INFLUENCE OF SCHOOL ADMINISTRATIVE PRACTICES ON TEACHERS’ JOB SATISFACTION IN SECONDARY SCHOOLS IN KIRINYAGA CENTRAL SUB COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION (EDUCATIONAL ADMINISTRATION) OF KENYATTA UNIVERSITY

JUNE, 2018
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The thesis has been complemented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my loving husband Mr. Linus Ouma Ofware, my children, Edelqueen, Edwin and Teckla who have supported me during the entire study period. To my loving siblings, Lidya, Mercy and family friends for their constant prayers and encouragement.
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TABLE OF CONTENTS

DECLARATION............................................................................................................................................. ii
DEDICATION.................................................................................................................................................. iii
ACKNOWLEDGEMENTS .............................................................................................................................. iv
TABLE OF CONTENTS ................................................................................................................................... iv
LIST OF TABLES ........................................................................................................................................... viii
LIST OF FIGURES ........................................................................................................................................ viii
ACRONYMS AND ABBREVIATIONS.............................................................................................................. x
ABSTRACT .................................................................................................................................................... xi

CHAPTER ONE: INTRODUCTION AND BACKGROUND TO THE STUDY1
1.1 Introduction.............................................................................................................................................. 1
1.2 Background to the Study ........................................................................................................................ 1
1.3 Statement of the Problem ...................................................................................................................... 5
1.4 Purpose of the Study .............................................................................................................................. 6
1.5 Objectives of the Study .......................................................................................................................... 7
1.6 Research Hypotheses ............................................................................................................................ 7
1.7 Significance of the Study ...................................................................................................................... 8
1.8 Limitations of the Study ...................................................................................................................... 9
1.9 Delimitations of the Study .................................................................................................................. 9
1.10 Assumptions of the Study .................................................................................................................. 10
1.11 Theoretical Framework of the Study ............................................................................................... 10
1.12 Conceptual Framework of the Study ............................................................................................... 12
1.13 Operational Definitions of Key Terms ............................................................................................ 13

CHAPTER TWO: REVIEW OF RELATED LITERATURE ............................................................................. 14
2.1 Introduction.............................................................................................................................................. 14
2.2 Literature Related to Main Concepts ................................................................................................. 14
  2.2.1 Administrative Practices .............................................................................................................. 14
  2.2.2 Teachers’ Job Satisfaction .......................................................................................................... 17
2.3 Non-Monetary Rewards and Job Satisfaction .................................................................................. 22
2.4 Opportunities for Professional Development and Job Satisfaction ............................................. 23
2.5 Involvement in School Administration and Job Satisfaction .......................................................... 25
CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY ........29
3.1 Introduction.................................................................................29
3.2 Research Design.........................................................................29
3.3 Study Variables..........................................................................30
3.4 Locale of Study............................................................................30
3.5 Target Population.........................................................................31
3.6 Sampling Techniques and Sample Size.........................................31
  3.6.1 Sampling Techniques..............................................................31
  3.6.2 Sample Size ...........................................................................31
3.7 Research Instruments....................................................................32
  3.7.1 Teachers’ Questionnaires on Job Satisfaction .........................33
  3.7.2 Principals’ Interview Schedules.............................................33
3.8 Piloting of Research Instruments..................................................34
  3.8.1 Validity of Research Instruments...........................................34
  3.8.2 Reliability of the Instruments.................................................34
3.9 Data Collection Techniques........................................................35
3.10 Data Analysis...............................................................................36
3.11 Logistical and Ethical Considerations.........................................39
  3.11.1 Logistical Considerations......................................................39
  3.11.2 Ethical Considerations.........................................................39

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION .................................................................40
4.1 Introduction..................................................................................40
4.2 General and Demographic Information.........................................40
  4.2.1 Instrument Return Rate..........................................................40
  4.2.2 Demographic Characteristics...............................................41
  4.2.3 Distribution of the Sample teachers by Gender.......................41
  4.2.4 Academic Qualifications......................................................42
  4.2.5 Length of Teaching Experience.............................................43
4.3 Provision of Support for Teachers Professional Development and Teachers’ Job Satisfaction .............................................................................................................44
4.4 Involvement of Teachers in School Administration and Teachers’ Job Satisfaction .............................................................................................................46
4.5 Non-Monetary Incentives and Teacher’s Job Satisfaction .........................49
4.6 Work Environmental Factors and Teachers Job Satisfaction .....................51
4.7 Level of Job Satisfaction among Teachers ..............................................53
4.8 Relationship between Administrative Practices and Job Satisfaction ........54
4.9 Hypothesis Testing......................................................................................58

CHAPTER FIVE ........................................................................................................61
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS .........................61
5.1 Introduction..................................................................................................61
5.2 Summary of Findings.................................................................................61
5.3 Conclusions of the Study ..........................................................................63
5.4 Recommendations of the Study ...............................................................64
  5.4.1 Policy Recommendations....................................................................64
  5.4.2 Suggestions for Further Research ......................................................65

REFERENCES .......................................................................................................67

APPENDICES ........................................................................................................72
APPENDIX I: INTRODUCTION LETTER .........................................................72
APPENDIX II: QUESTIONNAIRE FOR TEACHERS ....................................73
APPENDIX III: INTERVIEW GUIDE FOR PRINCIPALS ..............................77
APPENDIX IV: RESEARCH PROPOSAL PLAN ..............................................78
APPENDIX V: RESEARCH BUDGET ..............................................................79
APPENDIX VI: APPROVAL OF RESEARCH PROJECT PROPOSAL ..........80
APPENDIX VII: RESEARCH PERMIT ............................................................81
APPENDIX VIII: AUTHORIZATION LETTER FROM COUNTY
  COMMISSIONER OF EDUCATION ..........................................................82
APPENDIX IX: AUTHORIZATION LETTER FROM COUNTY DIRECTOR
  OF EDUCATION .........................................................................................83
LIST OF TABLES

Table 3.1: Target Population.................................................................31
Table 3.2: Sampling Matrix .................................................................32
Table 3.3: Data Analysis Schedule .........................................................38
Table 4.1: Response Rate........................................................................40
Table 4.2: Length of Teaching Experience ..............................................43
Table 4.3: Professional Development and Teachers Job Satisfaction..........45
Table 4.4: Involvement in Administration and Teachers Job Satisfaction ......47
Table 4.5: Use of Non-Monetary Incentives and Teachers Job Satisfaction ....49
Table 4.6: Work Related Environment and Teachers Job Satisfaction..........52
Table 4.7: Impact of Administrative Practices on Teachers Job Satisfaction ....55
Table 4.8: Significance of Impact of Administrative Practices on Teachers Job Satisfaction........................................................................56
Table 4.9: Impact of Each Administrative Practice on Teachers Job Satisfaction.........................................................................................57
LIST OF FIGURES

Figure 2.1  Conceptual Framework on Administrative Practices and Teachers’ Job Satisfaction .................................................................12

Figure 4.1: Distribution of Respondents by Gender.................................41
Figure 4.2: Distribution of Respondents by Education Level......................42
Figure 4.3: Level of Job Satisfaction among Teachers .................................53
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANOVA</td>
<td>Analysis of Variance</td>
</tr>
<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>FOSA</td>
<td>Front Office Saving Account</td>
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<tr>
<td>IIEP</td>
<td>Institute for Educational Planning</td>
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<tr>
<td>KEMI</td>
<td>Kenya Educational Management Institute (KEMI)</td>
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<tr>
<td>NACOSTI</td>
<td>National Council for Science Technology and Innovations</td>
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<td>OECD</td>
<td>Organization for Economic Co-operation and Development</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>UK</td>
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<td>UNCTAD</td>
<td>United Nations Conference of Trade and Development</td>
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<td>VSO</td>
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ABSTRACT

Job satisfaction among employees is affected by factors within the organization they work for as well as factors in the external environment. One of the factors that influence job satisfaction is leadership and administrative practices in place. The purpose of the study was to determine the influence of administrative practices at the school level on teachers’ job satisfaction in secondary schools in Kirinyaga Central Sub County, Kirinyaga County, Kenya. The objectives of the study were to determine the influence of principals’ support for professional development of teachers in public secondary schools in Kirinyaga Central Sub County; to assess the influence of involvement of teachers in the school administration in public secondary schools in Kirinyaga Central Sub County; to evaluate the influence of use of non-monetary incentives in public secondary schools in Kirinyaga Central Sub County and to examine the influence of working environment on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County. The study was underpinned on McGregor’s Theory X and Y and utilized descriptive survey design. The target population consisted of 35 principals and 312 teachers in secondary schools in Kirinyaga Sub County totaling to 421. Both stratified and random sampling was used to arrive at 12 principals and 129 teachers, totaling of 141 respondents. The study used questionnaires and structured interview guides to gather information from teachers and principals. Expert view and test retest methods were used to test the validity and reliability of the research instruments respectively. The study used percentages, mean, standard deviation and regression analysis, ANOVA and test of significance to analyze the data and used tables, pie charts and bar graphs to present the data. The study found out those school administrative practices such as principals’ support for professional development of teachers, involvement of teachers in the school administration, use of non-monetary incentives and working environment influence the level of teachers’ job satisfaction. The study recommends that schools enhance teachers’ job satisfaction through facilitating teachers attendance of job related seminars and workshops, include teachers in the schools’ decision making organs, offer teachers incentives and improve the teachers’ physical working environment. The findings of the study may be found useful by the education policy makers and school administrations in optimizing the administrative factors influencing teachers’ job satisfaction.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction
This chapter deals with the background to the study, statement of the problem, purpose of the study, objectives of the study, research hypotheses, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, conceptual framework, theoretical framework and operational definition of key terms.

1.2 Background to the Study
Employee job satisfaction is one of the areas that have generated a lot of research interest. Relationship between organization administrative practices and job satisfaction is well documented in literature (Ting, 2007). Many scholars have expressed opinion that organization administration practices have a bearing on the level of job satisfaction and to an extension organizational performance (Appelbaum, Bailey, Berg & Kalleberg, 2000). A study by Organization for Economic Co-operation and Development (OECD, 2004), points to the importance of organization administration on enhancement of the job satisfaction of employees.

Indonesia recognized the need for evaluating and improving sound administration practices guidelines (KNKG, 2006). Meyer (2012) opined that most employees in South Africa have low level of job satisfaction culminating to a low level of commitment of the employees which in turn affects the work performance and productivity towards attainment of the organizational goals. These problems have precipitated to industrial unrest, low productivity, absenteeism, industrial action as well as high employee turnover. This implies that more has been documented on the
relationship between administrative practices and their impact on job satisfaction in developed countries than in the developing countries and Kenya in particular.

Leithwood and Mascall (2008) were of the opinion that a lot of research about administrative practices and job performance as well as productivity is yet to be documented. Studies have shown that school administrative practices such as leadership styles and management skills affects student outcomes indirectly, by creating the conditions that enhance students learning (Robinson and Ogunlana, 2003). Relationship between teachers’ job satisfaction and administrative practices such as the organization of work environment, involvement in decision making among others has not been addressed sufficiently by past research. Studies have however reported that majority of the teachers especially in the sub Saharan Africa are poorly motivated and have low job satisfaction (Peltier, 2003). Authors of the Tanzania country report asserted that a major factor contributing to poor academic outcomes is low morale and low job satisfaction among the teachers (Bennell & Muykanuzi, 2005).

Studies done in the Kenyan context have strengthened findings done elsewhere on the impact of teachers’ job satisfaction on learning outcomes. For instance, Sirima & Poipoi (2010) in their study conducted in a study in Busia Sub County observes that public secondary school teachers with low levels of job satisfaction result in low work output and inefficiency and willingness to continue in the teaching service. This study found that administrative practices affect the level of job satisfaction among teachers.

Several studies have attempted to unravel the factors within the school leadership and administration that influence teachers’ job satisfaction. For instance in Kavene (2010)
the school administration must recognize the impact of working conditions and level of motivation of teachers on the academic outcomes of learners. This study adds to the growing evidence that job satisfaction has a positive correlation with individual, group, and school performance in areas such as academic performance, retention rates of teachers, turnover and loyalty (Ketter, 2008). Several studies (Fassel, 2003) indicated that teacher involvement and engagement affect teachers’ job satisfaction and allegiance to the school. Teacher empowerment involves enhancing the status of the teacher through rewards and incentives, improving working environment, engaging the teachers in school governance and enhancing the teachers’ professional development. Orina (2008), proposed a number of indicators of teachers job satisfaction. He postulated that teachers with high level of job satisfaction will record better achievement of their students, are more committed and devoted to their duties and they rarely show urge transfer from their stations. The opposite is true for teachers with low job satisfaction.

Generally, studies have reported a link between employee professional development through training and capacity building and employee job satisfaction (Jones et al., 2008). Ongori & Agolla (2009) opined that absence of professional and professional development in occupation results in career stagnation leading to amplified employees willingness to quit signaling low job satisfaction. Baldwin (1999) from his study concluded that the required skills and capabilities hinge on the organization where employee is working. Literature is scanty on how opportunities for professional development of teachers’ impact on their job satisfaction and the present study sought to fill this knowledge gap. According to Balwin (1999), a school whose administrators are committed to developing the teachers professional development exploit
opportunities available for professional development, facilitate the teachers to participate in them by providing funds and organizing for the logistics. This study found out that principals’ support for teachers’ professional development impacts on the level of job satisfaction among teachers.

A number of studies have indicated that permitting employees to take part in governance can enhance job satisfaction (Soonhee, 2002). However, some studies differ on the extent to which enhanced employee engagement translates into job satisfaction. Such studies for instance; Sashkin (2004) in their study found out that participation in governance is effective on enhancing job satisfaction. The recently enacted Basic Education Act, 2013 in Kenya has made inclusion of a teacher in the main decision making organ in public schools, the Board of Management (BOM) mandatory. School administrations which involve teachers in making critical decisions, exercise delegation of duties and responsibilities and consult teachers more on issues affecting their school are likely to inculcate a sense of importance among the teachers which translates to enhanced job satisfaction. The policy may have been informed by the realization of the need to enhance participation of teachers in school governance.

Although the most studied reward and remuneration is wage, results of the empirical literature have not come up with a clear cut correlation between non-monetary incentives and job satisfaction (Leontaridi and Sloane, 2001). In addition, they opined that schools could make use of fringe benefits such as appointment to positions of responsibility, recognition through awarding certificates of appreciation as well as appreciation by word of mouth as non-monetary rewards to motivate teachers. However, much less is documented on the link between non-monetary incentives and
teachers’ job satisfaction. Of interest to the present study was how non-monetary incentives availed to the teachers’ impacted on their job satisfaction.

Work environment and job satisfaction has also been a subject of various studies. According to Judge & Church (2000) and Clements-Croome (2000) assert that indicators of a good working environment includes manageable workloads, enhancing communication channels and improving the general physical environment such as adequate and appropriate office space and furniture. Despite the importance of the working environment as a determinant of job satisfaction, studies on such a relationship are scanty and previous research have not demonstrated clearly how working environment impacts on teachers’ job satisfaction. This study sought to establish the impact of administrative practices at the school level on the level of teachers’ job satisfaction.

Majority of the studies reviewed on influence of organization leadership on employees’ job satisfaction have been carried out in business organizations. However, the present study focused on the influence of school administration on the teachers’ job satisfaction. The present study sought to evaluate the influence of school administrative practices on teachers’ job satisfaction in secondary schools in Kirinyaga Central Sub County, Kirinyaga County, Kenya.

1.3 Statement of the Problem

Teachers are an important factor in the success of educational institutions. The level of teachers’ job satisfaction has a direct impact on their productivity, commitment and devotion to their work. High job satisfaction among the teachers is likely to translate
into better performance and vice versa. Despite the fact that teachers’ country wide is employed and enjoys similar benefits from their employer, there exist huge disparities in student performance in some schools. For instance, records at the Kirinyaga Central Sub-County Education office indicate that secondary schools in the Sub County recorded the lowest mean scores of between 2.2 and 3.4 among the other sub counties in Kirinyaga County for the last three years consecutively.

The administrative practices adopted by a school have a bearing on the level of job satisfaction among the teachers. In the present study, the administrative practices that may influence teachers’ job satisfaction are operationalized as staff motivation through use of non-monetary rewards, support for teachers’ professional development, enhancing positive working environment and inclusion of teachers in the school’s decision making processes. The literature on the influence of administrative practices on teachers’ job satisfaction is lacking. The present study sought to fill the knowledge gap by investigating the influence of school administrative practices on teachers’ job satisfaction among secondary school teachers in Kirinyaga Central Sub County, Kirinyaga County.

1.4 Purpose of the Study

The purpose of the study was to investigate the influence of school administrative practices on teachers’ job satisfaction in secondary schools in Kirinyaga central sub county, Kirinyaga County with a view of informing education practice in Kenya.
1.5 Objectives of the Study

The study was guided by the following research objectives:

i. To determine the influence of principals’ support teachers’ professional development on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

ii. To assess the influence of teachers’ participation in school administration on their job satisfaction in public secondary schools in Kirinyaga Central Sub County.

iii. To evaluate the influence of use of non-monetary incentives on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

iv. To examine the influence of working environment on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

1.6 Research Hypotheses

The study sought to test the following hypothesis:

H₀₁: The principals’ support for teachers’ professional development has no statistically significant influence on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

H₀₂: Participation of teachers in school administration has no statistically significant influence on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

H₀₃: Use of non-monetary incentives has no statistically significant influence on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.
H_0: Work environment has no statistically significant influence on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

1.7 Significance of the Study

The findings of the study may shed light on administrative practices which can bring about greater job satisfaction among the teachers for better academic achievements of the students in secondary schools in Kirinyaga Central Sub County. The findings of the study may be found useful by the County Education Board and Sub-County Education Board, especially their human resource department in determining the administrative factors influencing teachers’ job satisfaction.

The Kenya Educational Management Institute (KEMI) may find the findings of the study useful in identifying the training needs for the school administrators towards enhancing teachers’ job satisfaction. The research findings may benefit other interest groups like the schools Boards of Managements (BOMs) and principals who will be enlightened on how the working environment for teachers may influence job satisfaction of teachers. The Teachers Service Commission (TSC) may also benefit from the findings of the study by being enlightened on how job satisfaction of the teachers may be enhanced at the school level. On the basis of the findings of the study, the TSC may induct the school administrators on the most effective ways of discharging their mandate in such a way as to boost the level of job satisfaction of the teachers working under them. On the other hand, the Ministry of Education may obtain insights from the findings of this study on how the school infrastructure and working conditions may be improved to enhance the job satisfaction among the teachers with an overall goal of boosting the academic performance of students.
1.8 Limitations of the Study

The following limitations were encountered during the study:

i. Inability to access all the schools targeted due to logistical constraints. The researcher addressed this limitation by liaising with the Sub county Education office and arranges how the research instruments will reach the schools.

ii. Some respondents did not respond to all the items in the questionnaires. The researcher used other sources of data such as face to face interviews with principals to supplement data collected from the teachers.

iii. Due to the vastness of the area targeted, it was not possible to use the whole population in the study and hence some aspects of the subjects at hand may not have been captured adequately. The researcher made use of a representative sample and randomize the selection of the respondents all aimed at capturing as divergent aspects as possible.

1.9 Delimitations of the Study

The study was delimited to the following:

i. The study focused on the teachers working in secondary schools in Kirinyaga Central Sub County, Kirinyaga County and left out the teachers working in the private secondary schools. This was because teachers working in the private schools ascribed to different administrative structures from those in public secondary schools and as such the population would not have similar characteristics if they were to be included in the population.

ii. The study only covered the public secondary schools since private secondary schools have different administrative and governance structures and styles
compared to those of public secondary schools and therefore had different characteristics from those of teachers in the public secondary schools.

iii. Geographically the study was delimited to Kirinyaga Central Sub County only due to financial and logistical considerations.

Therefore, the findings of this study can be generalized though with caution for general secondary schools of Kirinyaga County and the country at large due to unique nature of characteristics of schools.

1.10 Assumptions of the Study

This study was based on the following assumptions:

i. That one of the contributors of low job satisfaction among teachers in public secondary schools is nature and aspects of school’s administrative practices.

ii. That administrative practices influence teachers’ job satisfaction.

iii. That the stakeholders are willing and committed to enhance the level of job satisfaction among the teachers in the secondary schools in order to improve their performance.

1.11 Theoretical Framework of the Study

This study was underpinned in Mc Gregor’s Theory X and Y. Theory X portends that workers are generally lazy and despise work and will always escape responsibility that comes with their work to achieve excellence. The theory further points out that there is need to exercise control of the workers and coerce them to perform and even threaten them with sanctions (Okumbe, 1998). On the other hand, Theory Y portends that employees are human beings and they can perform if the working environment is made more conducive. The theory opines that the manager has a responsibility to
better the working environment for the workers to realize their full potential. McGregor’s theory was found to be appropriate for this study because it implies that school administrators being managers in their institution have a duty and a responsibility to put in place an enabling environment for the teachers. They must ensure that teachers are highly motivated to develop high job satisfaction which will consequently culminate to good academic outcomes among the students.

This study therefore adopted McGregor’s Theory X and Y to explain the impact of the school administrative practices on teachers’ job satisfaction in public secondary schools. The fact that motivation is affected by the intrinsic and extrinsic factors, the theory was used to explain how the administrative practices applied in use of non-monetary incentives, support for professional development, work environment factors and teachers involvement in school administration may be used to enhance job satisfaction among the teachers. Like the present study, McGregor’s Theory X and Y portends that the administrators must strike a delicate balance between the assumptions of theory X that teachers need to be coerced to work and those of theory Y which postulates that teachers just require an enabling environment for them to perform. The ability of the administrators to achieve and maintain a balance in their application of the requirements of theory X, thus use negative reinforcement and those of theory Y thus create a conducive working environment for teachers which have a bearing on the level of teachers’ job satisfaction.
1.12 Conceptual Framework of the Study

Independent Variables (Administrative Practices)

1. Non-monetary Rewards
   - Fringe benefits
   - Recognition
   - Appreciation

2. Teachers professional development
   - Creation and exploitation of opportunities
   - Logistics/ facilitation

3. Working environment
   - Teacher workloads
   - Communication channels
   - Physical working environment

4. Participation in School administration
   - Inclusion in administrative and management organs
   - Consultations
   - Delegation of duties

Dependent Variable

Teacher Job Satisfaction
- Teacher performance
- Commitment
- Devotion
- Teacher Turn over

Intervening Variables

- Code of regulation for teachers
- Teacher management policies at National level
- School economic factors
- Influence of BOM

The dependent variable is teachers’ job satisfaction while the independent variables are non-monetary incentives, support for professional development, and work environment factors and teachers involvement in school administration. Non-monetary rewards measured by fringe benefits,
recognition and appreciation. Use of the non-monetary rewards inspires motivation among the teachers which translates into enhanced job satisfaction among the teachers. Creating and exploiting opportunities for professional development offering logistics/ facilitation to teachers boosts their value for the job which in turn enhances their job satisfaction.

Creation of a good working environment through giving manageable teacher workloads, improving communication channels and improving physical working environment enhances teachers’ esteem which inspires greater job satisfaction. Involvement in school administration by inclusion in administrative and management organs, consultations and delegation of duties inculcates a sense of responsibility among the teachers which in turn enhances job satisfaction among the teachers.

1.13 Operational Definitions of Key Terms

Administrative Practices: It refers to the factors and conditions put in place by the school administration to effectively provide leadership in the institution.

Incentives: It refers to something that makes teachers want to do something or to work harder, for example, gifts.

Job satisfaction: It refers to the feeling of contentment that a teacher has with his or her work as evidenced by their job performance and low job turnover.

Recognition: This is the feeling by the employee towards the job they do with regard to conditions of work, importance and the rewards accrued.

Work environment factors: This is the school environment in which teachers teach which includes physical and social; settings.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The section is organized according to different themes. The first section presents the literature related to the main concepts of job satisfaction and administration practices. The second section reviews literature on four aspects of administration practices related to use of non-monetary rewards, opportunities for professional development, working environment and involvement in school administration and also presents a summary of gaps.

2.2 Literature Related to Main Concepts

The following sections present literature review on the main concepts in the study.

2.2.1 Administrative Practices

Administration of an organization means facilitating planning, organizing, directing and controlling the activities across the organization to achieve the organizational success. An organization pays key attention on these administrative practices, since it has a direct impact on the employee's job performance, hence the senior managers as well the middle managers ensure that certain information flows and resources are employs efficiently across the organization. Though there are several practices in an organization, the researcher has focused on four administrative practices. They are reward management, promoting workers’ professional development, providing conducive working environment and involving workers in decision making.

Decision making can be defined as choosing between alternatives (Moorhead & Griffin, 1999). It can be regarded as an outcome of mental processes (cognitive
processes: memory, thinking, evaluation) leading to the selection of a course of action among several alternatives. Decision making involves mapping the likely consequences of decisions, working out the importance of individual factors, and choosing the best course of action to take (Muindi, 2011). Decision Making is almost universally defined as choosing between alternatives (Luthans, 2004). The classical theorists however, did not generally present decision making in this way. Pioneering Management theorists such as Fayol & Urwick cited in (Luthans, 2004) were concerned with the decision making process only to the extent that it affects delegation authority, where as the father of scientific management, Fredrick W. Taylor cited in (Luthans, 2004) alluded to the scientific method only as an ideal approach to making decisions. Each decision process must build consensus among team members, because without understanding and commitment successful implementation of the decision will not take place. When there is consensus, the employees are satisfied with the organization and that finally improves their performance. To improve the organizational performance, teams must cultivate both quality and consensus on every decision (Amason, 1996).

Decision style is defined as how people make decisions in various situations. Rowe and Mason, (1987) cited in (Luthans, 2004) argue that different decision makers make different decisions because individuals use different methods to perceive information (cognitive complexity) and evaluate information (values orientation). Employee involvement in decision making, sometimes referred to as participative decision making (PDM) is concerned with shared decision making in the work situation (Kuyea & Sulaimonb, 2011). According to Noah (2008) cited in (Kuyea and Sulaimonb, 2011), it is a special form of delegation in which the subordinate gain
greater control, greater freedom of choice with respect to bridging the communication
gap between the management and the workers. It refers to the degree of employee’s
involvement in a firm’s strategic planning activities.

In order to increase the workers commitment and humanize the workplace with the
intention of improving work performance and good citizenship behavior, managers
need to permit a high degree of employee involvement. Thus, the involvement of
workers in decision making is considered as a tool for inducing motivation and
satisfaction in the workers leading to positive work attitude and high productivity
(Kuyea & Sulaimonb, 2011). Top management teams make strategic decisions, the
quality of these decisions influences employee individual performance and
organizational performance. Because consensus among team members facilitates the
implementation of those decisions, consensus also influences employee performance
and organizational performance. Further, to sustain their ability to produce and
implement strategic decisions, top management teams must maintain positive
affective relationships among their organizational members/employees. Thus,
decision quality, consensus, and affective acceptance are, together, all necessary for
sustainable high performance of the employees as well as the organization.
(Schweiger et al., 2006)

Reward Management is concerned with the formulation and implementation of
strategies and policies that aim to reward people fairly, equitably and consistently in
accordance with their value to the organization (Armstrong & Murlis, 2008). A much
more comprehensive understanding is given by Armstrong as he suggests. Reward
Management deals with the strategies, policies and processes required to ensure that
the contribution of people to the organization is recognized by both financial and non-
financial means. Reward is the desired outcome of a task as stated by Leopold (2002) cited in (Armstrong & Murlis, 2008). The overall objective is to reward people fairly, equitably and consistently in accordance with their value to the organization in order to further the achievement of the organizations strategic goals.

Pay has been often mentioned as a motivator for performance and a determinant of job satisfaction. Internal variables (such as aptitude and motivation) influence performance, which influence intrinsic and extrinsic rewards, and subsequently satisfaction (Money and Graham, 2009). The extant compensation research literature provides evidence that pay, in its various forms, affects employee organization relationships. (Gardner et al., 2004). That means, when the employees are satisfied with the pay, they tend to enhance their job performance subsequently.

As in Shaw et al (2012), employee performance is the intermediate outcome or the path through which compensation strategies affect organizational performance. A single change in pay, in contrast, is often a function of many factors including overall health of the economy, financial ability of the firm to raise wages, union negotiations, the need to retain an important individual or class of employees, and relative performance of a particular employee. (Gneezy & Rustichini, 2010).

### 2.2.2 Teachers’ Job Satisfaction

Job satisfaction has been one of the major areas of interest in both fields of organizational behavior and human resource management practice as it reflects employees' attitudes towards their job and commitment to an organization. Hence, today "managers are compelled to consider the job satisfaction of their subordinates. Managers also have a moral responsibility to provide the employees with a satisfying
work environment and they are made to believe that satisfied workers make positive contributions in terms of higher productivity, quality of products and services and less wastage to the organization (Ramayah, Jantan & Tadisina, 2001).

Job satisfaction has been one of the most frequently investigated variable in organizational behavior (Spector, 2004). Job satisfaction varies and researchers, for example Peretomode (2001) and Whawo (2003), have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one’s feelings or state of mind. Job satisfaction can be influenced by a variety of factors, for example, the quality of one’s relationship with their supervisor, the quality of the physical environment in which they work, the degree of fulfillment in their work, etc. However, there is no strong acceptance among researchers, consultants, etc., that increased job satisfaction produces improved job performance. In fact, improved job satisfaction can sometimes decrease job performance (Wood, 2008).

Ducharme and Martin (2007) stated that the predictor variables of job satisfaction are most likely to overlap and that they lack the clarification of organizational and job characteristics which are causal factors. Cranny, Smith & Stone (2002) pointed out that, according to the literature, job satisfaction factors are divided into three groups. These are 1) organizational characteristics focusing on issues such as reward, supervision, and decision-making practices, 2) specific aspects of the job that include workload, autonomy, feedback and the physical working environment, and 3) individual characteristics concerning personal characteristics such as self-esteem and general life satisfaction.
In the relevant literature on job satisfaction these characteristics are most likely to be considered as a source of dissatisfaction (Malmberg, Wanner, Sumra & Little, 2001). While autonomy within Maslow’s theory is considered as an important factor for employees’ self-esteem, the responsibilities and the work itself are described as motivating factors in Herzberg’s theory. Moreover, decision-making policy is regarded as a hygiene factor, preventing dissatisfaction. The impact of the organizational structure especially that of centralization, appears as a dissatisfying factor in a number of studies representing different educational contexts. One technique that is believed to increase job satisfaction is the implementation of a participative management style. Advocates state that if employees have a voice in the decision-making process, they would be able to impact and help change the basic characteristics of job satisfaction. Many companies today are beginning to implement new participative practices to help increase their worker's satisfaction (Luechter, 2003).

Satisfaction in the workplace is valuable to study for multiple reasons: (a) increased satisfaction is suggested to be related to increased productivity, and (b) promoting employee satisfaction has inherent humanitarian value (Smith et al., 2004). In addition, job satisfaction is also related to other positive outcomes in the workplace, such as increased organizational citizenship behaviors (Organ & Ryan, 2005), increased life satisfaction (Judge, 2000), decreased counterproductive work behaviors (Dalal, 2005), and decreased absenteeism (Hardy, Woods, & Wall, 2003). However, it is argued that there is not much empirical data to support the claim that employees’ job satisfaction is pegged on governance practices (Organ & Bateman, 2001). In contrast, Robbins and Judge (2008) assert that “some researchers used to believe that
the relationship between governance and job satisfaction was nonexistent, but a review of 300 studies suggested that the correlation is pretty strong.”

Empirical research has shown a negative relationship between empowerment and job stress, suggesting that as employees are more empowered their job stress decreases (Joiner & Bartram, 2004). In addition to stress, increased employee satisfaction helps reduce employee turnover, leaves of absence, and lower work-related disability and violence claims (Harmon, et al, 2003). Morrison, et al. (2007) outlined several ways in which the lack of engagement and high turnover rates impact organizations. Plus when employees feel unsatisfied and unappreciated and leave the organization this puts higher workloads and stress levels on those who remain and ultimately further drives down satisfaction for both employees and patients (Fukuyama, 1995).

In schools, the task for supervisors is to sustain a highly motivated team of teachers who are geared towards achievement of instructional task with excellence. In their study carried out among English teachers in the United Kingdom, Scott, (Cox & Dinham, 1999) found that teachers’ job satisfaction is influenced by factors such as students’ learning and achievement, professional growth, relationship with colleagues and the status and image of teaching. In Canada a study by the Canada Education Department in 1997 found out that teacher’s job satisfaction is strongly associated with participation and influence over school policy (Bolger, 1999). According to international Institute for Educational Planning (IIEP, 2004), teacher motivation is a global problem. Studies carried out in Pakistan opined that teacher motivation was seriously complicated by political interferences in appointment of educational and school administrators (IIEP, 2004).
A study by Okumbe (2002) found out that low job satisfaction among graduate teachers was as a result of remuneration followed by promotion, working conditions and the work environment. Okupe (2009) found out that teachers felt uncomfortable in most staffrooms because they were not spacious enough and facilities such as toilets, adequate room-space and drinking water are not provided by the institution’s management and are poorly maintained.

Orina (2008) did a study among mathematics teachers in Nyamusi Division, Nyamira District, on working conditions and found that certain factors inherent to the job of teachers need to be addressed in order to enhance the job satisfaction among the teachers. For the teachers’ job satisfaction to be realized, there is need for schools to adhere to the tenets of corporate based motivation. The effects that provide motivation is related to needs which have not been met (Covey, 2004). School principals have to keep in mind those teachers who lack job satisfaction and are de-motivated and may weaken educational programmes (Snowden & Gorton, 2002). For this reason, they have to use different administrative approaches to ensure that teachers have a high level of job satisfaction and are hence highly motivated (Lunenburg and Ornstein, 2004). There are a variety of factors in enhancing job satisfaction among the staff. Öztürk & Dündar (2003) summarizes the factors necessary for enhanced employee job satisfaction as a sense of job security and satisfying channels of communication with the peers and superiors. The contribution of teachers in governance, the involvement in the administration and decision making, fair remuneration and fringe benefits can be enhanced in order to motivate the teachers (Kocabaş & Karaköse, 2005). Another factor that can enhance teachers’ job satisfaction is quality of the communication and interaction the teachers have with
their colleagues and students (Güçlü, 2006). The following section discusses how each of the administrative practices impact on teachers job satisfaction.

### 2.3 Non-Monetary Rewards and Job Satisfaction

Remuneration or compensation programs were developed to motivate, attract, reward and retain work force (Berger, 2000). Financial compensation must be thought from three different points of views. At first has to be considered the effectiveness of money as a motivator. Secondly, the reasons why people are satisfied or dissatisfied with their financial rewards must be thought. Finally, it should be considered which criteria to use when developing financial compensation systems. Herzberg’s two-factor Theory categorizes money as a hygiene factor which doesn’t cause job satisfaction. Payment is expected to correspond to the time and quality of work done. In contrary, if the amount of money received does not satisfy the worker, money turns to cause job dissatisfaction (Armstrong, 2007). Money is an extrinsic motivator. Extrinsic motivation does not come from the work itself but it is supposed to ensure the quality of the work and to ensure that the basic rules are followed at work (Thomas, 2002). Notwithstanding the general acceptance of money, a financial and tangible incentive, as an important and common used manner to motivate employees (Gardner, Van Dyne & Pierce, 2004), it is certainly not the only form of compensation (Rynes, Gerhart & Minette, 2004). Authors like Smith (2001) and Ashby and Pell (2001) support this view by arguing that money is an effective way to get employees through the door, but it does not keep them there. On the other hand, non-monetary rewards have been found to influence job satisfaction among the employees to a large extent.
Research has proven that employees who get recognized tend to have higher self-esteem, more confidence, more willingness to take on new challenges and more eagerness to be innovative (Mason, 2001). A major determinant of an organization’s success is the extent to which it can relate functionally to its external and internal environments. An organization ought to evaluate its strengths and weaknesses in order to fully know and understand itself—this is the essence of self-concept. In Kenya, the Government introduced Performance Contracting in 2004 with the sole objective of improving service delivery levels to the citizens. Through Performance Contracting, organizations are required to state in advance what they intend to achieve in a given financial year. They are then evaluated on these set targets/goals. The relevance of job satisfaction and motivation are very crucial to the long-term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, organizational resources and strategies as the veritable determinants of educational success and performance. Professional knowledge, skills and center competencies occur when one feels effective in one’s behavior. In other words, professional knowledge, skills and competencies can be seen when one is taking on and mastering challenging tasks directed at organizational success and performance (Filak & Sheldon, 2003).

2.4 Opportunities for Professional Development and Job Satisfaction

Professional development is the process of bringing about improvement in instruction by working with people who work with learners. Professional development is therefore concerned with the school programmes and promotion of teachers’ growth and effectiveness. The principal’s effectiveness in enhancing professional
development among the teachers always influences the teachers’ attitude towards the job practices hence affecting his/her level of job satisfaction.

Olembo, Wanga & Karagu (1992) identified major functions of school principals as to establish problems and need of students as well as building strong group morale and securing effective teamwork among teachers. Koech report (Republic of Kenya, 1999) pointed out that it is the principals and their skills that set out the benchmark, direction, tone and tempo of schools; learning environment and level of teacher’s professionalism.

Professional development is a major factor in decisions regarding people’s career. It is a factor that prospective employees evaluate in the job hunting process. It is cited in surveys as to why workers accept or decline job with certain employers or employees leave one employer for another. A sample of workplace surveys shows the importance of workplace professional development from a variety of perspectives. North American employment Review survey of twenty six hundred American and Canadian employees their skills and abilities was a key component of what they looked for in jobs. The study found that IT employees felt educational and training opportunities were critical in their job (Violino, 2001).

Nankervis et al (2006) suggest that, the need to train or imparting of new skills and attitudes has become a daily aspect of each individual’s working life. In some cases, this may merely be an upgrading process, but in others, it will require a complete change from one occupation to another. In some sectors, staff training is steadily becoming more effective. A number of organizations have initiated integrated employee training and professional development programs to assist in the
management of labor turnover. However, the generally high wastage still reduces the effectiveness of the professional development effort, although companies such as several of the branded fast food operators cope well with the challenge of high turnover. The study sought to establish the impact of opportunities for professional development on teachers’ job satisfaction.

2.5 Involvement in School Administration and Job Satisfaction

Several studies have shown that allowing employees to participate in decision making and administration has led to an increase in job satisfaction (Soonhee, 2002) However, many studies have conflicting views on whether or not an increase in employee participation directly affects job satisfaction. Some critics, such as Sashkin (2004) in their study found out that participation in decision making is not only effective, but that its use by management is an ethical imperative (Sashkin, 2004). Others such as Schweiger (2003) believe that participation is merely a managerial technique that can be used effectively in certain situations (Schweiger, 2003). Research on the influence of involvement of teachers in decision making in the school and their job satisfaction has however not been adequately addressed by past studies.

Schweiger (2007) proposed that the most concrete definition of participation in decision making (PDM) could be "joint decision making." This definition does not limit the amount of people involved in the decision making process, necessitate that the sharing be equal, or specify the content that is shared. Therefore the concept of PDM refers to the participation in the decision-making process. Several studies have shown that allowing employees to participate in decision making has led to an increase in job satisfaction (Soonhee, 2002) However, many studies have conflicting views on whether or not an increase in employee participation directly affects job
satisfaction. Some critics, such as Sashkin (2004) feel that participation is not only effective, but that its use by management is an ethical imperative (Sashkin, 2004). Others such as Schweiger and Latham (2003) believe that participation is merely a managerial technique that can be used effectively in certain situations (Schweiger and Latham, 2003).

Although the empirical research has illuminated the understanding of why managers delegate and the outcomes of delegation, there is a paucity of research on the conditions under which delegation is effective (Leana, 2006; Schriesheim et al., 2008; Yukl, 2008) and why delegation is related to its demonstrated outcomes. The growing adoption of flat or non-hierarchical organizational structures and the consequent empowering of employees to create effective workplaces suggest that delegation will become an increasingly popular managerial technique or leader behavior. The present study sought to fill the knowledge gap by investigating the impact of the administrative practice of involvement of teachers in school administration on teacher’s job satisfaction.

2.6 Working Environment and Job Satisfaction

Teachers’ job satisfaction is influenced by work environment factors such as administrative support, school atmosphere and students’ behavior. Herzberg (1965) observed that the feeling of unhappiness at work may not be the job itself but the conditions that surround the doing of the job. The study referred to these conditions as the hygiene factors. In schools these factors include good toilets, subsidized meals, comfortable furniture’s, television sets and newspapers. It also includes psychological environment with supported members of staff and cooperative students.
Empirical studies have been conducted on the possible link between working environment and aspects of job satisfaction. For instance, Andiva (2007) in her study on the effects of motivation through a conducive working environment on teachers’ performance and its impact on K.C.S.E results in Tiriki District, Kenya noted that 10 percent of her respondents were happy with the working conditions. Another study by Osibwoga (2008) on the factors that affect mathematics teachers’ motivation level in public secondary schools in Nyamusi Division Nyamira District Kenya, reported that 50 percent of the teachers were dissatisfied with various school facilities leading to low morale towards work.

Sogomo (1993) and Kimeli (2002) in their study found out that working environment and quality of life of the Kenyan school teachers need to be improved since they impact on the level of commitment to work and job satisfaction. The study asserts that this can be done by directing efforts to reduce causes of de-motivation at work, such as school facilities, lack of recognition and stagnation in the same job group for a long time. The studies reviewed fail to address the role of principals in ensuring a conducive environment for teachers in order to enhance their job satisfaction. The present study sought to examine the influence of the work environment factors on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

2.7 Summary and Research Gaps

Most of the studies conducted on the link between the administrative practices of utilizing opportunities for professional development as a way of enhancing workers’ job satisfaction focused only on the retention of employees and not on overall job satisfaction among the employees. There exists a knowledge gap therefore on the
influence of professional development on overall job satisfaction and especially among the teachers. Studies on the administrative practices of involvement of teachers in decision making in the school and their job satisfaction are few. Further, studies on the impact of non-monetary incentives on employee job satisfaction are few since most studies focus on its effect on employee motivation. This leaves a lacuna in knowledge about the influence of non-monetary incentives on teachers’ job satisfaction. In addition past studies fail to address the role of schools’ administrative practices in creating conducive environment for teachers as a way of enhancing their job satisfaction.

The present study sought to examine the influence of school administrative practices involving support for professional development of teachers, involvement of teachers in decision making, use of non-monetary incentives and creating conducive environment for teachers on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.
CHAPTER THREE
RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The chapter presents the research design, study variables, locale of study, target population, sampling techniques, sample size, research instruments, piloting of research instruments, validity, reliability, data collection techniques, data analysis as well as logistical and ethical considerations.

3.2 Research Design

A research design is the set of methods and procedures used in collecting and analyzing measures of the variables specified in the research problem research. The design of a study defines the study type (descriptive, correlational, semi-experimental, experimental, review, meta-analytic) and sub-type, research problem, hypotheses, independent and dependent variables, experimental design, and, if applicable, data collection methods and a statistical analysis plan. Research design is the framework that has been created to find answers to research questions (Mugenda & Mugenda, 2003).

In the present study, the researcher used descriptive survey design. Descriptive survey research design involves analyzing the characteristics of a variable or an aspect and describes the relationships between the variables as they appear without manipulating them. The design was deemed appropriate for the study since the study sought to examine the variables as they appear and describe how the relationships between the variables interplay without seeking to manipulate them. Specifically, the study sought to examine the characteristics of selected administrative practices and bring out the
interrelationships with each other and how they influence job satisfaction of teachers. In addition, since the study sought to describe the administrative practices and how they influence job satisfaction without manipulating them in any way, descriptive survey design was deemed the most appropriate to use for the study.

3.3 Study Variables
The dependent variable of the study was teachers’ job satisfaction. The indicators of teachers’ job satisfaction were teacher performance, commitment, teachers’ devotion to work and teacher turnover rate. The independent variables are administrative practices categorized as non-monetary incentives, support for professional development, work environment factors and teachers involvement in school administration. Non-monetary rewards measured by fringe benefits, recognition and appreciation, opportunities for professional development measured by creation and exploitation of opportunities, logistics/ facilitation, working environment measured by teacher workloads, communication channels and physical working environment as well as teachers involvement in school administration measured by inclusion in administrative and management organs, consultations and delegation of duties influences the level of teachers job satisfaction.

3.4 Locale of Study
The study was carried out in Kirinyaga Central Sub County of Kirinyaga County. Kirinyaga Central Sub County is one of the four sub Counties of Kirinyaga County and is the most densely populated of the four. It boarders Nyeri County to the west and is located on the western end of the County. The economic activity of the residents is mainly farming and livestock rearing. This locale was selected owing to the fact that it is one of the counties that has experienced high teacher turnover that
could have been occasioned by low job satisfaction among the teachers and is therefore an appropriate location for the study. This is evident from the records obtained from the records of transfer cases handled by the Kirinyaga TSC CDE’s office in the last three years.

3.5 Target Population

The target population was 421 respondents consisting of 31 principals and 312 teachers in the secondary schools in Kirinyaga Sub County. Table 3.1 presents the target population of the study.

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Public secondary schools</th>
<th>Private secondary schools</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>31</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td>Teachers</td>
<td>312</td>
<td>74</td>
<td>386</td>
</tr>
<tr>
<td>TOTAL</td>
<td>343</td>
<td>78</td>
<td>421</td>
</tr>
</tbody>
</table>

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

In order to ensure that the sample was representative enough, the researcher used both stratified and random sampling to arrive at 12 schools. The schools were first put into four categories through stratified sampling: mixed day schools, mixed boarding schools, mixed day and boarding schools, girls’ boarding schools and boys’ boarding schools.

3.6.2 Sample Size

About 30% of the schools in each category were included in the sample totaling to 12 schools. The specific schools picked from each of the four categories were selected
through simple random method so as to make the sample representative and capture all the characteristics in the entire population. All the 12 principals and 129 teachers from the sampled schools were included in the sample. According to Mugenda & Mugenda (2003) a sample size of 30% and above is representative adequate for a small population. The principals were included in the sample since they are the key administrators in the schools and are well versed with the administrative practices in their schools. On the other hand, the teachers were the key participants in the study due to the fact that they are influenced by the administrative practices at the school level and the nature of the administrative practices influence their job satisfaction.

**Table 3.2: Sampling Matrix**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Targeted Population</th>
<th>Sample Size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>35</td>
<td>12</td>
<td>34.3</td>
</tr>
<tr>
<td>Teachers</td>
<td>386</td>
<td>129</td>
<td>33.4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>343</strong></td>
<td><strong>141</strong></td>
<td><strong>37.6</strong></td>
</tr>
</tbody>
</table>

The use of stratified sampling by proportionately including principals and teachers from public and private secondary schools and picking the actual respondents to participate in the study using simple random technique by lottery method ensured elimination of sampling bias that might have emanated from skewed selection of respondents for the sample and thus enhance the generalizability of the findings to the entire population.

### 3.7 Research Instruments

The study used questionnaires and structured interview guides to gather information from teachers and principals respectively.
3.7.1 Teachers’ Questionnaires on Job Satisfaction

Use of questionnaires enabled the researcher to collect a lot of data conveniently, provided an easy way of analyzing data and also ensures confidentiality to the respondents. The questionnaires had six sections. Section A had background information while section B had items to determine how support for professional development affect teachers’ job satisfaction, section C had items on how involvement in school administration affect teachers job satisfaction, section D had items assessing the extent to which use of non-monetary incentives affect teachers’ job satisfaction while section E had items assessing how work environmental factors affect teachers’ job satisfaction. Section F contained the items used to measure the level of teachers’ job satisfaction. Choon, F.P (2001) suggests that questionnaires are a convenient method of collecting data since they provide quantitative data which can be collected from a large number of respondents at the same time. Further, Anderson continues to say that questionnaires enable the respondents to give information without fear since it assures them of confidentiality. For this reason, questionnaires were deemed as the most appropriate instrument to collect data from teachers due to their large number and the need for confidentiality owing to the sensitivity of the information needed for this study.

3.7.2 Principals’ Interview Schedules

Semi-structured interview schedule was used to collect data from principals. This guide helped the researcher to collect information on the administrative practices carried out in secondary schools headed by the principals. The researcher used structured interview with all the principals where questions were asked and responses recorded. The data obtained from interviews was used to supplement data obtained through questionnaires.
3.8 Piloting of Research Instruments

According to Kothari, (2004) in order to develop valid and reliable research instruments, the research instruments need to be piloted before the actual data collection. According to Jensen (2000) the subjects to be included in a piloting of the research instruments should constitute at least 10% of the sample. Accordingly, piloting of research instruments was done in one secondary school in Mathira East Sub County using a sample of 10 randomly selected teachers in order to ensure that no respondent who participated in the piloting participated in the data collection as well. The instruments were administered twice within duration of two weeks. This was because Mathira East Sub County has similar population characteristics to the study locale.

3.8.1 Validity of Research Instruments

Validity indicates the degree to which an instrument measures what it is supposed to measure (Borg & Gall 2003). For validity the research established content validity which is extent to which a measuring instrument provides adequate coverage of the topic under study. If the instrument used adequately represent the content then the validity is good. In order to obtain good validity the researchers ensured that questionnaires were subject to the scrutiny of the experts. This was necessary as it helped the researcher to detect the irrelevant and weak questions, where they were corrected before the final data collection (Orodho, 2004).

3.8.2 Reliability of the Instruments

Test retest method was used to test the reliability of the research instrument. The questionnaires were administered to the respondents in the two pilot schools similar to those in the sample in the neigbouring Mathira East Sub County, Nyeri County.
Results of the two sets of results obtained during piloting were correlated to obtain the reliability index. Once the correlation between the test and pretest scores were evaluated, a reliability index of 0.752 was obtained. According to Mugenda and Mugenda (2003), a reliability index of 0.7 is considered acceptable. The instruments were therefore considered sufficiently reliable.

3.9 Data Collection Techniques

Data collection was carried out in phases.

Phase 1: Processing of permit and authorization

Before proceeding to the field, the researcher obtained an introductory letter from Kenyatta University and a research permit from NACOSTI giving authorization to carry out a research. The letters of authorization were used to obtain consent from the authorities involved. Using the letter of authorization from NACOSTI, the researcher proceeded to seek further authorization to conduct research from the county commissioner, Kirinyaga, then County Director of Education, Kirinyaga and then the Sub County Director of Education, Kirinyaga Central Sub County.

Phase 2: Initial visit to the sampled schools

On acquiring the necessary authorization, the researcher visited the schools involved in the study to create rapport and inform the respective principals of the intention to conduct research in their schools. During the visits to the schools, the researcher agreed on the days when the actual data collection would be conducted in the respective schools.
Phase 3: Actual data collection

During the data collection phase, the questionnaires were distributed to the teachers. The respondents were given two days to complete the questionnaires after which the researcher assisted by the research assistants collected all the questionnaires for data analysis and conducted the interviews on the principals.

Phase 4: Raw data clean up and preparation

After collecting the data, the researchers checked the data for completeness and determined the response rate to find out whether the data collected was adequate. Once adequate data was gathered, the next phase of data analysis followed.

3.10 Data Analysis

The researcher edited the completed instruments to ensure completeness and consistency. Data clean-up followed; this process involved editing, coding, and tabulation in order to detect any outliers in the responses and assigning specific numerical values to the responses for further analysis.

Data analysis for the quantitative data involved a variety of descriptive statistics and inferential statistics such as percentages, mean and standard deviation as well as multiple linear regression respectively. Data were presented using tables, charts and graphs to enhance clarity. Qualitative data from open ended items in the questionnaire was subjected to content analysis where the responses were carefully read to identify the common themes. Frequency tables were used to summarize the common themes identified to facilitate interpretation and drawing of conclusions.
Percentages allow comparison between variables that are different in terms of quantity. In the present study, responses on different items were expressed in percentages to permit comparison. Mean is a measure of central tendency and provides information as to the response that was given by majority of the respondents. This measure was used in the study in identifying the extent to which the respondents agreed or disagreed with the set statements. Standard deviation is a measure of dispersion which provides information concerning how varied the response was. In the present study, standard deviation was used in the frequency tables to determine how unanimous the response for a given item was. Regression analysis provides information concerning the extent to which an independent variable contributed to the dependent variable. In the present study, regression analysis was used to determine the extent to which the independent variables contributed to teachers’ job satisfaction. In addition, regression analysis provides information on the level of significance of the relationships between variables.

In the present study, regression analysis was used to test the hypothesis. The output of the regression analysis included Model Summary table from where the $R^2$ value was obtained. $R^2$ value indicates the extent to which the independent variable contributes to the variation in the dependent variable. The $R^2$ value expressed as a percentage is a measure of the percentage of variation in the dependent variable that is attributed to the independent variable(s). Secondly, the regression output gives the ANOVA table from which the level of significance of the relationship between the independent variable(s) and the dependent variable can be determined. The closer the Sig. value to 0.000, the greater the statistical significance and vice versa. Thirdly, the regression output generates the table of coefficients which gives the beta coefficients and $p$-
values for each independent variable regressed against the dependent variable. The beta coefficients tell the nature and magnitude of the relationship between each independent variable and the dependent variable. It can take a positive sign, implying a direct relationship or a negative sign, implying an inverse relationship. In addition, the smaller the $p$-value (Sig.), the more statistically significant the relationship is.

Table 3.3 presents the data analysis and presentation procedures to be adopted.

**Table 3.3: Data Analysis Schedule**

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>NATURE OF DATA</th>
<th>STATISTICS USED</th>
<th>MODE OF PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the influence of principals’ support for professional development on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.</td>
<td>• Quantitative • Qualitative</td>
<td>• Percentages • Mean • Standard deviation • Regression analysis</td>
<td>Frequency tables Pie charts Bar graphs Prose Model summary</td>
</tr>
<tr>
<td>To determine the influence of involvement in school governance on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.</td>
<td>• Quantitative • Qualitative</td>
<td>• Percentages • Mean • Standard deviation • Regression</td>
<td>Frequency tables Pie charts Bar graphs Prose Model summary</td>
</tr>
<tr>
<td>To examine the influence of use of non-monetary incentives on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.</td>
<td>• Quantitative • Qualitative</td>
<td>• Percentages • Mean • Standard deviation • Regression</td>
<td>Frequency tables Pie charts Bar graphs Prose Model summary</td>
</tr>
<tr>
<td>To examine the influence of working environment on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.</td>
<td>• Quantitative • Qualitative</td>
<td>• Percentages • Mean • Standard deviation • Regression</td>
<td>Frequency tables Pie charts Bar graphs Prose Model summary</td>
</tr>
<tr>
<td>Hypothesis testing</td>
<td>• Quantitative</td>
<td>• Regression</td>
<td>Tables Prose Model summary</td>
</tr>
</tbody>
</table>
3.11 Logistical and Ethical Considerations

3.11.1 Logistical Considerations

In compliance with these ethical provisions, clearance letter from Kenyatta University was sought and presented to the National Council of Science & Technology (NACOST) in order to obtain research permit. The respondents consent was sought by the researcher so as to administer the questionnaires. During this study the researcher sought informed consent from the respondents through the letter of introduction and allowed them to participate voluntarily.

3.11.2 Ethical Considerations

Ethics refer to adherences to set standards in regard to morality and legality (Saunders, Lewis & Thornhill, 2009). Ethics involve the protection of respondents from any form of abuse, coercion or any other infringement on their right to voluntary participation and other discretions (Kombo, 2004). Respondents were assured of confidentiality of the information to be given during the study and that their names remained anonymous throughout the study. Therefore the participants were duly informed that the information provided would be used for academic purposes only. The researcher ensured that there was no plagiarism whereby all major works and statements in the study were dully cited with source clearly being indicated, within text and properly referenced. The results were communicated without infringing the rights of the subjects.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents an analysis of the data that was collected using the tools of research discussed in Chapter 3. The data analysis and discussion was guided by the four themes according to the objectives of the study. The first theme was on the influence of principals’ support for professional development on teachers’ job satisfaction, the second one on the influence of involvement in school administration on teachers’ job satisfaction, the third on the influence of use of non-monetary incentives on teachers’ job satisfaction and the fourth theme was on the influence of working environment on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County.

4.2 General and Demographic Information

4.2.1 Instrument Return Rate

The study administered 129 questionnaires and 12 interview guides. A total of 119 duly completed questionnaires were returned and 10 principals were interviewed representing 129 out of 141 sampled representing 91.5% response rate (Table 4.1).

<table>
<thead>
<tr>
<th>Category</th>
<th>Sample Size</th>
<th>Actual Respondents</th>
<th>Percentage Response Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principals</td>
<td>12</td>
<td>10</td>
<td>83.3%</td>
</tr>
<tr>
<td>Teachers</td>
<td>129</td>
<td>119</td>
<td>90.7%</td>
</tr>
<tr>
<td>Total</td>
<td>141</td>
<td>129</td>
<td>91.5%</td>
</tr>
</tbody>
</table>

Source: Research Data (2017)
The response rate of the study was 129 (91.5%). The high response rate was attributed to the good rapport the researcher created with the respondents, the researcher’s familiarity with the location of study and the fact that the researcher self-administered the instruments so as to ensure maximum response rate. The high response rate implied that the responses obtained were credible and gave a true representation of the entire population.

### 4.2.2 Demographic Characteristics

This section sought to analyze the demographic characteristics of the sample. The analysis of the teachers’ and principals’ distribution was by gender and academic qualifications length of the teaching experience service.

### 4.2.3 Distribution of the Sample teachers by Gender

The study sought to determine the gender composition of the sample. Figure 4.1 displays the distribution of the respondents by gender.

![Figure 4.1: Distribution of Respondents by Gender](image)

(66) Female 51%  
(63) Male 49%
The information presented in Figure 4.1 indicates that majority of the respondents 66(51%) were female and 63(49%) were male. The results imply that there was near gender parity in the gender representation in the sample. The findings imply that the sample was gender balanced and thus the responses obtained would reflect the views of both gender and would thus be gender balanced as well. Further, the representation of both genders in the sample was important in bringing out the gender perspective of job satisfaction since different factors affect job satisfaction among different gender.

4.2.4 Academic Qualifications

The study sought to establish the composition of the teachers and principals by the academic qualifications indicated by the highest education level of the respondents. The results are presented in Figure 4.2.

![Figure 4.2: Distribution of Respondents by Education Level](Research Data (2017))

According to the information presented in Figure 4.2, majority of the teachers and principals 83 (64%) had a bachelor’s degree, 28 (22%) were diploma holders and 18
(14%) respondents had a master’s degree. The findings indicate that the sample consisted of respondents with high academic qualifications and therefore would comprehend the items in the research instruments well and be able to understand the administration practices and how they impact on the teachers’ job satisfaction having attended various academic institutions and having undertaken education management courses. The representation of teachers with varied academic qualifications helped bring out the impact of administrative practices on job satisfaction across teachers of different academic qualifications.

4.2.5 Length of Teaching Experience

The study further sought to establish the length of teaching experience among the teachers. Table 4.2 displays a summary of the responses obtained.

<table>
<thead>
<tr>
<th>Length of teaching experience</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>13</td>
<td>10.9</td>
</tr>
<tr>
<td>3-5 Years</td>
<td>21</td>
<td>17.1</td>
</tr>
<tr>
<td>6-10 Years</td>
<td>38</td>
<td>32.6</td>
</tr>
<tr>
<td>11-15 Years</td>
<td>25</td>
<td>21.7</td>
</tr>
<tr>
<td>Above 15 Years</td>
<td>22</td>
<td>17.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>119</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

*Source: Research Data (2017)*

Information of Table 4.2 clearly shows that majority of the respondents 38 (32.6%) had a wealth of teaching experience having served for 6-10 years, 25(21.7%) had worked for 11-15 years, 22 (17.8%) for over 15 years, 21 (17.1%) had worked for 3-5 years and only 13(10.9%) for less than 2 years. The results of the study show that majority of the respondents who participated in the study had a working experience
above 6 years. This gives them an added advantage of understanding the administrative practices in a school setting and how they impact on the job satisfaction having worked in the sector for a long term. Consequently, the respondents were in a position to provide reliable responses.

4.3 Provision of Support for Teachers Professional Development and Teachers’ Job Satisfaction

The first objective of the study sought to determine the influence of principal’s support for teachers’ professional development on teachers’ job satisfaction. The researcher used four statements as indicators of support for professional development and a likert scale against each statement to measure the extent to which the respondents agreed or disagreed with the statement. The magnitude of the influence was measured on the likert Scale of 1-5 where 5- To a very great extent, 4- To a Great Extent, 3- To a Moderate Extent, 2- Small Extent, and 1- No extent. The average of the responses obtained for each statement was computed and the mean was used to ascertain the extent to which the respondents agreed or disagreed with the statement.

Interpretation of the range of the means obtained for each statement was done as follows: 1-1.5 implied to no extent; 1.6-2.5 implied small extent; 2.6-3.5 implied moderate extent; 3.6-4.5 implied great extent and 4.6 - 5.0: implied very great extent.

The results of the study are as shown in Table 4.3.
Table 4.3: Professional Development and Teachers Job Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion of professional development</td>
<td>119</td>
<td>2.35</td>
<td>0.734</td>
</tr>
<tr>
<td>Involvement in activities to inculcate professional development</td>
<td>119</td>
<td>3.58</td>
<td>1.301</td>
</tr>
<tr>
<td>Participation in activities that spur professional development</td>
<td>119</td>
<td>3.35</td>
<td>1.28</td>
</tr>
<tr>
<td>Facilitation to participate in ventures promoting professional development</td>
<td>119</td>
<td>3.11</td>
<td>1.048</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>119</td>
<td>3.0975</td>
<td>1.091</td>
</tr>
</tbody>
</table>

Source: Research Data (2017)

The information presented in Table 4.3 indicates that respondents agreed to a very great extent that the administrative practice that is most adopted by the schools to enhance job satisfaction among the teachers is engaging the teachers in activities that enhance their professional development (Mean of 3.58). The administrative practice that is least used by most schools was found to be creation of opportunities for professional development such as attendance of seminars (Mean=2.35). The standard deviation among the responses was close to one (Standard deviation= 1.091) implying that there was very little variability if the responses obtained implying that majority of the responses were unanimous.

When asked to the extent to which supporting teachers professional development influences job satisfaction among teachers, majority of the principals interviewed were of the opinion that teachers become more committed to their work when the school facilitates then pursue professional development programmes. Further, the principals said that they usually support teachers professional development by facilitating them to attend work related seminars and workshops as well as participate in activities that promote self-development.
The findings of the study that the administrative practices adopted by the school administration affects teachers job satisfaction concur with those of a study by Olembo, Wanga & Karagu (1992) who asserted that the principal’s effectiveness in enhancing professional development among the teachers always influences the teachers’ attitude towards the job practices hence affecting his/her level of job satisfaction. Further, the study findings are in line with a study by Ongori & Agolla (2009), found out that lack of personal growth in organizations results in career plateau which in tends leads to reduced job satisfaction. The findings imply that the administration of schools may enhance the level of job satisfaction of the teachers by supporting their professional development. This may be achieved by creating opportunities for professional development such as attendance of seminars and workshops, as well as, facilitation to take part in work related courses.

4.4 Involvement of Teachers in School Administration and Teachers’ Job Satisfaction

The second objective of the study sought to assess the influence of teachers’ involvement in school administration on teachers’ job satisfaction. The researcher used five statements as indicators of teachers’ involvement in school administration and a likert scale against each statement to measure the extent to which the respondents agreed or disagreed with the statement. The magnitude of the influence was measured on the likert Scale of 1-5 where 5 - To a very great extent, 4 - To a Great Extent, 3 - To a Moderate Extent, 2 - Small Extent, and 1 - No extent. The average of the responses obtained for each statement was computed and the mean was used to ascertain the extent to which the respondents agreed or disagreed with the statement. The results of the study are as shown in Table 4.4.
Table 4.4: Involvement in Administration and Teachers’ Job Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers in the school are adequately included in the school’s governance</td>
<td>119</td>
<td>3.32</td>
<td>1.187</td>
</tr>
<tr>
<td>activities such as budgeting process, duty allocation processes among others</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal makes adequate consultations with the teachers before making key decisions in the school</td>
<td>119</td>
<td>3.65</td>
<td>1.265</td>
</tr>
<tr>
<td>Teachers are adequately represented in the schools’ decision making organs such as BOM, PTA</td>
<td>119</td>
<td>3.71</td>
<td>0.896</td>
</tr>
<tr>
<td>The principal delegates duties to the teachers</td>
<td>119</td>
<td>3.78</td>
<td>1.121</td>
</tr>
<tr>
<td>Teachers contribute in some administrative duties such as supervision duties, drawing up the school calendar of events among others</td>
<td>119</td>
<td>2.47</td>
<td>1.238</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>119</td>
<td>4.2325</td>
<td>1.42675</td>
</tr>
</tbody>
</table>

Source: Research Data (2017)

Interpretation of the range of the means obtained for each statement was done as follows: 1-1.5 implied to no extent; 1.6-2.5 implied small extent; 2.6-3.5 implied moderate extent; 3.6-4.5: implied great extent and 4.6 - 5.0: implied very great extent.

According to the information presented in Table 4.4, respondents perceive the delegation of duties to teachers to be the administrative practice that most enhances teachers’ job satisfaction (Mean=3.78) which falls within the range of ‘great extent’ according to the mean interpretation. Involvement of teachers in some supervisory duties such as drawing up the school calendar of events was perceived to be the administrative practice that least enhances teachers’ job satisfaction (Mean=2.47).
Further, the study established that the principal delegating duties to the teachers, adequate representation of teachers in the schools’ decision making organs such as BOM, PA and adequate consultations of teachers by the principals before making key decisions in the school influences the teachers’ job satisfaction to a great extent (Mean=3.78, 3.71 and 3.65 respectively).

The key finding of the study is that teachers’ job satisfaction is enhanced by involvement in the school administration through participation in decision making.

The principals who were interviewed concurred with the teachers that when teachers are actively involved in decision making in their schools, they develop a sense of ownership and this enhances their commitment to their job and that translates to higher levels of job satisfaction. One of the principals said that:

“Teachers who are sidelined during crucial decision making processes in their school develop indifference towards the school affairs and become detached and usually pursue other interests”

The findings of the study imply that there is a strong link between teachers’ involvement in school administration and teachers’ job satisfaction. These findings are in line with the findings of other studies such as that by Sashkin (2004) in their study that found out that participation in decision making is not only effective, but that its use by management is an ethical imperative and contributes sufficiently to enhancing job satisfaction among employees including teachers. The findings imply that engagement of teachers in the school administration through delegation of duties, inclusion in the school’s governing bodies such as BOM and PA as well as being
consulted when key decisions are being made contributes to enhancement of teachers’ job satisfaction.

4.5 Non-Monetary Incentives and Teacher’s Job Satisfaction

The third objective of the study sought to evaluate the influence of using non-monetary incentives on teachers’ job satisfaction. The researcher used three statements as indicators of use of non-monetary incentives and a likert scale against each statement to measure the extent to which the respondents agreed or disagreed with the statement. The magnitude of the influence was measured on the likert Scale of 1-5 where 5- To a very great extent, 4- To a Great Extent, 3- To a Moderate Extent, 2- Small Extent, and 1- No extent. The results of the study are as shown in Table 4.5.

Table 4.5: Use of Non-Monetary Incentives and Teachers Job Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal puts in place ways of recognizing hard work among the teachers</td>
<td>119</td>
<td>4.62</td>
<td>0.734</td>
</tr>
<tr>
<td>The principal enhances the professional status of teachers through allocation of positions of responsibility to motivate teachers</td>
<td>119</td>
<td>3.78</td>
<td>1.301</td>
</tr>
<tr>
<td>The principal uses a variety of ways to express appreciation to hardworking teachers e.g. award of certificates of commendation, tokens of appreciation e.t.c.</td>
<td>119</td>
<td>3.35</td>
<td>1.280</td>
</tr>
<tr>
<td>Overall Mean</td>
<td>119</td>
<td>3.9167</td>
<td>1.105</td>
</tr>
</tbody>
</table>

The average of the responses obtained for each statement was computed and the mean was used to ascertain the extent to which the respondents agreed or disagreed with the statement. Interpretation of the range of the means obtained for each statement was
done as follows: 1-1.5 implied to no extent; 1.6-2.5 implied small extent; 2.6-3.5 implied moderate extent; 3.6-4.5: implied great extent and 4.6 - 5.0: implied very great extent.

According to the results displayed in Table 4.5, the most outstanding finding was that teachers’ level of job satisfaction is enhanced most by the principal putting in place ways of recognizing hard work among teachers (mean=4.62). The principal enhancing the professional status of teachers through allocation of positions of responsibility to motivate teachers has great influence on teachers job satisfaction (Mean=3.78) which falls within the ‘moderate extent’ region.

Majority of the principals interviewed said that teachers are allocated responsibilities in line with their interest, abilities and experience. For instance, one of the principals said that;

“Allocation of administrative duties to teachers according to them was not only a way of grooming them to take up more responsibilities when vacancies become available but also a way of motivating them and inculcating commitment to their duties. The principals were of the opinion that engagement of teachers in school administration enhances their job satisfaction to a large extent”.

The study therefore found a strong link between the use of non-monetary incentives and teachers’ job satisfaction is in line with the findings of other studies conducted. This finding concurs with that of a survey conducted by Ellis and Pennington (2004) which found that direct financial reward played a critical role in attracting talented employees, but they have only a short term impact on the motivational levels of employees but non-monetary incentives produce a more long lasting effect on job
satisfaction. Further, the findings of the study are in line with those of Armstrong (2009) who in his study found out that fringe benefit such as no monetary rewards had a profound influence on job satisfaction of workers. The findings of the study imply that in the schools where teachers are offered non-monetary incentives, their job satisfaction is enhanced more compared to those schools which do not offer such incentives.

4.6 Work Environmental Factors and Teachers Job Satisfaction

The fourth objective of the study sought to examine the influence of working environment on teachers’ job satisfaction. The researcher used three statements as indicators of use of working environment and a likert scale against each statement to measure the extent to which the respondents agreed or disagreed with the statement. The magnitude of the influence was measured on the likert Scale of 1-5 where 5- To a very great extent, 4- To a Great Extent, 3- To a Moderate Extent, 2- Small Extent, and 1- No extent. The average of the responses obtained for each statement was computed and the mean was used to ascertain the extent to which the respondents agreed or disagreed with the statement.

Interpretation of the range of the means obtained for each statement was done as follows: 1-1.5 implied to no extent; 1.6-2.5 implied small extent; 2.6-3.5 implied moderate extent; 3.6-4.5: implied great extent and 4.6 - 5.0: implied very great extent.

The results of the study are as shown in Table 4.6.
Table 4.6: Work Related Environment and Teachers Job Satisfaction

<table>
<thead>
<tr>
<th>Statement</th>
<th>n</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The principal makes arrangements in order to reduce the teachers work loads</td>
<td>119</td>
<td>4.53</td>
<td>1.142</td>
</tr>
<tr>
<td>The principal creates and maintains effective communication channels which motivates teachers</td>
<td>119</td>
<td>3.16</td>
<td>1.452</td>
</tr>
<tr>
<td>The principal mobilized resources in order to ensure a favourable physical working environment for teachers such as office space, furniture e.t.c.</td>
<td>119</td>
<td>3.86</td>
<td>1.325</td>
</tr>
<tr>
<td><strong>Overall Mean</strong></td>
<td>119</td>
<td>3.85</td>
<td>1.306</td>
</tr>
</tbody>
</table>

According to the results displayed in Table 4.6, reducing teachers’ workload was found to contribute most to the teachers’ job satisfaction (Mean=4.53) while maintaining of effective communication channels was found to have the lowest impact on teachers job satisfaction (Mean=3.16). This implied that teachers’ workloads affect the teachers’ job satisfaction most. The findings of the study concur with those of Andiva (2007) who in her study on the effects of motivation through a conducive working environment on teachers’ job satisfaction found a strong link between the working environment and the worker’s level of job satisfaction. In addition, the findings of the study are in line with those of a study by Osibwoga (2008) which reported that 50 percent of the teachers were dissatisfied with various school facilities leading to low job satisfaction. Further, the findings of the study echo those of Sogomo (1993) and Kimeli (2002) whose study found out that working environment and quality of life of the Kenyan school teachers impact on the level of commitment to work and job satisfaction. The findings imply that teachers job satisfaction can be enhanced in the administration invests in practices that improve the
working conditions of the teachers such as reducing teachers’ workloads, creating favourable physical working environment and maintaining effective communication channels.

4.7 Level of Job Satisfaction among Teachers

The study further sought to establish the level of job satisfaction among the teachers sampled. The study used several indicators such as level of commitment, dedication and the perceived level of support and appreciation received in their schools. Figure 4.3 summarizes the responses obtained.

![Figure 4.3: Level of Job Satisfaction among Teachers](image)

Majority of the teachers 67(56%) expressed their wish to transfer or terminate their services in their schools which indicates low level of job satisfaction, 40(34%) teachers are dedicated fully for the betterment of their schools indicating that only a small proportion of the teachers were dedicated to their work, 38(32%) teachers felt highly committed to their teaching job indicating that only a small proportion of the teachers were committed to their work, 32(27%) teachers were of the opinion that the administration offers them all the support they need in their work and only 26(22%)
of the teachers felt appreciated in their work. The findings indicate that majority of the teachers sampled have low job satisfaction.

The findings of the study that the level of job satisfaction among the teachers is low explains why there has been a high turnover among teachers and low productivity of the teachers as indicated by poor academic performance of secondary school students in the national examinations in the region. The low job satisfaction among teachers in the locale of study implies that the administrative practices in place need to be reviewed in order to inspire teachers’ commitment to their work and enhance teachers’ job satisfaction.

The findings that job satisfaction among the teachers is low concur with those of Okumbe (1992); Okupe (2009) and Orina (2008) who job satisfaction among graduate teachers was low as a result of remuneration, poor working conditions such as inadequate office space and lack of recognition from the administrators. Further, according to Munn (1968) low level of job satisfaction leads to low motivation and low productivity.

4.8 Relationship between Administrative Practices and Job Satisfaction

The overall objective of the study was to investigate the impact of school administrative practices on teachers’ level of job satisfaction. This section sought to establish the extent to which the four factors jointly impact on the job satisfaction among teachers. Regression analysis was carried out in order to determine the impact of the independent variables (administrative practices) on dependent variable (teachers’ job satisfaction). The regression model summary of the impact on
administrative practices of teachers’ job satisfaction is displayed on Table 4.7, Table 4.8 and Table 4.9.

Table 4.7: Impact of Administrative Practices on Teachers’ Job Satisfaction

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.970a</td>
<td>.941</td>
<td>.939</td>
<td>.34349</td>
</tr>
</tbody>
</table>

Table 4.7 shows the Model Summary of the administrative practices against teachers’ job satisfaction. The value of $R^2$ was used to quantify the extent to which administrative practices influence the level of teachers’ job satisfaction. The findings of the study indicated that $R^2=0.941$ which implies that the schools administrative practices represented by the principals’ support for teachers’ professional development, involvement of teachers in school administration, use of non-monetary incentives and working environmental factors predict a 94.1% of the variation in the teachers’ level of job satisfaction. This implies that administrative practices adopted in a school have a very high impact on the teachers’ job satisfaction and hence principals who optimize the administrative practices had a positive impact on teachers’ job satisfaction. This finding concurs with that documented in past research. Appelbaum, Bailey, Berg and Kalleberg (2000) found out that sound organization administration practices result in better level of job satisfaction which ultimately improves performance.

The study further sought to establish whether the impact of administrative practices on teachers’ job satisfaction was statistically significant. Table 4.8 shows the Analysis of Variance (ANOVA) carried out on the variables. ANOVA was suitable statistic to
use since it gives the level of statistical significance of impact of administrative practices on teachers’ job satisfaction.

Table 4.8: Significance of Impact of Administrative Practices on Teachers Job Satisfaction

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>164.985</td>
<td>4</td>
<td>41.246</td>
<td>349.581</td>
<td>.000a</td>
</tr>
<tr>
<td>Residual</td>
<td>10.265</td>
<td>113</td>
<td>.118</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>175.250</td>
<td>117</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The value of significance (p-value) was used to estimate the extent to which the influence administrative practice on teachers’ level of job satisfaction was statistically significant. A small p-value (close to 0.00) implies a greater statistical significance of the influence and vice versa. The findings indicated that the p-value is small (p<0.05) implying that the relationship between administrative practices on teachers job satisfaction is statistically significant and that administrative practices tested have a significant influence on the teachers job satisfaction. The findings implies that administrative practices adopted by a school impacts on teachers’ job satisfaction. Similar findings were made by Organization for Economic Co-operation and Development (OECD) pointed out that organization administration practices significantly influence job satisfaction of employees.

Finally, the study sought to determine the extent to which each of the parameters used to measure administrative practices independently affect teachers job satisfaction. The level of influence was denoted by the beta coefficients. The closer the beta coefficient was to 1, the greater the influence of the administrative practice on teachers’ job satisfaction. Table 4.9 presents the results obtained.
### Table 4.9: Impact of Each Administrative Practice on Teachers Job Satisfaction

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>t</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td></td>
</tr>
<tr>
<td>(Constant)</td>
<td>-.120</td>
<td>.087</td>
<td>-1.376</td>
</tr>
<tr>
<td>(a) Principals’ support for teachers’ professional development</td>
<td>.323</td>
<td>.101</td>
<td>3.181</td>
</tr>
<tr>
<td>(b) Involvement in school administration</td>
<td>.252</td>
<td>.099</td>
<td>2.555</td>
</tr>
<tr>
<td>(c) Non-monetary incentives</td>
<td>.289</td>
<td>.090</td>
<td>3.199</td>
</tr>
<tr>
<td>(d) Working environment</td>
<td>.237</td>
<td>.076</td>
<td>3.117</td>
</tr>
</tbody>
</table>

In view of the results in Table 4.9, based on the unstandardized Beta coefficients, the model for predicting teachers' job satisfaction is represented as follows;

\[ Y = -0.120 + 0.323X_1 + 0.252X_2 + 0.289X_3 + 0.237X_4 + \epsilon \]

The model suggests that principals support for teachers’ professional development \((X_1)\) has the greatest impact of teachers job satisfaction \((0.323)\) followed by use of non-monetary incentives \((X_3)\) which accounts for 0.289, involvement of teachers in the school administration \((X_2)\) accounting for 0.252 and the working environment has the smallest impact on teachers job satisfaction \((X_4)\) accounting for only 0.237. The findings imply that each of the administrative practices tested influence the job satisfaction of teachers and so the principals need to optimize the administrative practices so as to enhance teachers’ job satisfaction. The findings are consistent with those reported by Steijn (2004) whose study found that good administration practices had positive effect on job satisfaction of the employees of Dutch public sector. In addition, Gould-William (2003) showed that use of specific administration practices in local government organizations in the United Kingdom (UK) was associated with a greater degree of job satisfaction and perceived organizational performance.
4.9 Hypothesis Testing

In order to ascertain whether the impact of each administrative practice on teachers’ job satisfaction is statistically significant, the study tested four null hypotheses each linked to the corresponding independent variable. Hypothesis testing was done using $p$-values to test the level of statistical significant of the impact of each independent variable indicated by the $p$-values. The impact was taken to be statistically significant if $p<0.05$ and vice versa. The $t$-values and the corresponding $p$-values for each of the four variables are tabulated in Table 4.9.

The first hypothesis stated that administrative practice have no significant influence on teachers’ job satisfaction in public secondary schools in Kirinyaga Central Sub County. The regression of principals’ support for professional development and the teachers’ job satisfaction (Table 4.9) indicates a high statistical significance of the relationship between the variables ($p=0.002$) indicating that the impact of principals’ support for professional development on teachers job satisfaction is statistically significant and thus null hypothesis is rejected. The strong link between administration’s support for professional development and job satisfaction of employees was also found by Ongori & Agolla (2009) whose study reported that there exists a strong link between employee professional development through training and capacity building and employee job satisfaction. Jones et al., (2008) also found out that lack of personal growth in organizations results in career plateau which in turn leads to increased employees intentions to quit signaling low job satisfaction.

The second hypothesis stated that involvement in school administration has no significant influence on teachers’ job satisfaction. The regression of the variables (Table 4.9) indicates a high statistical significance of the impact of teachers in the
school administration (p=0.012) indicating that involvement in school administration has a statistically significant impact on teachers’ job satisfaction and consequently the null hypothesis is rejected. The rejection of the hypothesis implies that involvement of teachers in school administration influences their job satisfaction. The findings concur with those of Soonhee (2002) whose study demonstrated that allowing employees to participate in governance leads to an increase in job satisfaction. In addition, the Ministry of Education in realization of importance of including teachers in key decision making bodies has made inclusion of a teacher in the Board of Management (BOM) mandatory. The policy may have been informed by the realization of the need to enhance participation of teachers in school governance.

The third hypothesis stated that use of non-monetary incentives has no statistically significant influence on teachers’ job satisfaction. The regression of the variables (Table 4.9) indicates that use of non-monetary incentives has a statistically significant influence on teachers’ job satisfaction (p=0.02) indicating that use of non-monetary incentives influences teachers’ job satisfaction hence the null hypothesis is rejected. The rejection of the hypothesis implies that use of non-monetary incentives has a significant influence on teachers’ job satisfaction. The findings concur with those of Lumumba (2012) who found out that various fringe benefits such as recognition, prestige, and status affect the employee job satisfaction.

The fourth hypothesis stated that work environment has no significant influence on teachers’ job satisfaction. The regression of the variables (Table 4.9) indicates a high statistical significance of the influence of work environment factors on teachers’ job satisfaction (p=0.002) indicating that working environment factors influences teachers’ job satisfaction hence the null hypothesis is rejected.
The rejection of the null hypothesis implies that the alternative hypothesis holds; thus, work environment significantly influences job satisfaction of teachers. The findings are consistent with those of Sogomo (1993) and Kimeli (2002) who found out that working environment and quality of life of the Kenyan school teachers need to be improved since they impact on the level of commitment to work and job satisfaction.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary, conclusions and recommendation of the study. This was based on the research findings that are presented and discussed in the previous chapters.

5.2 Summary of Findings

The study found out that administrative practices adopted by a school have a significant influence on the teachers’ level of job satisfaction. It was found out that each of the indicators used by the study to represent administrative practices in the schools had an impact on the level of teachers’ job satisfaction. Principals’ support for teachers’ professional development was found to have the greatest impact of teachers job satisfaction followed by use of non-monetary incentives, involvement of teachers in the school administration and the working environment had the smallest impact on teacher’s job satisfaction. The following section summarizes the major findings of the study according to the objectives.

Objective 1: To determine the influence of principals’ support for professional development on teachers’ job satisfaction in public secondary schools

The study established that the principal engaging the teachers in activities/opportunities that enhance their professional development influences the teachers’ job satisfaction to a great extent. Principal facilitating the teachers to participate in professional development activities such as seminars, workshops and encouraging the teachers to participate in professional development ventures was found to have a
moderate influence on teachers’ job satisfaction. The findings of the study therefore summarizes that in the schools where principals enhance the professional development of teachers, their level of job satisfaction is greater than in the schools where teachers professional development is not enhanced.

Objective 2: To assess the influence of involvement in school administration on teachers’ job satisfaction in public secondary schools

The study established that delegation of duties by the principal to the teachers; adequate representation of teachers in the schools’ decision making organs such as BOM, PA and adequate consultations of teachers by the principals before making key decisions in the school influences the teachers’ job satisfaction to a great extent. Adequately inclusion of teachers in the school’s governance activities such as budgeting process, duty allocation processes among others has moderate influence on teachers’ job satisfaction and teachers contributing in some administrative duties such as supervision duties, drawing up the school calendar of events among others influences teachers’ job satisfaction to a small extent. Thus, teachers’ level of job satisfaction can be enhanced if they are involved more in the school administration.

Objective 3: To evaluate the influence of use of non-monetary incentives on teachers’ job satisfaction in public secondary schools

The study established that recognizing hard work among the teachers influences the teachers’ job satisfaction to a very great extent. The principal enhancing the professional status of teachers through allocation of positions of responsibility to motivate teachers has great influence on teachers job satisfaction and the use of a variety of ways by the principal to express appreciation to hardworking teachers e.g. award of certificates of commendation, tokens of appreciation has a moderate
influence on the teachers job satisfaction. The study concludes that teachers job satisfaction can be enhanced in non-monetary incentives are used to express appreciation of the role they play.

**Objective 4: To examine the influence of working environment on teachers’ job satisfaction in public secondary schools**

The study established that use of ways that reduce the teachers’ workloads influences teachers’ job satisfaction to a great extent. Instances where the principal creates and maintains effective communication channels has a moderate influence on teachers job satisfaction and mobilizing resources in order to ensure favourable physical working environment for teachers such as office space, furniture has a moderate influence on the teachers job satisfaction. The findings of the study imply that teachers’ level of job satisfaction may be enhanced through improvement of their working environment.

**5.3 Conclusions of the Study**

The study sought to establish the school administrative factors that influence teachers’ job satisfaction. On the influence of use of non-monetary incentives on teachers’ job satisfaction in public secondary schools, the study concludes that the principal enhancing the professional status of teachers through allocation of positions of responsibility to motivate teachers has great influence on teachers’ job satisfaction.

On the influence of principal engaging the teachers in activities/ opportunities that enhance their professional development on teachers’ job satisfaction, the study concludes that in the schools where principals enhance the professional development of teachers, their level of job satisfaction is high. Thus, support for professional development of teachers boosts the job satisfaction among teachers. On the influence
of working environment on teachers’ job satisfaction in public secondary schools, the study concludes that use of ways that improving the working environment of teachers through reduction of the teachers’ workloads, creating and maintaining effective communication channels as well as mobilizing resources in order to ensure favourable physical working environment for teachers such as office space, furniture has a moderate influence on the teachers job satisfaction.

On the influence of involvement in school administration on teachers’ job satisfaction in public secondary schools, the study concludes that adequately inclusion of teachers in the school’s governance activities such as budgeting process, duty allocation processes among others influences on teachers’ job satisfaction.

5.4 Recommendations of the Study

5.4.1 Policy Recommendations

Based on the findings of the study the following recommendations were made.

i) Since it has been found that enhancing the professional development of the teachers increases job satisfaction among teachers, schools require to invest more in enhancing professional development of teachers through sponsoring teachers to work related courses, seminars and workshops. This will help in enhancing their job satisfaction.

ii) The study found that engaging teachers in school administration enhances their job satisfaction. The schools require engaging teachers in administration though consultations, participatory decision making and delegation of administrative duties.

iii) The study found that use of non-monetary incentives by the school administration enhances job satisfaction among teachers. Such ways would
include written commendations, certificates and special recognition from the school administration during education and prize giving days. This can be done by the principal on behalf of the BOM.

iv) Since it has been found out that work environment factors influence teachers job satisfaction, schools can enhance teachers’ job satisfaction by improving the status of the working space, making the work load manageable, using more sophisticated teaching materials and improving the general physical environment for teachers. This can be achieved by the principal asking the TSC to post more teachers to the school and employing teachers through the BOM to lower the teachers’ workloads.

v) At the policy level, the Ministry of Education should come up with policies of improving the working environment of teachers such as setting aside funds to construct adequate office spaces. In addition, improving the physical working conditions of teachers such as adequate social and health amenities for teachers in the schools would enhance the teachers’ job satisfaction.

vi) The Teachers Service Commission is supposed to employ more teachers so as to reduce the workloads for teachers and also induct the Principals and Deputy Principals on the appropriate administrative practices that will enhance job satisfaction among the teachers.

5.4.2 Suggestions for Further Research

The following are the suggestions for further study:

i. The study was restricted to only one Sub County due to time and logistical constraints. This may have left out many aspects of administrative practices as well as teachers’ job satisfaction.
ii. The study could be replicated in a wider geographical scope such as a County or even the entire county.

iii. The present study concentrated on only four indicators of administrative practices. Further studies may be conducted on other variables such as student discipline, student performance and impact of other stakeholders on the job satisfaction of teachers.

iv. The present study only involved teachers and principals as respondents yet there are many other plays in the administration of schools such as BOM, PA, the ministry of Education and other stakeholders who may influence the school administration and thus indirectly influence teachers’ job satisfaction.

v. More studies could be conducted to include other stakeholders in the school administration.
REFERENCES


APPENDICES

APPENDIX I

INTRODUCTION LETTER

Jane Nyambura
Kenyatta University,
P.O BOX 43844,
NAIROBI

Dear respondent,

REF: REQUEST TO PARTICIPATE AS A RESPONDENT IN AN EDUCATIONAL RESEARCH.

I am a student pursuing a Master of Education Degree (M.Ed) at Kenyatta University. I am required to submit as part of my research work assessment on the topic ‘IMPACT OF SCHOOL ADMINISTRATIVE PRACTICES ON TEACHERS’ JOB SATISFACTION IN SECONDARY SCHOOLS IN KIRINYAGA CENTRAL SUB COUNTY, KIRINYAGA COUNTY, KENYA’.

To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes. Your name will be held confidential. Thank you very much for your assistance.

Yours sincerely,

JN
Jane Nyambura
APPENDIX II

QUESTIONNAIRE FOR TEACHERS

Instruction
Kindly respond to all the questions by placing a tick (√) against option desired.

SECTION A: BACKGROUND INFORMATION

1. Gender: Male ( ) Female ( )

2. What is your highest academic qualification?
   Diploma ( ) Bachelor’s Degree ( )
   Master’s Degree ( ) Any other (specify) .................................................................

3. How long have you been in the teaching profession?
   Less than two years ( ) 2-5 yrs ( ) 6-10 yrs ( )
   11-15 yrs ( ) Over 15 years ( )

4. What is the category of your school?
   National ( ) Extra county ( )
   County ( ) Sub County ( )

5. What is the total student enrolment in your school?
   Over 1000 ( ) 800-1000 ( )
   600-800 ( ) 400-600 ( )
   200-400 ( ) Below 200 ( )

6. How many teachers are there in your school?
   TSC employed ..................................................
   BOM employed ...............................................
SECTION B: SUPPORT FOR PROFESSIONAL DEVELOPMENT

7. To what extent do you agree/disagree with the following statements about the administrative practices on support for teachers’ professional development in your school?

1- Very large extent 2- Large extent 3- Moderate extent 4- Small extent 5- No extent at all

<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 creates opportunities for professional development for teachers such as attendance of seminars, participation in career development activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal engages the teachers in activities/opportunities that enhance their professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal facilitates the teachers to participate in professional development activities such as seminars, workshops e.t.c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal encourages the teachers to participate in professional development ventures.</td>
<td></td>
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</tr>
</tbody>
</table>

SECTION C: INVOLVEMENT IN SCHOOL ADMINISTRATION

8. To what extent do you agree/disagree with the following statements about the administrative practices on involvement in school administration in your school?

1- Very large extent 2- Large extent 3- Moderate extent 4- Small extent 5- No extent at all

<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>Teachers in the school are adequately included in the school’s governance activities such as budgeting process, duty allocation processes among others</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>The principal makes adequate consultations with the teachers before making key decisions in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal delegates duties to the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers are adequately represented in the schools’ decision making organs such as BOM, PTA</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Teachers contribute in some administrative duties such as supervision duties, drawing up the school calendar of events among others</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION D: NON MONETARY INCENTIVES

9. To what extent do you agree/ disagree with the following statements about the administrative practices on use of non-monetary incentives in your school?

1- Very large extent 2- Large extent 3- Moderate extent 4- Small extent
5- No extent at all

<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 puts in place ways of recognizing hard work among the teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal enhances the professional status of teachers through allocation of positions of responsibility to motivate teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal uses a variety of ways to express appreciation to hardworking teachers e.g. award of certificates of commendation, tokens of appreciation e.t.c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SECTION E: WORK ENVIRONMENTAL FACTORS

10. To what extent do you agree/ disagree with the following statements about the administrative practices on creation of a good work environment in your school?

1- Very large extent 2- Large extent 3- Moderate extent 4- Small extent
5- No extent at all

<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 makes arrangements in order to reduce the teachers work loads</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal creates and maintains effective communication channels which motivates teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The principal mobilized resources in order to ensure a favourable physical working environment for teachers such as office space, furniture e.t.c.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION F: JOB SATISFACTION OF TEACHERS

11. To what extent do you agree/disagree with the following statements about your level of job satisfaction as a teacher in your school?

1- Very large extent 2- Large extent 3- Moderate extent 4- Small extent
5- No extent at all

<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>I am highly committed to my post as a teacher in this school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I dedicate my time and effort fully to my work for the betterment of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I would not wish to transfer/terminate my services in the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The services I offer at the school are appreciated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The school administration offers all the support I need in discharging my duties at the school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

THANK YOU FOR YOUR TIME AND COOPERATION
APPENDIX III

INTERVIEW GUIDE FOR PRINCIPALS

1. What is the length of your work experience as a principal?

2. For how long have you served in this capacity in this school?

3. How would you rate the level of job satisfaction among the teachers in your school?
   (a) In a scale of 5 where 1=very rarely and 5= always, how would you rate the extent to which you support teachers towards their professional development such as facilitating them to attend seminars and workshops?
   (b) In your opinion, does supporting teachers’ towards their professional development influence their level of job satisfaction? If so, how?

4. (a) In a scale of 5 where 1=very rarely and 5= always, how would you rate the extent to which you involve teachers in the school administration such as allocating administrative duties and delegating some of your administrative duties?
   (b) In your opinion, does involving teachers in the school administration influence their level of job satisfaction? If so, how?

5. (a) In a scale of 5 where 1=very rarely and 5= always, how would you rate the extent to which you use non-monetary incentives to enhance teachers job satisfaction such as facilitating them to attend seminars and workshops?
   (b) In your opinion, do use non-monetary incentives influence their level of job satisfaction? If so, how?

6. (a) In a scale of 5 where 1=very unconducive and 5= very conducive, how would you rate the state of work environmental factors such as workloads and physical environment in your school?
   (b) In your opinion, does the state of work environmental factors such as workloads and physical environment influence their level of job satisfaction? If so, how?

THANK YOU FOR YOUR TIME AND COOPERATION
## APPENDIX IV

### RESEARCH PROPOSAL PLAN

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>2016</th>
<th>2017</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>AUG</td>
<td>SEP</td>
</tr>
<tr>
<td>Literature Review and proposal development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td></td>
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</tr>
<tr>
<td>Research Report writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrections and Submission of hand bound copies of report</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX V

### RESEARCH BUDGET

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>COST (KSHS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Stationary</strong></td>
<td></td>
</tr>
<tr>
<td>Writing material</td>
<td>10,000</td>
</tr>
<tr>
<td>Pens, files, pencils , rulers, erasers</td>
<td>500</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td><strong>10,500</strong></td>
</tr>
<tr>
<td><strong>2. Secretarial Services</strong></td>
<td></td>
</tr>
<tr>
<td>Typing of proposal and binding</td>
<td>15,000</td>
</tr>
<tr>
<td>Typing of project report and binding</td>
<td>25,000</td>
</tr>
<tr>
<td>Photocopying services</td>
<td>5,000</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td><strong>45,000</strong></td>
</tr>
<tr>
<td><strong>3. Traveling Expenses</strong></td>
<td></td>
</tr>
<tr>
<td>Piloting</td>
<td>5,000</td>
</tr>
<tr>
<td>Actual field study</td>
<td>20,000</td>
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<tr>
<td>Consultation with supervisor</td>
<td>6,000</td>
</tr>
<tr>
<td><strong>Sub total</strong></td>
<td><strong>31,000</strong></td>
</tr>
<tr>
<td><strong>4. Other Services</strong></td>
<td></td>
</tr>
<tr>
<td>Computer service</td>
<td>5,000</td>
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<tr>
<td>Data analysis</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td><strong>Sub total</strong></td>
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<tr>
<td><strong>Grand Total</strong></td>
<td><strong>98,500</strong></td>
</tr>
</tbody>
</table>
APPENDIX VI

APPROVAL OF RESEARCH PROJECT PROPOSAL

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

FROM: Dean, Graduate School
TO: Jane Nyambura

DATE: 26th November, 2016
REF: E55/CE/23427/2012

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 23rd November, 2016 approved your Research Project Proposal for the M.ED Degree Entitled, “Impact of School Administrative Practices on Teachers’ Job Satisfaction in Secondary School in Kirinyaga County, Kenya”.

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University’s Website under Graduate School webpage downloads.

Thank you.

HAMILTON RABOKOD
FOR: DEAN, GRADUATE SCHOOL


Supervisors:

1. Dr. Charles M. Magoma
   Kenyatta University

2. Dr. Hellen Guantai
   Kenyatta University

Hi/swn
APPENDIX VII

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Ms. Jane Nyambura
of Kenyatta University, Z23-103000,
Kerugoya, has been permitted to
conduct research in Kirinyaga County
on the topic:

IMPACT OF SCHOOL ADMINISTRATIVE PRACTICES ON TEACHERS' JOB SATISFACTION IN SECONDARY SCHOOL IN KIRINYAGA COUNTY, KENYA

for the period ending:
10th February, 2018

Applicant's Signature

Republic of Kenya

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No.A 12765

CONDITIONS: see back page
APPENDIX VIII

AUTHORIZATION LETTER FROM COUNTY COMMISSIONER
OF EDUCATION

THE PRESIDENCY
MINISTRY OF INTERIOR AND COORDINATION
OF NATIONAL GOVERNMENT

Telegrams “COMMISSIONER” Kerugoya
Telephone. 21053 Kerugoya
countycommissionerkirinyaga@gmail.com

COUNTY COMMISSIONER
KIRINYAGA COUNTY
P.O. BOX 1
KERUGOYA

ADM 1/23 VOL.1/196 8TH MARCH 2017

Jane Nyambura
Kenyatta University
P.O. Box 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

You have been authorized to conduct research on “Impact of school administrative practices on teachers job satisfaction in secondary school in Kirinyaga County” for a period ending 10th February 2018.

By a copy of this letter the Deputy County Commissioners, Kirinyaga County and County Director of Education are requested to accord you the necessary assistance.

LINET B. OBWOGE
FOR: COUNTY COMMISSIONER
KIRINYAGA COUNTY

C.C.

All Deputy County Commissioners
Kirinyaga County

County Director of Education
Kirinyaga County
APPENDIX IX

AUTHORIZATION LETTER FROM COUNTY DIRECTOR OF EDUCATION

MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION

Telephone: 060-21835/0202641217
Email kirinyagacon@gmail.com
When replying please quote
Ref. No. and date

REF:HO.MOE/CDE/KRG/GEN/09/85/147 8th March, 2017

JANE NYAMBURA
KENYATTA UNIVERSITY
P O BOX 43844-00100
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on, “Impact of school administrative practices on teachers job satisfaction in secondary school in Kirinyaga County, Kenya”.

I am pleased to inform you that you have been authorized to undertake research in Kirinyaga County for a period ending 10th February 2018.

S.N MAINA
FOR: COUNTY DIRECTOR OF EDUCATION
KIRINYAGA

CC: COUNTY COMMISSIONER
KIRINYAGA

Vision: To have a globally competitive quality Education, Training and Research for Kenyans sustainable development.