failure to provide regular feedback was evident.

### **5.3. Conclusion**

The study concluded that reward management plays a stronger role in creating job satisfaction of teachers of British National Curriculum schools in Nairobi County. Salary division has a negative and direct effect on job satisfaction. Teachers stated that if they get the pay they deemed fit for their supposed job input which includes skills, effort, experience and present performance they will be satisfied.

Perceived lack of vertical career growth and progression up the ladder affects employee's attitude towards their job. Satisfaction rises when employees feel they have better and higher chances for future promotions. The fact that over three quarter of the respondents indicated high pessimism on their chances for future promotion raises concerns on effectiveness and rationale of institutional career niche and policies on career development for teachers. In this study, majority of the respondents felt they are poorly rewarded.

Contrary to their expectations, the salaries of staff were much below the ones accorded to them. It can therefore be concluded that how an organization manages its pay schemes will affect workers commitment, satisfaction and attitude to work. Placement in a salary band needs not only to be good enough but must be appropriate to meet elements of harmony, fairness and equity to satisfy the employee's basic needs. Many teachers emphasized the importance of collegial relationships as a prime determinant towards strong feelings of job satisfaction. Although some emphasized that colleagues are cooperative, others shared different opinions, stating that sometimes, the drive for promotion overrides the spirit of collaboration among teachers. Thus, collegial collaboration can both be a source of satisfaction and of dissatisfaction.

#### **5.4. Recommendations**

It is coherent to undertake continuous pay reviews to meet the teacher's expectations. Rational and equitable harmonization of existing discrepancies in the reward management system is likely to attract and retain competent staff in schools.

Furthermore, more rewards and advancement should be linked to performance. Non-monetary performance related reward incentives be considered for implementation.

There is need to use motivation by career progression as a strategy to retain competent and performing employees. Formulation of career and training policies that enhance opportunities for personal growth, more responsibilities and increased social status will enhance the relevance of the job. Fair and just promotion policies if applied can enhance positive attitude of employees towards their jobs.

Many teachers expressed the importance of collegial relationships as a prime determinant towards strong feelings of job satisfaction. Although some emphasized that colleagues are cooperative, others shared different opinions, stating that sometimes, the drive for promotion overrides the spirit of collaboration among teachers. Therefore, management should encourage the spirit of cooperation and team work among colleagues. Improvement in teachers' working conditions is not a luxury we can do away with, but an essential component of effective policy-making (Hargreaves, 1994; Pollard et al., 1994). As Hean & Garrett (2001) eloquently phrase it: 'happier teachers are better teachers' and it is therefore important for all educational stakeholders to be vigilant on teachers' needs and do their utmost to maximize teacher's job satisfaction and minimize dissatisfaction not only for the benefit of teachers themselves but also for the sake of the learners under their care.

### **5.5. Limitations of the Study**

This study concentrated on British National Curriculum Schools in Nairobi County alone and thus did not collect the views from other educational institutions such as

public schools. Therefore, the findings may not be representative of other schools which do not offer British National Curriculum.

### **5.6. Suggestions for Further Research**

It is recommended that in future, similar study be conducted among all educational institutions in Kenya. This will be important so as to generalize findings for the entire education sector. The study also recommends that a study be conducted on the effectiveness of job satisfaction practices in improving the employee performance. This study will be key in identifying whether job satisfaction practices adopted by organizations are important in improving the performance of the employees and what other strategies can be adopted so as to improve employee productivity.

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## APPENDIX

### Appendix I: Questionnaire

#### SECTION A: Demographic Data

Tick (✓) the bracket that represents your status.

1. What is your gender?

Male ( )

Female ( )

2. What is your age range?

16-24 ( )

25-34 ( )

35-44 ( )

45-54 ( )

55-64 ( )

Above 65 ( )

3. What is the highest level of education you have completed?

Certificate ( )      Diploma ( )      Degree ( )      Masters ( )

Doctorate ( )

4. What is your average monthly gross salary range (in KSh)?

Less than 50,000 ( )      Between 51, 000- 100,000 ( )

Between 101, 000- 150,000 ( )      Between 151, 000 -200,000 ( )

Above 200,000 ( )

5. How long have you worked for the school?

Less than a year ( )

1-5 years ( )

6-10 years ( )

11- 15 years ( )

Over 15 years ( )

### **SECTION B: Employee Perception of factors Influencing Job Satisfaction**

Statements indicate the extent to which you agree or disagree by ticking (√ ) the appropriate column.

1= Strongly Agree, 2= Agree, 3= Neither Agree Nor Disagree, 4= Disagree,

5= Strongly Disagree

<b>STATEMENTS ON FACTORS INFLUENCING JOB SATISFACTION</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Pay</b>						
1	I feel I am being paid a fair amount for the work I do					
2	I feel satisfied with my chances for salary increases					
3	My salary is relevant to my qualification and experiences					
4	My salary is competitive and meet my expectations					
<b>Working conditions</b>						
5	I am given adequate freedom to do my job efficiently					
6	I am provided adequate facilities to do my job					
7	I believe that the work atmosphere is friendly					
8	I know what is expected of me at work					
<b>Leadership and Supervision</b>						
9	My superior encourages my development					

10	My supervisor is fair to me					
11	At work, my opinion seems to count					
12	My superior expresses satisfaction when I meet my expectations					
<b>Career advancement and Promotion</b>						
13	I am satisfied with my chances for promotion					
14	Those who do well on the job stand a fair chance of being promoted					
15	There is too little chance for promotion on my job					
16	I have an opportunity to learn and grow					
<b>Relationship with peers</b>						
17	I have best friend at work					
18	My colleagues are cooperative in terms of teamwork					
19	My colleagues give advice and feedback towards my performance					
<b>Nature of the work</b>						
20	The job requires high skills and knowledge					
21	The job is not repetitive and dull					
22	The job gives an opportunity for career enhancement or advancement					
23	The job achieves my short and long term goals					
24	The job is interesting and challenging					

25	The job increases my responsibility and commitment					
26	The job is achievable and attainable					
<b>Organizational Culture</b>						
27	Open flow of information					
28	Provides degree of flexibility and freedom to make decisions					
29	Participate in making organizational changes					
30	Provided with adequate information for decision making					

**Thank you for your cooperation.**

**Appendix II: List of International Schools Offering the British National  
Curriculum in Nairobi County**

NO.	NAME OF SCHOOL	NUMBER OF TEACHERS
1	Brookhouse International School	50
2	International School of Kenya	60
3	Braeburn High School	34
4	Nairobi International School	39
5	Aga Khan Academy, Nairobi	48
6	Banda Preparatory School	47
7	Light Academy	43
8	Premier Academy	68
9	Hillcrest School	58
10	Nairobi Jeffrey Academy	45
11	Rusinga Group of Schools	78
12	SCLP Samaj School	65
13	School of Nations	20
14	Peponi School	35
15	Braeside School	54
16	Oshwal Academy, Nairobi	80
17	GEMS School	32
18	ST. Mary's International School	27
19	ST. Mary's School	22
<b>Total</b>		<b>900</b>

**SOURCE:** British National Curriculum Schools Heads Association Handbook May  
2014