A SURVEY OF FACTORS INFLUENCING JOB SATISFACTION LEVEL AMONG DEPUTY HEAD TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KANDARA DISTRICT

BY

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JULY, 2012
DECLARATION

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

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

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DEDICATION
This research project is dedicated to my parents, Josphat Kuria Mwangi and Sarafina Njoki who inspired me to attain my academic potential. My dear husband Peter Mwaura for his patience and encouragement throughout the period of my project writing. Last to my children Gloria Wanjiku, Chris Mungai and Joy Njoki for their great inspiration and patience.
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<tr>
<td>B.O.G</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>D.E.O</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>H.O.D</td>
<td>Heads of Departments in schools</td>
</tr>
<tr>
<td>K.C.S.E</td>
<td>Kenya Certificate of Secondary Education</td>
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<td>M.O.E.</td>
<td>Ministry of Education</td>
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<td>NARC</td>
<td>National Alliance Rainbow Coalition</td>
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<td>NGO</td>
<td>Non Governmental Organizations</td>
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<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UNCEF</td>
<td>United Nation Children Education Foundation</td>
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ABSTRACT

Job has a central role in people's life. Apart from the fact that it occupies a lot of their time, it also provides the financial basis of their life. Thus, the context of employees' job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnover rate and intention to quit and finally employees' well being. Job satisfaction can be viewed as the degree of an employees' effective orientation towards the work role occupied in the organization. Other researchers have defined job satisfaction as the extent to which a staff member has favourable or positive feeling about work or the work environment. The deputy head teachers are at the second structural level in the school hierarchical structure and have distinct duties outlined by the Ministry of Education. One key assumption about the deputy head teacher is transition position that aspires to headship and that their current role is an important stage in their career development as successful head teachers. The deputy head teacher is involved in contributing to the development and implementation of school objectives, planning, establishment and the management and further development of personnel, finance, technology, assets, facilities and resources of the institution to ensure their optimum use. He plays a role in representing the school in the broader community and working with parents, community and business. In addition, the deputy principal has a duty of care to ensure the safety and wellbeing of all students within his care. They play significant roles in the overall secondary school administration and as such their morale and motivation is crucial as it affects their level of performance. However there exists role tensions in the function of deputy head teachers as the responsibilities often overlap with those of the head teacher. This may affect the performance of most deputies hindering them from achieving their full potential in their career. This study aimed at investigating the factors influencing job satisfaction among deputy head teachers in public secondary schools. The study specifically looked at how remuneration, interpersonal relations with co workers, school working conditions and the leadership style of the boss influence their deputies' job satisfaction. A descriptive survey design was employed and data was collected using questionnaires. The questionnaires were administered to all deputy head teachers in the public secondary schools of Kandara district. The data from the questionnaires was analyzed by use of descriptive statistics such as mean, standard deviation and percentages, with the help of the statistical package for social science (SPSS). The results obtained were presented in the form of tables and graphs. The study found that most deputy headteachers in public secondary schools are not satisfied with their position. They further felt that their remuneration does not march the responsibility given and the working conditions are not conducive because there is much supervision from headteachers and lack of involvement in decision making process. The study recommended that the Teachers Service Commission which promotes and remunerates teachers should put in place remuneration policies to fairly compensate the deputy headteachers for the long working hours in administration of schools and stipulate duties and authority of deputy head teachers in schools.
CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Although much has been written about job satisfaction in general, very little research has been conducted in relation to high school deputy head teachers and their job satisfaction. Herrington and Wills (2005) in their study investigating the job satisfaction level of assistant principals in Florida stated, “During the past few years, superintendents and district human resource officers have reported increasing difficulty in filling vacant school leadership positions” (p. 182). With further research predicting a nationwide head teachers shortages in the united states (Capelluti & Nye, 2005; Fenwick & Pierce, 2001). Current assistant principal job satisfaction levels are important because they will soon become the pool of candidates from which future principal selections are made. However, without qualified, trained, and satisfied principal candidates, there won’t be enough candidates to fill the upcoming principal vacancies.

Job satisfaction has a long history of study. Hoppock (1985) suggested that job satisfaction comes from a variety of circumstances and can be tentatively defined as “any combination of psychological, physiological, and environmental circumstances that causes a person truthfully to say, ‘I am satisfied with my job’ (p. 47). According to Hoppock, job satisfaction depends on a variety of factors working in concert with one another to provide the necessary balance, which gives the worker a sense of satisfaction. An imbalance of factors would produce dissatisfaction. Gruneberg (1979) viewed job satisfaction as an individual’s emotional reactions to a specific job. Weller and Weller (2002) saw job satisfaction as a mixture of psychological, task-related, and environmental variables.

According to Ebru (1995) in his study “Teacher motivation and incentives in Nigeria”, Job satisfaction of the educationists naturally depends on the economically, social and cultural conditions in a given country (Ebru, 1995). For instance a worker who cannot get sufficient wage will be faced with the problem of maintaining his or her family's life. This problem puts the worker far from being satisfied. Especially the social facilities (transportation services, and consumer cooperatives – cash boxes) are sufficient because of the economic conditions. Low wages and lack of status and social security affect motivation (Moser, 1997).
Various research studies (Levinson, 1997; Alexander, Litchtenstein and Hellmann, 1997; Jamal, 1997) show that job satisfaction is so important in that its absence often leads to lethargy and reduced organizational commitment. They further argue that lack of job satisfaction is a predictor of quitting a job. MacDonald (1996) argue in favour of the control of job satisfaction by factors intrinsic to the workers. His arguments are based on the idea that workers deliberately decide to find satisfaction in their jobs and perceive them as worthwhile.

Sharp and Walter (2003) viewed the job of the assistant headteacher generally considered as the entry-level position into the field of school administration. The duties and responsibilities of the assistant headteacher vary from school to school, but they do have some tasks in common. According to Marshall (1992), they include meeting in conferences with parents and students, handling behavior issues, working on the master schedule, dealing with attendance, and providing guidance and counseling to students. Due to the serious rise of school violence over the past several years, school safety is also an area of responsibility assistant headteachers address on a daily basis.

However according to Sergiovanni(1999) there exist a role tensions in function of deputy head teachers as the responsibilities often overlap with those of the head teacher. In some cases, deputies are expected to fulfill all the responsibilities of the head teacher and to deputize fully when the head teacher is away from the school. Within most schools deputy head teachers are given particular areas of responsibility such as discipline, staff development, data-management or attendance monitoring. In other schools their main role is ensuring stability and order in the school. They view the role as having maintenance rather than a developmental or leadership function and thus the full potential of deputy head teachers in many schools is not being fully released or exploited( Sergiovanni,1999). A survey 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 the principal (Harvey, 1994).

Murage( 2010) while investigating job satisfaction among deputy principals in Nairobi province found that, low salary was ranked first as a cause of job dissatisfaction followed by headteacher leadership styles, administrative responsibilities, recognition, working conditions and
interpersonal relations in that order. The study revealed that there was no significant difference between job satisfaction of deputy head teachers of Nairobi Province public secondary schools and their age, gender, marital status, academic qualification, job experience and school categories. The deputy head teachers indicated that deputy headship is supposed to be a post of authority but the head teacher did not allow them free decision-making.

1.1.2 Public secondary schools

According to NARC (2002), State education is generally available to all. In most countries, it is compulsory for children to attend school up to a certain age. The funding for state schools is provided by tax revenues, so that even individuals who do not attend school (or whose dependents do not attend school) help to ensure that society is educated. In poverty stricken societies, authorities are often lax on compulsory school attendance because the children there are valuable laborers. It is these same children whose income-securing labor cannot be forfeited to allow for school attendance.

In Kenya, public school teachers are recruited and hired by the Teachers Service Commission. The commission is responsible for teachers' remuneration and disciplinary measures and the school principals and their deputies act as the agent of the commission in their respective schools. However, Park and Hannum (2001) argued that public school teacher is the lowest ranked teacher in the education system. The highly authoritarian education management structure ensures that teachers and students are heavily controlled from the top.

In Kandara district there are 42 public secondary schools with 20734 students and 927 teachers. The introduction of free secondary education by the government in 2008 raised the school enrollment in many developing countries like Kenya (D.E.O, 2011). The increased enrollment has often not been matched by increased numbers of government-salaried teachers leading to shortage of teaching personnel in public school. The available teachers are made to assume bigger work load. One method employed by the government to lower the pupil-teacher ratio is to hire low paid local contract teachers in addition to government-salaried ones. The contract teachers are said to be less experienced and often low motivated to work and although no supporting data this is likely to complicate the working environment for deputy head teachers (Gaya, 2005).
1.2 Statement of the problem
One key assumption about the deputy head teacher is transition position that aspires to headship and that their current role is an important stage in their career development as successful head teachers. Although not all deputy head teachers aspire to be promoted to headship. West (1992) cites three possible roles for the deputy head: deputy as head’s deputy (the traditional role), deputy as prospective head (preparation for headship) and the deputy as deputy-head-of-school (the emergent role), all of which are considered to shape practice in schools. The deputy as prospective head teacher implies that the time spent as a deputy offers a preparation and entry point to headship (West, 1992).

There is increased pressure on deputy head teachers 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 head teachers. In most cases, extra time has not been allocated and more ‘personal’ time is being taken to complete the tasks required with no compensation (Vinkenburg, et al., 2002).

A study by Ribbins (1997) demonstrated, however, that a large number of head teachers interviewed found their experience as a deputy headteachers 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 department than as deputy head teacher. This negative view of time as a deputy often contrasted starkly with their current view of being a head teacher, 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 head teachers felt that their previous role had left them much unprepared for the job because of their lack of leadership experience (Glanz, 1994).

Gaya(2005) in her study on job satisfaction of deputy head teachers in private secondary schools in Nairobi province found that deputy head teachers’ job satisfaction is influenced by several factors which include work itself, pay, recognition, administrative tasks and responsibilities, working conditions and the overall leadership style of their proprietors. According to teachers promotion Statistics from teacher service commission in 2009 indicated that over 40% of
qualified deputy head teachers either declined the offer or resigned from their position in the last five years. It is in this light that this study aimed at investigating factors influencing job satisfaction of the deputy head teachers in public secondary school in Kandara district, Kenya.

1.3 Objectives of the study

1.3.1 General objective
To analyze the factors influencing job satisfaction level of deputy head teachers in public secondary schools in Kandara district.

The study was guided by the specific objectives as follows.

1.3.2 Specific objectives

i. To find out how remuneration influences job satisfaction level of deputy head teachers in public secondary school in Kandara district.

ii. To evaluate how interpersonal relations with coworkers influence job satisfaction levels of deputy head teachers in public secondary school in Kandara district.

iii. To examine how working conditions influence job satisfaction level of deputy head teachers in public secondary school in Kandara district.

iv. To find out how leadership style of the boss influences job satisfaction level of deputy head teachers in public secondary school in Kandara district.

1.4 Research questions
This study sought to answer the following research questions

i. Does remuneration influence job satisfaction levels of deputy head teachers in public secondary school in Kandara district?

ii. How do interpersonal relations with coworkers influence job satisfaction level of deputy head teachers in public secondary school in Kandara district?

iii. Which work conditions influence job satisfaction levels of deputy head teachers in public secondary school in Kandara district?
1.5 Significance of the Study
The government can use the study findings to provide motivational incentives to deputy head teachers in public secondary schools to increase their job satisfaction. The government may initiate financial rewards such as attractive responsibility allowances to fully compensate the deputies for the time and responsibility given.

The results may be used by those development partners like NGOs and UNICEF operating in education sector in Kenya to develop performance programmes for schools. They may need to develop managerial programmes to assist the secondary school principals in identifying the challenges faced by their deputies when performing their duties.

The studies on deputy head teachers’ job satisfaction are largely neglected by scholars and policy formulators. The study findings will therefore 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.

1.6 Scope of the Study
The scope of this study was 42 the deputy head teachers in public secondary schools in Kandara district, Kenya. The researcher collected data from public owned secondary schools so as to assess the effect of remuneration, working conditions, interpersonal relations and principals’ leadership style on the job satisfaction of deputy head teachers. The data was collected from deputy head teachers using questionnaires and also from secondary sources like district education office and Ministry of education website.

1.7 Limitation of the Study
The schools in Kandara district are scantly dispersed within the district with some areas being inaccessible due to poor terrain. To mitigate this problem the researcher gave a lengthy period of data collection.
The research was restricted by availability of fund and to mitigate this problem the researcher conducted much of the research activities on his own and only engage a research assistance where inevitable.

The study focused specifically on public school in Kandara district. The findings of the study are therefore applicable to this district; however, a lesser degree of generalizations to the other districts in Kenya can be made with a few modified interpretations. The study was completed within a period of one month; therefore, adequate collection of data, administration of questionnaires, observations and interviews was restricted to this period.
CHAPTER TWO
LITERATURE REVIEW

This chapter presents relevant literature relating to the study and compare views of different authors on the same. This section discusses theoretical review related to the study and also the empirical literature review. A conceptual framework was also provided to create a link between the independent and dependent variables of the study.

2.1 Theoretical Review

The theoretical review involves evaluation of the theories that support the study.

2.1.1 Herzberg et al.’s Two Factor Theory

Herzberg, Mausner and Snyderman’s (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers which is also of great significance to the study of job satisfaction among deputies in Public secondary schools. They carried out several studies to explore those things that cause workers in white-collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg et al. does not cause satisfaction and consequently failed to increase performance of workers in white-collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationship with supervisors and work conditions; they are associated with job content:

Herzberg et al. indicated that these factors are perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the
drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals’ need for advancement, growth, increased responsibility and work itself are said to be the motivating factors. Herzberg et al., (1959) pointed out that the opposite of dissatisfaction is not satisfaction but no dissatisfaction. Both hygiene factors and motivators are important but in different ways (Naylor 1999).

Applying these concepts to education for example, if school improvement depends, fundamentally, on the improvement of teaching, ways to increase teacher motivation and capabilities should be the core processes upon which efforts to make schools more effective focus. In addition, highly motivated and need satisfied teachers can create a good social, psychological and physical climate in the classroom. Exemplary teachers appear able to integrate professional knowledge (subject matter and pedagogy), interpersonal knowledge (human relationships), and intrapersonal knowledge (ethics and reflective capacity) when he or she is satisfied with the job (Collinson, 1996).

Nonetheless, commitment to teaching and the workplace have been found to be enhanced by psychic rewards (acknowledgement of teaching competence), meaningful and varied work, task autonomy and participatory decision-making, positive feedback, collaboration, administrative support, reasonable work load, adequate resources and pay, and learning opportunities providing challenge and accomplishment (Firestone & Pennel, 1993). In contrast, extrinsic incentives, such as merit pay or effective teaching rewards have not been found to affect teacher job satisfaction and effectiveness among Nigerian teachers (Ubom, 2001). The extrinsic factors evolve from the working environment while the actual satisfiers are intrinsic and encourage a greater effectiveness by designing and developing teachers higher level needs. That is giving teachers greater opportunity, responsibility, authority and autonomy (Whawo, 1993). Conversely, Ukeje et al. (1992) are of the opinion that however highly motivated to perform a teacher may be, he or she needs to possess the necessary ability to attain the expected level of performance. Nevertheless, it is hoped that if educational administrators and education policy makers can understand teachers’ job satisfaction needs, they can design a reward system both to satisfy teachers and meet the educational goals.
Work motivation has a collective, as well as an individual, dimension, which is explored by 'equity theories' (Wilson and Rosenfeld, 1990). Teachers compare their own efforts and rewards with those of peers. The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers' perceptions of their own status and are just as relevant to motivation in developing countries as in industrialized ones. Although this has received only limited empirical support, it is a useful theoretical framework for this study and form the basis of the job satisfaction among the deputy head teachers in public secondary school.

2.1.2 Motivational Theories
Deputy head teachers job satisfaction and motivation can be studied through several broad approaches vis-à-vis content or need based theories, process theories and reinforcement theories. An organization's liveliness, whether public or private, comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance and their motivation (Lewis, Goodman & Fandt 1995). Golembiewski (1993) refers to motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness. Dessler (2001) defined motivation as the intensity of a person's desire to engage in some activity.

While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that an employee may display low motivation from the organization's perspective yet enjoy every aspect of the job. This state represents high job satisfaction. Peretomode (1991, p. 113) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a motivated worker is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals.

Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explained these desires; they explained motivation primarily as a phenomenon that occurs intrinsically, or within an individual. We can widely recognize two
need-based theorists and their theories: Maslow’s hierarchy of needs and Herzberg et al.’s two factor theory.

2.1.3 Abraham Maslow’s Hierarchy of Needs

Abraham Maslow’s (1943, 1970) need-based theory of motivation is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions etc. The security needs include the need for safety, fair treatment, protection against threats, job security etc. Affiliation needs include the needs of being loved, accepted, part of a group etc. whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence etc. Finally, self-actualization needs, which are the highest in the level of Maslow’s need theory, include realizing one’s full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees’ behavior and they are motivated by the need at the next level up the hierarchy.

A key proposition is that if the lower level needs remain unmet, the higher level needs cannot be fulfilled. This theory seems particularly relevant to deputy head teachers in public schools because meeting the basic survival needs for food and shelter as well as security in conflict situations are major daily challenges for teachers in many countries. These can seriously impair the realization of higher level needs without which effective deputy head teacher performance cannot be attained. For example, deputy who are tired and hungry and excessively preoccupied about meeting their household’s livelihood needs, are unlikely to become strongly motivated by their involvement in professional development activities. It is also to be expected that the fine-tuning of pay to individual deputy teacher performance, tasks or skills, which has received so much attention recently in the USA and England (Chamberlin et al, 2002), will not be seen as a major issue where teachers feel that they do not earn a ‘living wage’.

2.1.4 Affect Theory

Edwin A. Locke’s Range of Affect Theory (1996) is arguably the most famous job satisfaction
model. The main premise of this theory is that satisfaction is determined by a discrepancy between what one wants in a job and what one has in a job. Further, the theory states that how much one values a given facet of work (e.g. the degree of autonomy in a position) moderates how satisfied/dissatisfied one becomes when expectations are/aren’t met. When a person values a particular facet of a job, his satisfaction is more greatly impacted both positively (when expectations are met) and negatively (when expectations are not met), compared to one who doesn’t value that facet.

To illustrate, if Employee A values autonomy in the workplace and Employee B is indifferent about autonomy, then Employee A would be more satisfied in a position that offers a high degree of autonomy and less satisfied in a position with little or no autonomy compared to Employee B. This theory also states that too much of a particular facet will produce stronger feelings of dissatisfaction the more a worker values that facet.

2.2 Empirical Review

2.2.1 Workers remuneration and job satisfaction levels

Richard (2000) has observed from a United States school perspective that their systems equivalent to a deputy principal, that is the assistant principal, holds perhaps the toughest job in American education. He notes it is often a thankless position that places heavy demands on those who take it, while rewarding them with only a few thousand dollars more a year - or even less - than the highest-paid teachers. This observation raises questions then as to what is it that is unique about such positions in schools, what challenges do deputy principals face, and what specifically are those holding such positions charged with undertaking in terms of their roles. Unfortunately, little research has been undertaken either in Australia or elsewhere to examine such questions in any depth. This is despite the fact that considerable research has been conducted into the principalship over the past decades (Ribbins, 1997) or the acknowledgment that deputy principals hold a key leadership and administrative position in schools (Webb & Vulliamy, 1995).

The studies have shown meaningful relations between job satisfaction and wages, management policy, working conditions, possibilities of promotion, gaining respect, the size of the
organization and self development and achievement of the use of talents (Webb & Vulliamy, 1995).

2.2.2 Interpersonal relations with co-workers and job satisfaction levels

Firestone and Pennel (1993) in their review study on teacher commitment, working conditions and differential incentive policies found that assistant and deputy head teachers often experience a lack of professional support in their role. The support of the head teacher and other members of the leadership team is a key contributor to feeling valued and motivated in the role. There are currently limited opportunities for formal leadership training for assistant and deputy head teachers. This is felt to be a major drawback in preparing for headship and becoming more effective in the role.

A distributed form of leadership suggests an emergent leadership role for deputy and assistant head teachers where they are centrally involved in building culture and leading change within the school. An emergent leadership role for an assistant or deputy head teacher would necessitate communicating and developing vision, promoting shared understanding amongst staff, working as a change agent (understanding change processes, initiating programmes and encouraging participation). An emergent leadership role will entail more responsibility for planning and co-ordinating change within the school and it is important that assistant and deputy head teachers are fully prepared for the demands of this leadership role (Philips, 1994).

People skills, communication skills, knowledge of leadership theory, techniques for Improving curriculum and instruction and working with teams are considered by deputy and assistant head teachers to be important elements in any future professional development programmes. Research highlights a need for professional development programmes that focus specifically on leadership skills, knowledge and understanding for assistant and deputy head teachers (Yincir, 1990).

A disproportionate amount of the literature in the review focused upon elements of the role and in particular, the responsibilities associated with deputy or assistant headship. This concentration upon the duties and responsibilities of assistant head teachers and deputy head teachers
frequently raised issues of role demarcation and by association the relationship with the head teacher. The literature pointed unequivocally towards tensions concerning the exact role of the assistant or deputy head teachers in comparison with the head teacher.

2.2.3 Leadership style and job satisfaction levels

Golanda (1991) considered the assistant principal role in terms of the relationship between the assistant principal and the principal. He argued that the essentially supportive and complimentary role of the assistant principal to the principal in conjunction with the already traditionally assigned and delegated responsibilities determined by the principal insufficiently prepared and equipped the assistant principal for the role of principalship. Harvey (1994) identified the origins of the features of the relationship between the principal and deputy principal as including: the paternalistic nature of principal authority, the principal's determination of the delegated responsibilities, the broad range of disparate tasks for the deputy principal, and the list of responsibilities drawn from the same pool as the principals. He suggested that for the deputy principal the result was an ad hoc set of tasks which are not grounded in a clear conceptualisation of the purpose of the role.

Lewis, et al., (1995) in their book titled management challenges in the 21st Century, new york argued that many workers are frustrated by the feeling that they are smarter than the people managing them, and could do the job better than the current manager. Poor managers fail to consult and communicate with staff and employees, leading to a disconnect in company communication and a feeling of resentment and alienation among workers. Good managers make a point of listening to and acting on the opinions of the people working for them, leading to a sense of being valued among workers. In the absence of competent management and good communication on the part of the people in charge, job dissatisfaction can run rampant among those who are required to do their bidding Lewis et al( 1995).

Within the Australian educational context, Harvey (1994, p.7) argued that the position and role of deputy principal has been a wasted educational resource in education systems. He portrays a rather gloomy picture of their traditional role, seeing it centering: on a mosaic of administrative routines which contribute to the maintenance of organizational stability in the school. The work
of the deputy principals is largely defined by the needs of other school participants. This includes supporting the principal and the teachers, as well as providing for the welfare and maintaining the standard of behaviour of students. Deputy principals have not been given responsibility for the curriculum and for leadership in the teaching-learning process. Traditionally they have had little autonomy in the responsibilities they perform and have not been the initiators of school level change. They lack opportunities for self expression and their contribution to maintaining the administrative routines of the school has become taken for granted.

Often, in secondary schools, the deputy head role focused upon either pastoral or academic responsibilities, whereas in primarily schools the role often covered both areas. However, the degree to which some of these responsibilities clashed and overlapped with those of the head teacher remained an important tension for deputy and assistant head teachers. In some cases deputies and assistant heads are expected to fulfill all the responsibilities of the head teacher and to deputize fully when the head teacher was away from the school. In other cases, their role was clearly a subservient one to the head teacher and tasks were delegated to them without negotiation (Harvey, 1994).

There was also a view that deputy principals needed a much stronger leadership role than they actually possessed and that the role was too reactive with little real scope for leading innovation and change. As a direct result, job dissatisfaction and low levels of motivation were prevalent in up to 20 per cent of those surveyed (Harvey, 1994). Marshall (1992) similarly points to the lack of a ‘real’ leadership role for many assistant head teachers. This study illuminates how many assistant heads were required to undertake the routine administrative tasks not wanted by the head teacher. Koru (1993) reinforced this finding in a study which showed that routine record keeping and paperwork were tasks most often delegated to assistant principals by the principal (Koru, 1993).

Various research studies point to the fact that the lack of leadership responsibility is a major source of deep dissatisfaction for deputy and assistant head teachers (Harvey and Sheridan, 1995). An American study found that assistant heads wanted to spend more time on curriculum development and instructional supervision and less time on routine tasks. It
highlighted how this in-balance caused dissatisfaction with the role (Cantwell, 1993). A more recent American study similarly reported far higher levels of job satisfaction among deputy principals who were less involved with pupil discipline matters and more actively engaged with teacher and organizational development (Chen, et al. 2000).

A survey in the US that specifically explored job satisfaction among assistant head teachers found that those who believed they were undertaking leadership responsibilities reported higher levels of job satisfaction (Sutter, 1996). Another study similarly found that assistant heads who had a stronger instructional leadership role demonstrated higher levels of motivation and self efficacy (Pellicer, 1990). The research evidence would suggest that assistant heads want to take on a stronger instructional leadership role and to have a clearer demarcation between their leadership role and the leadership role of the head teacher (Pellicer, et al., 1990).

2.2.4 Work conditions and job satisfaction levels
According to Reed and Himmler(1995), One of the most common complaints among workers is a lack of balance between their jobs and lives. Many jobs require people to work long hours, taking away from time with family or pursuing preferred activities. In addition to hours on the job, some people find themselves thinking and worrying about their job even when they are at home, thus further disrupting the balance between work and life. The inability to detach from a job mentally can over time lead to exhaustion and a sense of entrapment.

An earlier study revealed that the secondary assistant principal role was one largely preoccupied with timetabling and the management of student behaviour (Reed and Himmler, 1995). Later studies point towards the fact that assistant heads were most often given responsibility to look after discipline and attendance issues in the school. In summary, discipline and attendance were found to be the two most common responsibilities of assistant principals in America (Scoggins and Bishop, 1993).

Evidence would suggest that the growing workload of head teachers in the last decade, particularly resulting from the local management of schools, has contributed to an increase in the delegation of more responsibilities to assistant and deputy head teachers. In a large scale qualitative study of 50 primary schools, it was found that deputy heads felt that their role had
expanded greatly during the early nineties (Campbell and Neill, 1994). The main consequences of this increase in responsibilities were reduced attention to the quality of their own teaching, difficulty keeping up with new developments and the feeling that if the head teacher were away for a longer period (more than one week), they would find it very hard to take over the headship role. They also felt they had insufficient time to develop financial and management skills they would need if they applied for headship. Similarly, in Australia and the USA, (Harvey and Sheridan, 1995) the increasing responsibilities upon the assistant or deputy principal, eg planning, policy-making and curriculum management had resulted in less time being available for professional development.

A lack of non-contact time for deputy and assistant heads has been found to be a major barrier to being successful in the role (Webb and Vulliamy, 1996). Lack of non-contact time was identified as a major impediment in Southworth’s (1998) study of primary school deputy heads in Hertfordshire. This study illustrated the tension between the role of deputy head and classroom teacher. Another study of primary school deputies (Jayne, 1996) illustrated how the role had expanded to include monitoring and evaluation, external liaisons as well as more traditional administrative roles. This expanded set of responsibilities inevitably placed an additional demand on time. However, many studies showed that extra time was not allocated for the additional tasks required to be undertaken by deputy and assistant heads (Campbell and Neill, 1994 ). In primary schools, in particular, this resulted in a tension between the teaching and management roles of the deputy (Vulliamy and Webb, 1995).

Despite a general shift towards increased responsibilities upon deputy and assistant head teachers, in most cases the role is still mainly concerned with maintenance rather than developmental functions. The deputy or assistant head is still seen as someone who ensures the school functions properly and generally keeps things running on a day to day basis despite a willingness to engage in leadership activities. Evidence would suggest that deputies and assistant heads view their own influence as relatively small compared to that of the head teacher (Leonard and Leonard, 1999). Ribbins (1997) found that the view of the assistant head as a ‘stand-in’ for the head teacher remained prevalent. Yet, in only in a small number of cases was the deputy or assistant head teacher seen as being close to being a second head teacher or someone with
leadership responsibilities. The head teacher remains the main gatekeeper to leadership functions in the school and if the head teacher does not support a strong leadership role for the deputy or assistant head teacher, it is unlikely that this will happen (Southworth, 1998).

Similarly in the USA, the principal decides upon the exact nature of the role of the assistant principal (Scoggins and Bishop, 1993) which for those in assistant or deputy roles is a constant frustration (Mertz, 2000). In a detailed case study of one US assistant principal, it was clear that most of her duties were determined by the principal rather than allocated through any fixed job definition (Mertz and McNeely, 1999).

2.3: Gap Analysis

Employee satisfaction and retention have always been important issues for the institutions growth. After all, high levels of absenteeism and staff turnover can affect your bottom line, as temps, recruitment and retraining take their toll. Satisfied employees tend to be more productive, creative and committed to their employers, and recent studies have shown a direct correlation between staff satisfaction and Schools performance.

A large amount of technical assistance is provided both by various government ministries, NGOs and other educational institutions to secondary school performance, among the more active programs are those run by the Teacher service commission (TSC). The commission recruits and motivates deputy head teachers. The study therefore evaluates the factors that influence job satisfaction of deputy head teachers in Public schools. These include compensation and benefits, working conditions, relations with the head teacher and co workers

2.4 Conceptual frame work

The conceptual framework is derived from theoretical framework and reflects on factors influencing job satisfaction among deputy head teachers in public secondary schools. The independent variable in this study were be deputy’s remuneration, interpersonal relations with co workers, Leadership style of the principal and deputy’s working conditions.
Table 2.1 Conceptual framework

<table>
<thead>
<tr>
<th>Independent variables</th>
<th>Intervening Variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remunerations</td>
<td></td>
<td>Job satisfaction level</td>
</tr>
<tr>
<td>Interpersonal relations with co-workers</td>
<td></td>
<td>• High motivation</td>
</tr>
<tr>
<td>Leadership style</td>
<td></td>
<td>• Positive attitude</td>
</tr>
<tr>
<td>Working conditions</td>
<td>-Political factors</td>
<td>• Low level of absenteeism</td>
</tr>
<tr>
<td></td>
<td>-Socio cultural factors</td>
<td>• Career Advancement</td>
</tr>
<tr>
<td></td>
<td>-Economic environment</td>
<td></td>
</tr>
</tbody>
</table>

Source: (Researcher, 2012)

2.5 Operational Definition of terms

School leadership style- An organization's policies can be a great source of frustration for employees if the policies are unclear or unnecessary or if not everyone is required to follow them. Although employees never have a great sense of motivation or satisfaction due to leadership style, one can decrease dissatisfaction in this area by making sure the style is fair and apply equally to all. Also, make printed copies of institution’s policies-and-procedures manual easily accessible to all members of staff. If you do not have a written manual, create one, soliciting staff input along the way. One might also compare your policies to those of similar practices and ask yourself whether particular policies are unreasonably strict or whether some penalties are too harsh.
Remuneration - Salary is not a motivator for employees, but they do want to be paid fairly. If individuals believe they are not compensated well, they become unhappy working for an organization. Consult salary surveys or even your local help-wanted ads to see whether the salaries and benefits institution is offering are comparable to those of other offices in your area. In addition, make sure you have clear policies related to salaries, raises and bonuses.

Interpersonal relations - Part of the satisfaction of being employed is the social contact it brings. The employees should be allowed reasonable amount of time for socialization (e.g. over lunch, during breaks, between weeks). This will help them develop a sense of camaraderie and teamwork. At the same time, you should crack down on rudeness, inappropriate behavior and offensive comments. If an individual continues to be disruptive, take charge of the situation, perhaps by dismissing him or her from the practice.

Working conditions - The environment in which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Heads should do everything they can to keep equipments and facilities in good working order. Even a nice chair can make a world of difference to an individual's psyche. Also, if possible, overcrowding should be avoided and each employee allowed his or her own personal space, whether it be a desk, a locker, or even just a drawer.

Job satisfaction - Job satisfaction depends on a variety of factors working in concert with one another to provide the necessary balance, which gives the worker a sense of satisfaction. Satisfied employees tend to be more productive, creative and committed to their employers.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
The chapter provides a description of the methods that were applied in conducting the study. This comprised the research design, target population, population sample and sampling techniques, research instruments, piloting of the study, reliability and validity of instruments, description of variables, data collection and analysis procedures.

3.1 Research design
This research problem was studied through descriptive research design. Descriptive research is the investigation in which quantitative data is collected and analyzed in order to describe the specific phenomenon in its current trends, current events and linkages between different factors at the current time. Descriptive research design was chosen because it enabled the researcher to generalize the findings to a larger population. The descriptive research design approach has been credited due to the fact that it allows analysis and relations of variables (Mugenda & Mugenda, 2003).

3.2 Target population
The population of the study comprised of all deputy head teachers in Kandara district. There are 42 public secondary schools in Kandara district with one deputy head teacher each.

3.3 Sampling Technique and sample size
According to Mugenda and Mugenda (2003), at times the target population may be so small that selecting a sample is meaningless and therefore taking the whole population in such cases is advisable. Census technique therefore, was used to engage all the deputies in the public secondary schools as the key informants making a sample size of 42 respondents as shown in Appendix v.

3.4 Research instruments
The research instrument of this study was questionnaire. Open ended and closed ended questions were used to collect both qualitative and quantitative data. The questionnaires were administered through drop and pick later method. Orodho (2003) explains a questionnaire as an instrument used to gather data, which allows measurement for or against a particular viewpoint. He further
asserts that a questionnaire has ability to collect a large amount of information in a reasonably quick space of time.

3.5 Validity testing
Validity as noted by Robinson (2002) is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. Validity was assured by having objective questions included in the questionnaire and by pre-testing the instruments through a pilot study. Cooper et al (2003) stated that pre-testing the data collection instruments through a pilot study helps in detecting ambiguous, awkward, or offensive questions and use of appropriate technique.

3.6 Reliability testing
Reliability refers to a measure of the degree to which research instruments yield consistent results (Mugenda & Mugenda, 2003). In this study, reliability was assured by pre-testing the questionnaire with a selected sample from the population. A pilot study was conducted by administering questionnaires to 2 deputy head teachers from a neighbouring, Gatanga district and were selected at random. From this pilot study the researcher was able to detect questions that needed editing and those with ambiguities. The pilot data was not included in the actual study. The final questionnaire was then printed and dispatched to the field for data collection with the help of research assistants.

3.7 Data Analysis
After field work, all the filled up questionnaires were brought to a central place. The questionnaires were sorted, coded and analysed. Quantitative data was analysed through the use of a combination of descriptive statistics particularly frequency distributions, measures of central tendency and also measures of dispersion i.e. mean, percentages and standard deviation. A Statistical Package for Social Scientists (SPSS) was used to analyse and present the specific issues through coding and summarizing the responses of all the respondents. The descriptive analysis and inferential statistics were executed. The findings were presented using bar graphs, pie charts and frequency tables.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS

4.1 Introduction
This chapter presents the data analysis and interpretation and discusses the findings of the study in line with the specific objectives of the study.

4.1.1 Overview of analyzed data
The data was collected using questionnaire method comprising of closed ended and open ended questions. The questionnaires were self administered to the respondents during the normal working hours of the week and a drop and pick later method was preferred for the exercise. Out of the 42 questionnaires that were given 40 were returned. This represents a response rate of 95% which is significant to give reliable findings for this study. According to McBurney (2001), a low response rate could have a potentially biasing effect on the study results. However, above 70% response rate is acceptable for the study. The table 4.1 below shows the response rate:

<table>
<thead>
<tr>
<th>Table 4.1: Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Frequency</strong></td>
</tr>
<tr>
<td>Non Respondent</td>
</tr>
<tr>
<td>Actual Respondents</td>
</tr>
<tr>
<td>Target Population</td>
</tr>
</tbody>
</table>

Source: (Field data, 2012)

4.2 Demographic Information
In order to capture the general information of the deputy head teachers in public secondary school in Kandara, issues such as gender and age of the respondents, marital status, level of education and the years of service in deputizing position were discussed.

4.2.1 Age of respondents
Findings indicated that 47.5% of the deputy headteachers were between the ages of 41 to 50 years, 35.0% of the deputy headteachers were between the ages of 31 to 40 years while 17.5% of the deputy head teachers were those aged above 50 years and finally there were no deputy headteachers aged 30 years and below. This suggested that most of the deputy headteachers in
the Kandara district are of the age brackets of 41 to 50 years. The findings are shown on the table 4.2 below.

Table 4.2: Respondents Age

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21-30</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>31-40</td>
<td>14</td>
<td>35.0</td>
</tr>
<tr>
<td>41-50</td>
<td>19</td>
<td>47.5</td>
</tr>
<tr>
<td>Above 50</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: (Field data, 2012)

4.2.2 Gender

The findings showed that majority 61% of the deputy headteachers were men while female constituted 39% of the deputies. The findings are illustrated in the figure 4.1 below.

Figure 4.1 Gender

Source: (Field data, 2012)
4.2.3 Marital status
The findings indicated that most of the deputy headteachers are family persons with 90% married, 8% single and 2% divorced. This depicted that 90% of the deputy head teachers had other responsibilities to carry out in addition to the deputizing duties and this was expected to influence their work.

![Figure 4.2 Marital status](image)

Source: (Field data, 2012)

4.2.4: Level of Education
The table 4.3 below shows the educational level of the deputy headteachers of public secondary schools in Kandara district. The findings indicated that major of the deputy headteachers had tertially or university education with 67% having university degrees, 30% possessed post graduate degree and 3% have diploma certificates as the highest level of education. None of the deputy head teachers had below college education.
### Table: 4.3: Education level

<table>
<thead>
<tr>
<th>Education level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary level</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Secondary level</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma education</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>University level</td>
<td>26</td>
<td>65</td>
</tr>
<tr>
<td>Post graduate level</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

**Source:** (Field data, 2012)

### 4.2.5 Duration of service

Findings indicated that majority 45 % (n=18) of deputy headteachers had worked in that position for between 3 to 6 years, 27.5% (n=11) had worked for between 7 to 10 years, 22.5% (n=9) had worked for below 3 years and 5% (n=2) of the deputies had worked in that position for more than 10 years.

![Duration of service](chart.png)

**Figure 4.3: Duration of service**

**Source:** (Field data, 2012)
4.2.6 Number of schools deputized
Findings indicated that most deputy headteachers had deputized in only one school with 72.5% deputy head teachers, reporting having served in their current school, only 2% of the deputy headteacher reported being transferred to two other schools in similar capacity. The table 4.4 below shows the number of schools one had worked as a deputy headteacher.

Table 4.4: Number of schools worked for

<table>
<thead>
<tr>
<th>Number of schools</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>25.5</td>
</tr>
<tr>
<td>3 and over</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Source :( Field data, 2012).

FINDINGS RELEVANT TO THE STUDY OBJECTIVES

4.3. Deputy headteachers’ remuneration
A scale of 1-5 was used in rating responses towards the deputy headteachers remuneration. Deputy headteachers were provided with statements on remunerations and were asked to indicate their opinion on the subject. The scores “strongly disagree” and “disagree” were represented by mean score, equivalent to 1 to 2 on a continuous likert scale. The scores of “not sure” was equivalent to 3 on the likert scale. The score of agree and strong agree represented high degree of agreement and was equivalent to 4 to 5 on the likert scale. The results were as presented in table 4.5.
Table 4.5 Effects of deputy headteachers’ remuneration on job satisfaction

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy head teachers have small monthly salary</td>
<td>3.71</td>
<td>0.21</td>
</tr>
<tr>
<td>Deputy head teachers should be well compensated for their</td>
<td>4.54</td>
<td>0.01</td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy head teachers should be given benefits such as airtime,</td>
<td>4.61</td>
<td>0.03</td>
</tr>
<tr>
<td>free housing among others</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: (Field data, 2012)

The findings indicated that deputy headteachers were not properly compensated for their work, majority feeling that deputy headteachers should be given benefits such as airtime and free housing (4.61 mean score), all the deputy headteachers reported that they should be well compensated for the services rendered to their schools (4.54 mean score). In other words most of them agreed that they had small monthly salaries which greatly affected their morale and job satisfaction.

4.4 Relationship with co workers
Findings showed that principals involved staff in planning for school activities at the beginning of the year (4.37 mean score), principals were active in checking teachers’ and students’ work progression (4.21 mean score), principal delegated some of the instructional leadership tasks to his staff members (4.11 mean score). The principal observed and gave feedback to the teachers (3.72 mean score), and endeavoured in promoting a positive learning climate (3.56 mean score) by defining school educational goals and objectives (3.52 mean score). However, most deputy headteachers were not sure on principal’s provision of learning facilities and resources (3.00 mean score) while majority disagreed that principals managed curriculum and instructions effectively (2.12 mean score)
Table 4.6: Relation with co workers

<table>
<thead>
<tr>
<th>Description</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal and staffs define school educational goals and objectives.</td>
<td>3.52</td>
<td>0.11</td>
</tr>
<tr>
<td>The principal manages curriculum and instructions effectively</td>
<td>2.12</td>
<td>1.23</td>
</tr>
<tr>
<td>The principal provides learning facilities and resources.</td>
<td>3.00</td>
<td>2.90</td>
</tr>
<tr>
<td>The principal gets involved in academic activities such as checking teachers’ and students’ work</td>
<td>4.21</td>
<td>1.91</td>
</tr>
<tr>
<td>The principal observes and gives feedback to the teachers.</td>
<td>3.72</td>
<td>1.08</td>
</tr>
<tr>
<td>The principal promotes a positive learning climate.</td>
<td>3.56</td>
<td>1.32</td>
</tr>
<tr>
<td>The principal delegates some of the instructional leadership tasks to his staff members.</td>
<td>4.11</td>
<td>0.94</td>
</tr>
<tr>
<td>The principal and staff work a plan of school activities at the beginning of the year.</td>
<td>4.37</td>
<td>0.32</td>
</tr>
</tbody>
</table>

Source, Field data, 2011

4.4.1 Effects of co worker relations to job satisfaction

Findings indicated that the deputy headteachers relationship was between headteacher, other teachers and non teaching staffs. Majority of deputy headteachers (62%) felt that their relations with headteachers greatly influenced their job satisfaction, 34% indicated deputy headteachers to teacher relations as greatly influencing job satisfaction. However, 4% regarded their relations with non teaching staffs as influencing their job satisfaction.
4.5 Deputy headteacher working conditions

From the findings all the deputy reported having teaching workload which varied from one school to the other. Most of the deputy headteachers (49%) reported having between 7 to 14 lessons per week, 33% reported between 15 to 21 lessons, 12% reported to have above 22 lessons per week. It is only 6% of the deputies who reported less than 6 lessons in a week.
4.5.1 Effects of working conditions on job satisfaction

Table 4.7: Working conditions

<table>
<thead>
<tr>
<th>Performance</th>
<th>Mean</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognition from head teachers boosts</td>
<td>4.60</td>
<td>0.13</td>
</tr>
<tr>
<td>Deputy head teachers job security improves</td>
<td>3.89</td>
<td>2.34</td>
</tr>
<tr>
<td>Opportunity for in-service training empowers</td>
<td>4.00</td>
<td>1.20</td>
</tr>
<tr>
<td>Good deputy-parents relationship lead to</td>
<td>3.66</td>
<td>2.11</td>
</tr>
<tr>
<td>Good deputy-students relationship lead to</td>
<td>3.52</td>
<td>0.22</td>
</tr>
<tr>
<td>Small work load motivates</td>
<td>2.66</td>
<td>0.92</td>
</tr>
<tr>
<td>deputy head teachers in their duty</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: (Field data, 2012)
Findings indicated that deputy head teachers’ performance recognition from head teachers boosted job morale (4.60 mean score), in addition opportunity for in-service training empowered deputy head teachers (4.00 mean score). Deputy head teachers job security improved their working conditions and job satisfaction (3.89 mean score). Good deputy-parents relationship (3.66 mean score); good deputy-students relationship (3.52 mean score); led to job satisfaction. Small work load did not motivate deputy head teachers in their duty (2.66 mean score).

4.6 School heads’ leadership style
Findings indicated that 58% of deputy head teachers perceived their leaders as democratic while 33% felt that their bosses applied dictatorship in the running of schools, 10% of the deputies felt that their bosses used leisze faire style of leadership.

Figure 4.6: leadership style
Source: (Field data, 2012)

4.6.1 Effects of school leadership on job satisfaction
The findings indicated that the current method of promoting deputy head teachers to a very great extent influenced job satisfaction (4.73 mean score), opportunities to work without supervision too greatly influenced deputy headteachers’ job satisfaction (4.53 mean score). Deputy
headteachers involvement in the tendering committees influenced job satisfaction to a moderate extent (3.49).

Table 4.8: School leadership

| Availability of opportunity to work without supervision | 4.53 | 0.13 |
| Deputy head teachers involvement in making decision in the school system | 3.49 | 1.12 |
| Current method of promoting Deputy head teachers | 4.73 | 0.24 |
| Opportunity to chair the tendering committee | 3.13 | 2.43 |

Source: (Field data, 2012)
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of a summary of the findings of the research, conclusions relating to the research objectives, suggestions and recommendations on the existence of job satisfaction among deputy headteachers in public secondary school.

5.2 Summary of the findings

The study aimed at finding out whether there exists a job satisfaction gap among deputies in public secondary schools. The study targeted a total of 42 respondents and there was a response rate of 95%.

The study established that over 80% of the deputy headteachers were aged between 31-40 years of age. Out of these, over 90% of the deputies had university level of education and were professionally trained as teachers.

In regards to the deputies’ remuneration statement, the study findings indicated that over 83% of the respondents agreed that deputy headteachers are not well compensated for their responsibility and 66% felt that the remuneration is small in relation to the deputizing tasks. They argued that proper remuneration could boost job satisfaction. This clearly indicated that there existed a job satisfaction gap as regard to the remuneration statement among deputy headteachers in public secondary schools.

The study established that, concerning the interpersonal relationship with co workers, head teachers(62%) mostly affected the deputies’ job satisfaction. They agreed that lack of performance recognition and high supervision from the headteachers led to job dissatisfaction. However, there was general feeling that most headteachers cultivated better relationship with the teachers and the students in the efforts of creating conducive learning environment.
In regards to the extent of job satisfaction in relation to working environment, 33% of the deputy head teachers felt their teaching work load was very high to effectively carry out their administrative duties. However, 49% felt their load was quite normal. This meant that if the load was fairly allocated then it could lead to job satisfaction.

The study also established that majority of the head teachers were females, comprising of 55% of the schools. Different styles of leadership were reported, with 33% of the deputy headteachers showing their principals as dictators. Responses varied from one gender to another with homogeneous relationship reporting authoritarian style than heterogeneous relations.

5.3 Conclusion
The purpose of this study was to establish factors influencing job satisfaction among deputy head teachers in public secondary schools.

The first objective was to ascertain that remuneration influenced deputy headteachers’ job satisfaction. The findings revealed that deputies were not well compensated for their responsibilities. They also lacked incentives such as free airtime and compensation for long working hours from their respective schools.

The second objective was to determine how relationship with co worker influenced job satisfaction. The various statements tested revealed that in regards to co workers relations, deputy headteachers were more affected adversely in their relationship with headteachers than with non teaching staff. This indicated that most of job dissatisfaction emanated from the top authority.

The third objective was to find out how working conditions affected deputy headteachers job satisfaction. The findings revealed that deputy headteachers in public secondary schools had varied perceptions about the teaching workload, preferring not too few lessons and not many lessons. Majority of the deputies cited lack of performance recognition and opportunities to work with minimal supervision as the major factors causing job dissatisfaction.

The fourth objective was to find out how the headteachers’ leadership styles influenced the job satisfaction level of deputy head teachers. The findings revealed that although majority of the
deputy headteachers were involved in planning of the school activities, they felt that there was lack of willingness by their headteachers to involve them in major decision making processes like procurement committee. This showed some lack of satisfaction with the leadership styles of their bosses.

5.4 Recommendations
On the basis of the findings of the study, the following recommendations can be made;

- The Teachers Service Commission which promotes and remunerates teachers should put in place remuneration policies to fairly compensate the deputy head teachers for the long working hours in the administration of schools.
- Headteachers should stipulate and communicate respective duties and responsibilities of each staff in the school as well as delegating authority to create a good interpersonal relationship among staff.
- The Board of Governors of respective schools to ensure good working conditions of the deputy head teachers by providing physical infrastructures such as free and comfortable housing.

5.5 Suggestions for further research
Other areas which might be explored in future are;

- Factors contributing to poor headteachers-deputy headteachers relationship in public schools.
- The role of Board of Governors in the promotion of deputy headteachers.
- Effectiveness of heterogeneous deputy and headteacher relationship in secondary school leadership.
References


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Appendix I: Introduction Letter

Esther Njeri Kuria
P.o. Box 1128
Thika.

To whom it may concern

Dear Sir/Madam,

Request for participation in a research study

I am a final MBA student at Kenyatta University. My area of specialization is Human resource management. I am currently undertaking a research project on "factors influencing job satisfaction among deputy head teachers in public secondary school in Kandara district ".

I would be grateful if you could spare some time from your busy schedule and complete the enclosed questionnaire. All the information provided will be used purely for academic purposes only and will be treated with utmost confidentiality.

Kindly contact me in case of any queries or clarification on any of the questions.

Thank you for your cooperation.

Yours faithfully,

Esther Njeri Kuria,

MBA Student, Kenyatta University,
Appendix II: Questionnaire for deputy head teachers

This questionnaire has purposively been prepared to collect data on the job satisfaction among deputy head teachers in public secondary school in Kandara. The data is for use in academic research work only.

Section A: General information

1. What is your gender? Male ..........................
   Female...........................................

2. What is your age? Below 25 yrs.......  
   21 – 30 yrs 
   31 – 40 yrs 
   41 – 50 yrs 
   Over 50 yrs

3. What is your marital status? Married [ ]
   Single [ ]
   Divorced [ ]

4. What is the level of your education?
   Primary [ ]
   Diploma [ ]
   Secondary [ ]
   Degree [ ]
   Post degree [ ]
   Others (please specify)..................

5. How long have you served as a deputy head teacher in secondary school?
   Below 1 year [ ]
   1 - 2 years [ ]
   2 – 3 years [ ]
   3 - 4 years [ ]
   Above 4 years [ ]

6 a). How many schools have you served as a deputy teacher/Principal?
   Less than 3 schools[ ] 3-6 schools[ ] 6-10 schools [ ] More than 10 schools
6 b). Are you a professionally trained teacher?

SECTION B: deputy head teachers’ remuneration

7. To what extent do you agree with the following statements regarding deputy head teachers’ remuneration? Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy head teachers have small monthly salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Deputy head teachers should be well compensated for their responsibility</td>
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</tr>
<tr>
<td>Deputy head teachers should be given benefits such as airtime, free housing among others</td>
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</tbody>
</table>

Section C: Interpersonal relation between co workers

8a) Please complete the tables below by putting cross (X) next to the answer that presents your opinion on co-workers interactions where 5= strongly agree, 4= agree, 3= Neutral, 2= disagree and 1= strongly disagree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal and staffs define school educational goals and objectives.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>The principal manages curriculum and instructions effectively</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>The principal provides learning facilities and resources.</td>
<td></td>
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</tr>
<tr>
<td>The principal gest involved in academic activities such as checking teachers’ and students’ work</td>
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</tr>
</tbody>
</table>
The principal observes and gives feedback to the teachers.

The principal promotes a positive learning climate.

The principal delegates some of the instructional leadership tasks to his staff members.

The principal and staff work a plan of school activities at the beginning of the year.

8b). To what extent do statements regarding interpersonal relations between co-workers and deputy head teachers influence job satisfaction? Tick appropriately using the likert scale range from a scale of 1 to 5 depicting 5 Very great extent 4 Great extent 3 Moderate extent 2 Low extent and No extent

<table>
<thead>
<tr>
<th></th>
<th>No extent</th>
<th>Low extent</th>
<th>Moderate extent</th>
<th>Great extent</th>
<th>Very great extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deputy headteacher’s relations with the head teacher</td>
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</tr>
<tr>
<td>Deputy head teacher’s relations with other teaching staffs</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deputy head teacher’s relations with non teaching staff</td>
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</tbody>
</table>

Section C: Working conditions

9a. Do you have teaching responsibilities in your school? Yes [ ] No [ ]

If Yes what is your work load?..................

9b. Do your leadership roles influence how the school performs? Yes { } No { }

If Yes explain how?..........................................................................................................

9c. One of your roles as a deputy head is to assist the school head in all areas and
especially academic. What role do you play as an institutional leader? Please explain.

9d. To what extent do you agree with the following statements regarding deputy head teachers working conditions? Tick appropriately using a Likert scale of 1 to 5 where 1= strongly disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>Recognition from head teachers boosts deputy head teacher morale</td>
<td></td>
<td></td>
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<tr>
<td>Deputy head teachers job security improves their job satisfaction</td>
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<tr>
<td>Opportunity for in-service training empowers deputy head teachers</td>
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<tr>
<td>Good deputy-parents relationship lead to job satisfaction</td>
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<td></td>
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<tr>
<td>Good deputy-students relationship lead to job satisfaction</td>
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<tr>
<td>Small work load motivates deputy head teachers in their duty</td>
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</table>

**Section D: Headteacher’s leadership style**

10a. What’s the gender of your boss? Male [ ] Female [ ]
10b. Which leadership style does your boss adopt? dictatorship [ ] Democratic [ ] Leiszez faire [ ]
10c. In which ways does the school head teacher promote professional growth of the teachers?.................................................................
10d) Identify three (3) things that you think can be improved in your principal’s leadership practices.

11. To what extent do these statements regarding school leadership influence deputy head teachers job satisfaction? Tick appropriately using the likert scale range from a scale of 1 to 5 depicting 5 Very great extent 4 Great extent 3 Moderate extent 2 Low extent and No extent.

<table>
<thead>
<tr>
<th>Statement</th>
<th>No extent</th>
<th>Low extent</th>
<th>Moderate extent</th>
<th>Great extent</th>
<th>Very great extent</th>
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</thead>
<tbody>
<tr>
<td>Availability of opportunity to work without supervision</td>
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<td>Deputy head teachers involvement in making decision in the school system</td>
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<tr>
<td>Current method of promoting Deputy head teachers</td>
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<tr>
<td>Opportunity to chair the tendering committee</td>
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</table>

Please answer the following questions to the best of your ability.

12a. List four factors in order of their importance that contribute to your overall job satisfaction.

12b. List four factors in order of their importance that contribute to your overall job dissatisfaction.

12c. List two common factors that cause deputy headteachers to resign from their jobs.


Thank you for your co-operation.
# APPENDIX V: KANDARA DISTRICT PUBLIC SECONDARY SCHOOLS

## PROVINCIAL SCHOOLS
1. NAARO SECONDARY SCHOOL
2. GITHUMU MIXED SECONDARY SCHOOL
3. GITHUNGURU GIRLS SECONDARY SCHOOL
4. RUCHU GIRLS SECONDARY SCHOOL
5. NG'ARARIA GIRLS SECONDARY SCHOOL
6. GITURU BOYS SECONDARY SCHOOL

## DISTRICT SCHOOLS
7. GAICHANJIRU BOYS SECONDARY SCHOOL
8. CHARLES LWANGA SECONDARY SCHOOL
9. KIRIRWA SECONDARY SCHOOL
10. GAKARARA SECONDARY SCHOOL
11. MUKERENJU SECONDARY SCHOOL
12. GAKUI SECONDARY SCHOOL
13. GITHUNGURU MIXED SECONDARY SCHOOL
14. WANGAI SECONDARY SCHOOL
15. KARIGU-INI SECONDARY SCHOOL
16. MURUKA SECONDARY SCHOOL
17. NGURUWE-INI SECONDARY SCHOOL
18. KANGUI SECONDARY SCHOOL
19. KARIUA SECONDARY SCHOOL
20. KINYOHO SECONDARY SCHOOL
21. GATITU SECONDARY SCHOOL
22. KIANGARI SECONDARY SCHOOL
23. KARITI SECONDARY SCHOOL
24. NGARARIA MIXED SECONDARY SCHOOL
25. NGUTHURO SECONDARY SCHOOL
26. MUTHERU SECONDARY SCHOOL
27. KIAWAMBU TU SECONDARY SCHOOL
28. KIHURUINI SECONDARY SCHOOL
29. GICHAGI-INI SECONDARY SCHOOL
30. KIRIGITHU SECONDARY SCHOOL
31. KIRANGA SECONDARY SCHOOL
32. MUNGARIA SECONDARY SCHOOL
33. MANJUU SECONDARY SCHOOL
34. GACHARAGE SECONDARY SCHOOL
35. GATHAGE SECONDARY SCHOOL
36. MUKURIA SECONDARY SCHOOL
37. KIGUOYA SECONDARY SCHOOL
38. MUGECHA SECONDARY SCHOOL

Source: (MINISTRY OF EDUCATION, 2012)