JOB SATISFACTION OF DEPUTY HEAD TEACHERS IN
PRIVATE SECONDARY SCHOOLS IN NAIROBI PROVINCE

BY

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A PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE
REQUIREMENT OF MASTER OF EDUCATION
(EDUCATIONAL ADMINISTRATION)

KENYATTA UNIVERSITY

2005

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Job satisfaction of
Deputy Head teachers
DECLARATION

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

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This work has been submitted with my approval
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DEDICATION

To my beloved husband, Patrick O. Teyie

My children, Natasha, Kelvin and Louiza

And to my parents, The late Benjamin R. Gaya and Millicent A. Gaya.

"You have all been the wind beneath my wings"
ACKNOWLEDGEMENTS

I wish to sincerely thank the following people without whose support and input this study would have not been accomplished.

My supervisor Dr. Samuel N. Waweru for patience, guidance and constructive advice at all stages of this research.

The deputy head teachers who made it possible for me to collect my data, my colleagues Joyce Muka and Joan Mwachi for team support, study and discussion throughout the course. I.T dons, George Ojiwa for formatting the proposal and Kibui Ndungu for assisting in data analysis and editing the project.

My Parents for their continuous prayers and encouragement that I should never have room for complacency on matters of education. My sisters Valerie, Rose and Olivia for taking time and short notices to help with the typing,

Finally my children for consistent prayers and my husband, my mentor for selfless and tireless encouragement throughout the course.

Thank you all and God bless you.
ABSTRACT

Job satisfaction of deputy head teachers in private secondary school is an area in which not much attention has been given yet it is from this position that the tedious statistics of day to day running of the school lie. This office bridges the gap between staff, students and the chief administrator’s office yet it has often lurked in the shadows of the head teacher. Despite the notion that teachers in private secondary schools are well remunerated, there has been high turn over rates especially in the managerial positions of head teachers and their deputies.

The purpose of this study was to investigate the level of job satisfaction among deputy head teachers in private secondary schools in Nairobi. The study was guided by motivation theories, which formed the theoretical framework of the study. The study utilized a descriptive survey research design and employed a job-satisfaction questionnaire for data collection. The sample comprised of fifty deputy head teachers.

The data from the questionnaire was analyzed using both descriptive and inferential statistics and reported in summary form using frequency distribution tables. The statistical hypotheses of the study were tested using the one-way analysis of variance (ANOVA) test at the 0.05 level of significance.

The study established that deputy head teachers were generally satisfied with their job but slightly dissatisfied with remuneration and job security. The findings of the study are discussed in relation to the improvement of job satisfaction among deputy head teachers to improve their performance.
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CHAPTER ONE
INTRODUCTION

1.0 Introduction

This chapter gives a general introduction to the problem to be investigated. It includes the background to the problem, statement of the problem, significance of the study, assumptions made, the scope and limitations of the study, and definitions of terms.

1.1 Background to the Problem

The success of any organization is influenced heavily by the motivation and ability of its human resource. The human resource is a crucial resource since it organizes and co-ordinates the interaction of other resources to meet the objectives of the organization. For the human resource to effect its duties well, it needs to be motivated to work towards achieving the set objectives.

Motivation, according to Koontz and Weirich (1988), is the term used to describe those processes both instructive and rotational by which people seek to satisfy the basic drives, perceived needs and personal goals, which trigger human behavior. Luthans (1989) says, it is a process that starts with a Physiological or Psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. For motivation to take place there must be motivators. Motivators are things, which induce an individual to perform. A motivator is something that influences an individual’s behavior. It is these motivators that managers will use to lead the human resource to perform effectively for the organization that employs them.
If the human resource is well motivated, their wants will be satisfied. Satisfaction is the contentment experienced when a want is satisfied. In other words, motivation implies a drive toward an outcome and satisfaction is the outcome already experienced.

Locke (1979:1307) defines job satisfaction as job satisfaction results from the perception that one's job fulfills or allows for the fulfillment of one's important job values, providing and to the degree those values are configuring with one's needs. It is thus a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

Education plays a pivotal role in the economic growth and development of a country. When Kenya got its independence in 1963, the only educated Africans who could be found in great numbers in the country were teachers. The Kenya government needed to educate her people, in order to enable them take up the positions that were left vacant when the colonial officers left the country (Sifuna 1994). Administrative jobs in the public and commercial sector were numerous. The government together with the private sector enticed teachers to fill the jobs. Most teachers changed professions with many senior teachers becoming politicians or senior civil servants. The exodus was so massive that it began to affect the education sector yet, the need for education was rising so rapidly and education was regarded as an essential commodity for development.

According to Mutua and Namaswa (1992) education is regarded as a tool for the social and economic development of families. Adhola in the Kenya (2001 January 8) says that education in the modern world has become the most crucial tool that any nation takes seriously in order to develop prosper. Sifuna (1994) explains that if education could produce the high and middle level manpower so desperately needed by a developing country like Kenya, then the pace of economic development could be accelerated. Rok (1989) suggested that the quality of
education depends on the availability of an adequate number of suitability-qualified teachers to cope with the student enrollment.

Apart from the massive budgetary implications of the quantitative changes in the educational system, the ratios and proportions pointed to inadequate progress over the period towards improvement of the quality of education at the primary and secondary levels. More over, higher student/teacher ratios and in the primary was indicative of additional inequities in access to higher quality education. Disparity emerged at secondary level of education due to supply constrains facing the education system. The disproportionate increase in demand compared to supply resulted in the growth of “Harambee” Private Secondary Schools in various parts of the republic.

The growth was able to choke of the excess demand for secondary education. A problem however arose with advent of these harambee secondary schools. They were generally ill equipped (in terms of qualified teachers, good school buildings, science laboratories, textbooks etc.) These then had the highest rates of failure in the national examinations. The harambee schools became unpopular, thus receiving mainly those who had not excelled at the primary level and increasing the problem of congestion in the public schools. This situation opened doors for investors to invest in well-established private secondary schools. They however needed qualified human resource to enable them compete favorably with the well-established public schools. To do this they needed to draw from the same public sector and the only way to do this was to offer attractive packages that would ensure attraction and retention of staff.

The private sector began to draw teachers from the public sector and these came with high expectation of the private sector. Muya (1995) however noted that in teachers deployed to
become deputy headteachers in the sector had to have held the same portfolio before. Waihenya in the Daily Nation (2001, January) explains that added responsibilities should be complemented with a higher salary and other incentives to increase job satisfaction.

Mbugua (1998) says that problems of job satisfaction and motivation in Kenya have been addressed in various forums like trade union meetings, seminars and public commissions. ROK (1980) and (1985) also recommended working conditions and improved salaries for teachers in public secondary schools. This would also mean improved salary scales for teachers in the private sectors whose salaries were close to the public of losing a number back to the public sector. On the other hand studies on job satisfaction showed that despite the implementation of the salary increment and improved working conditions, teachers are not yet satisfied with their jobs. Teachers even those in the private sectors still continue to move out to other sectors for employment.

Waihenya (1980:116) made the following observation.

"A new graduate teacher thus sees no clear prospects for which he should strive, a situation which tends to stifle initiative and innovation in teaching, and leading to frustration among graduate teachers which results in the large number of this cadre of teachers seeking employment outside the teaching service as soon as opportunity arises".

In an effort to bridge the gap between the teaching service and the civil service benefits, Ramtu Report (1995) recommended that allowances shown below which are applicable in the civil services should be paid to the teaching service at the recommended rates.

- Accommodation Allowance
- Special Accommodation Allowance
• Hotel allowance

• Motor vehicle allowance

• Reimbursement of cost of Safari outfit

• Acting allowance

• Special duty allowance

• Hardship allowance

Dell (1998) observes that staff in today’s organization is motivated in their jobs if they can among others, work for efficient managers, think freely, see the results of their efforts and are allocated to interesting jobs. Also, the personnel need to be informed, listened to, challenged, respected, recognized for their efforts and have opportunities for increased skill development. Retaining the teachers currently employed in both public and private sector is the contingent to motivation of the existing ones to achieve job satisfaction.

1.2 Statement of the Problem

In most secondary schools, the deputy headteacher is selected internally from among the various heads of department or senior teachers. In the past a number of private schools especially those studying the international curricular advertised for the position internationally and locally but with the government’s recent demand to reduce expatriate labour, head hunting is done locally. Majority of the schools will prefer to promote those who are already within their systems so will select internally as mentioned above.

Most of these deputies take over the posts with the hope of being elevated to school headship. However many have stagnated in this position for many years. This is bound to create
frustration and job dissatisfaction in them. ROK (1986) explains that the conditions for promotion of teachers except under special circumstances should be considered after three years of recognized teaching within any given grade.

Unfortunately this has not been the case especially in the private sector where most organizations insist on only employing staff to positions they have had experience in. Adongo in the Daily Nation (1986, November 1) noted that even with this recommendation, deputy headteachers have not been promoted within the stipulated time. Instead they have been deployed horizontally with no promotion.

According to Roomkin (1989), pay is not enough to create job satisfaction in teachers and this is why the teachers feel dissatisfied with their jobs. The question of job-security in the private sector is one factor that is bound to create job dissatisfaction of teachers, especially those in the administrative positions. The various responsibilities and problems faced by deputy headteachers are also bound to create job dissatisfaction in them. Given that the approaches applied by many employers mainly on monetary returns do not seem to check the problem of job satisfaction of deputy headteachers, it would be important to explore other factors that relate to this situation. This has necessitated the initiation of deputy headteachers in private schools.

1.3 Purpose of the Study

The purpose of the study was to investigate the level of job satisfaction among deputy headteachers in private secondary schools in Nairobi.

1.4 Objectives of the Study

This study had the following objectives:
1. To determine the degree of job satisfaction among deputy headteachers in private
secondary schools in Nairobi.

2. To establish the factors that cause job satisfaction among deputy headteachers in
private secondary schools in Nairobi.

3. To determine whether there is any relationship between job satisfaction and some
specific independent variables.

1.5 Hypothesis

The following hypotheses were formulated from the above objectives:

Ho1: There is no significant difference between job satisfaction of deputy headteachers and
their age.

Ho2: There is no significant difference between job satisfaction of deputy headteachers and
their gender.

Ho3: There is no significant difference between job satisfaction of deputy headteachers and
their marital status.

Ho4: There is no significant difference between job satisfaction of deputy headteachers and
their academic qualifications.

Ho5: There is no significant difference between job satisfaction of deputy headteachers and
their job experience.

Ho6: There is no significant difference between job satisfaction of deputy headteachers and
their category of school.
1.6 Limitations of the Study/Scope

The deputy headteachers' job satisfaction is pegged on many factors such as facilities in the school, internal and external environmental factors and headteachers' leadership styles, all of which affect his or her job satisfaction. The researcher was not able to isolate these factors as it required using the experimental design of research where factors were isolated and a control group chosen. The time factor did not allow this.

1.7 Delimitations of the Study

Only deputy headteachers of private secondary schools in Nairobi were studied narrowing the scope to only one province. The study only covered private schools. It would also have been necessary to extend the study to other provinces to determine whether the problem is predominant in the whole country. The results of this study were restricted to Nairobi Province, which is predominantly urban, were generalized with caution to other geographical locations, which have their own unique conditions.

1.8 Assumptions

The following assumptions were made in the study:

1. That the respondents were truthful, objective and accurate to the various questions in the questionnaire.

2. That the responses were genuine indicators of their attitudes towards work.

3. That the deputy headteachers were willing to respond to the questions.

4. That the levels of job satisfactions with job facets of deputy headteachers were measured by means of survey questionnaire.
1.9 Theoretical Framework

Job satisfaction, as an area of study, did not gain important status until the early 1930's when human relations approach to management began to emerge. Prior to this, (1900 -1930) classical management thought prevailed (Kozel, 1979). It held that employees were motivated solely by economics and stressed the need to give employees step - by - step directions for performing tasks. Sociological variables were completely ignored in favour of high emphasis on efficiency.

The contemporary theories of job satisfaction have been developed from theories of work motivation. In an effort to specify particular needs that must be satisfied for an individual to be satisfied with his/her job, two major groups of theories, which have dominated the contemporary scene, will be considered to form both background and guide to this investigation. These are the process theories of motivation namely; Vroom's Expectancy Theory, Adam's Equity Theory, Locke's Goal - setting Theory and Lawler's Discrepancy theory. The content theories of motivation which are Maslow's Needs Hierarchy Theory, Herzberg's Two factor Theory and Alderfer's ERG Theory.

There are essentially two theoretical approaches relating job satisfaction to motivation. The first is the concept of needs, whereby individuals have needs they are motivated to fulfil. Satisfaction results upon fulfillment of the needs by working. Work is thus the context in which the needs may be satisfied.

The second approach applies expectancy theories. In this case, the individual is seen as having a valued goal that can be attained in engaging in some behaviour. In so far as work behaviour can result in achieving the desired goal, motivation is linked to satisfaction (Locke, 1976). These two approaches are distinct, but they can be merged by positing a given need as goal.
1.10 Conceptual Framework

The researcher derived the conceptual framework from theories of motivation and job satisfaction. The framework relates to four aspects namely, inputs and expectations of a deputy headteacher, responses of the employer and job satisfaction. Organ (1991, p 73) defines inputs as all that a person regards as relevant contributions to the workplace which would include effort expended on the job, job-relevance skills, knowledge and experience obtained from continued repetition of a task.

The deputy headteacher brings in the expertise obtained from training commitment and responsibility into his or her job with an expectation of receiving positive rewards from the employer. These rewards may include promotion, recognition, advancement in the job, higher salary, job security and improved working conditions. If the employer recognizes the deputy headteacher with positive rewards, the deputy headteacher will be satisfied in his or her job and will be motivated to increase his or her inputs resulting in better job performance. If the employer provides negative rewards of demotion, delayed promotions, delayed salary payments and unnecessary transfers to other institutions owned by the same for punitive reasons, then the deputy headteacher will be dissatisfied with his or her job and will reduce his or her input into the job.
Figure 1.1 Conceptual Framework

**INPUTS OF DEPUTY HEADTEACHERS**
- Expertise
- Commitment
- Responsibility

**EXPECTATIONS OF DEPUTY HEADTEACHERS**
- Promotion
- Recognition
- High salary
- Advancement
- Working Conditions
- Job Security

**JOB SATISFACTION**

**MOTIVATION**

**RESPONSES OF EMPLOYER**
- Demotions
- Delayed Promotions
- Delays in Salary
- Frequent Transfers
- Dismissal

**POSITIVE RESPONSES OF EMPLOYER**
- Promotion
- Salary Increment
- Recognition
- Job Security

**FRUSTRATION**

**JOB DISSATISFACTION**

**NEGATIVE RESPONSES OF EMPLOYER**
1.11 Operational Definition of Terms

Deputy headteacher: Refers to the teacher immediately below the headteacher who acts as an assistant to the headteacher in running the school.

Job satisfaction: Refers to a set of positive favourable feelings with which employees view their work.

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

Facet satisfaction: Refers to a person’s affective perception of particular job aspects such as pay, supervision, co-workers etc.

Motivation: Refers to a general class of drives, desires, needs, wishes and related factors that mobilize behaviour towards their realization or satisfaction.

Hygiene factors: Refers to an aspect of the job or its environment whose elimination operates in a negative direction to increase an individual’s job dissatisfaction.

Private school: refers to a school started, developed and maintained by individuals or groups without funding from the government, parents or the community.

1.12 Significance of the Study

This study laid great emphasis on factors that cause job satisfaction and job dissatisfaction of deputy headteachers in private secondary schools in Nairobi. If there are any areas of dissatisfaction, appropriate strategies and measures can be taken by the management personnel so as to minimize the dissatisfaction and to produce an effective and efficient force of deputy headteachers in the private sector.

The findings of the study could help the school headteachers to device ways and means of reinforcing the deputy headteachers so as to enhance their job satisfaction for a higher and
better performance. The school headteacher should re-examine his or her leadership styles if found to be having a negative effect on the deputy headteacher's job satisfaction.

1.0 Introduction

This section introduces the study and discusses related literature. The first and second sections detail the methodology and results, respectively. These are followed by a discussion of the research findings. The conclusion section then draws conclusions from the research findings and suggests further research.

2.1 The Concept of Job Satisfaction

Locke (1976) defined job satisfaction as the extent to which a person enjoys his or her work. Job satisfaction is related to the job environment, work habits, and the attitude of the worker, which affect their work performance. According to Locke, job satisfaction is a person's attitude towards the job. plushers (1989) opined that job satisfaction is as a result of intrinsic factors, that is, how well the job is performed. Hence, it is viewed as important.

Workers may be motivated to perform better if they are satisfied with their work. The extent of this motivation depends on their satisfaction with their work. Work satisfaction is a result of workers who are able to contribute to the organization. This satisfaction is important as it can lead to higher organizational performance. Companies that are able to provide better job satisfaction will attract and retain employees who will contribute to higher organizational performance.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This section deals with job satisfaction and the theories of motivation. The first and second sections deal with process and content theories of motivation and job satisfaction. Section three discusses the difference between the various variables of age, gender, experience, qualification, marital status, category of school and headteachers leadership style. Section four investigates the relationship between job satisfaction of deputy headteachers and the above mentioned variables.

2.1 The Concept of Job Satisfaction

Locke (1976) defines job satisfaction as a pleasurable or positive emotional state resulting from appraisal of one’s job or job experiences. The definition implies that in a work environment, workers bring in positive attitudes, which affect their work performance. According to Pestonjee (1991), job satisfaction is a person’s attitude towards the job. Luthans (1989) on the other hand says that job satisfaction is as a result of employees’ perception of how well their job provides those things that are viewed as important.

Workers attitudes towards their jobs indicate the extent to which they are satisfied with their work. The assumption here is that the workers will have satisfaction in their jobs if the job satisfies their needs. Several researchers have come up with several findings in their studies. According to Gilmer (1977) research has been done clerical employees of a large insurance company who were allowed to participate in the decision making process while another group was refused participation. The findings were that the workers who were allowed participation
developed positive attitudes towards their work while the other group showed less positive attitudes. This reflects a relationship between job satisfaction and desired outcomes.

Other studies have shown that the employee’s attitude towards their jobs have a positive correlation with the amount of reward given by the organization. Smith, Kendal and Hulin (1989) concluded that the tendency for people to report higher satisfaction when they get more pay, greater opportunity to participate in formulating policies for their departments or organizations, greater variety in the duties which they carry out and when they perceive their organizational climate more positively than negatively. Increase in these outcomes results in higher job satisfaction. Enriched jobs on the other hand produce a higher increase in workers’ attitudes. This indicates that more pay, more varied jobs, more autonomy, and more participation in decision-making and goal-setting leads to a higher level of job satisfaction (Gilmer 1977).

According to Flippo (1984), there are ten desired outcomes that when catered for produce a higher level of satisfaction. These are pay, security of job, congenial associates, credit for work done, a meaningful job, opportunity to advance, comfortable, safe and attractive conditions, competent and fair leadership, reasonable orders and direction and a socially relevant organization. He goes on to say that pay alone cannot motivate the whole person but works in conjunction with other outcomes in motivating a worker. However, equity theory explains that workers inequitably underpaid will be dissatisfied with the work situation and will restore their inequitable ratio by lowering their inputs by doing less and lowering the quality of work. Security of the job is on the priority list for many employees and labour unions. The worker would like to work in a congenial environment where he or she feels a sense of belonging and acceptance by his or her colleagues.
He or she should be rewarded for high performance as he or she strives towards self-realization and achievement in his or her job. He or she must know that his employment will provide an opportunity for advancement. Reyes (1990) said that good leadership as a desired outcome will assure the worker that the organization and its job will continue to offer the worker security in his or her job to prevent worker absenteeism and turnover. The management will try to balance the employees’ needs with those of the organization in order to produce positive attitudes in workers thus leading to a higher level of job satisfaction. For that reason, a deputy headteacher would like to know that there are future prospects of promotion and advancement in his or her job in order to have a higher level of job satisfaction.

Job satisfaction within an organization is also determined by the employees’ expectations about their desired outcomes. If these expectations are met, they become satisfied but if the expected rewards fall short of their expectations, they become less satisfied. According to Gilmer (1977), people are satisfied when they get more, rather than less of their desired rewards and they get what they perceive to be equitable rewards given the amount they contributed to the organization. There is general assumption that everyone in the work place expects more money, autonomy and decision-making but this generalization is wrong because people have different needs and there are differences in what satisfies them.

2.2 Theories of Motivation and Job Satisfaction

Job satisfaction has had a central role in the research and theorizing of industrial organizational psychology for nearly half a century with the two terms being used interchangeably. However, Luthans (1989) puts a distinction between the two terms by
defining job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or experience.

The same scholar defines motivation as a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at a goal or incentive. He explains further that motivation is a direct cause of behavior while job satisfaction is not. He goes on to say that rewards, which fulfill important needs, satisfy people but do not necessarily motivate them. Several scholars have done several studies on the two concepts and have come up with several theories explained below. The theories reveal factors, which motivate behavior and enhance job satisfaction in workers.

2.2.1 Process Theories of Motivation

Process theories are concerned with cognitive factors related to one another in the motivation effort. The theories assume that at any particular time, an individual wants something. The theories try to determine the connection between a need and a specific direction, intensity of the need and the duration of behavior in order to satisfy the need. They include the Expectancy Theory, the Equity Theory and the Goal-setting Theory.

2.2.1.1 Expectancy Theory

This theory was formulated by Vroom (1964). However, Porter and Steers (1979) suggested that Vroom's work was only an extension of psychologists like Lewin and Atkinson. The theory asserts that people are motivated to do things that they expect will lead to desired outcomes. These outcomes are things that satisfy needs.

Vroom (1964) describes motivation as a product of three factors referred to as valences, expectancy and instrumentality factors. The first factor, valence looks at the psychological
value of an outcome, such as a teacher receiving high performance in his or her students at the end of the instruction process. Luthans (1989) defines valence as the strength of a person’s preference for a certain outcome such as a reward, for example, graduate teachers may have a high valence for advancement whereby, promotion becomes the valence.

The second factor is expectancy Dubin (1978) defines expectancy as a belief concerning the likelihood that a particular act or effort will be followed by a particular outcome which enables one to perform better. Expectancy is a probability ranging from 0-1 that an individual’s particular action will lead to a particular performance.

The third factor is instrumentality which is a probability ranging between 0 and 1. Performance level (considered to be the first-level outcome) will lead to a reward (regarded to be a second-level outcome). Vrooms instrumentality theory explains that people are satisfied with jobs that are instrumental for providing them with desired rewards and that they will be motivated to do jobs well enough only when those rewards are contingent on good performance. Vrooms valence –expectancy model proposes that motivational force should be a product of expectancy and valence.

Expectancy theory is very useful in an organization in that the management may be able to take a step forward in motivating its employees after identifying the employee’s needs. However, the management should outline clear policies that reward good performance with the appropriate incentives Donley (1987) advocates that the management should provide proper resources so as to help their employees achieve desired performance.

This means that the management ought to guide the production process by providing the employees with ways and means of producing because lack of resources may hinder work performance that may be pegged to work incentives in a school organization there should be
clear guidelines and resources to facilitate high performance of the deputy headteacher to create job satisfaction in him or her.

2.2.1.3 Equity Theory

Adams (1965) modified the cognitive dissonance theory earlier formulated by Festinger to come up with a theory of work motivation referred to as equity theory. According to equity theory, an individual compares the ratio of their inputs and outcomes to the input – outcome ratios of another person. The theory argues that a major input into job performance and satisfaction is the degree of equity or inequity that people perceive. Adams (1968) argues that inequity exists for a person whenever he or she perceives that the ratio of his her outcomes to inputs and the ratio of others’ outcomes to others inputs are unequal.

Person’s outcome = Others’ outcome

Person’s inputs / Others’ inputs

If the individual perceives inequity in this equation, he/she will act to reduce the perceived deprivation or overpayment by either altering his inputs or outcomes, or attempting to alter the comparison person’s inputs or outcomes; or he/she may cognitively distort any of these four factors. Examples of input variables are: education, qualification, age, sex, social status, workers effort or energy expended in the work. Output variables include pay, promotion (extrinsic) and interest in the job (intrinsic).

The equity theory hypothesis’ a direct positive relationship between the levels of job satisfaction and the perceived difference between what is expected or perceived as fair and what is actually experienced in the job situation. It follows that job satisfaction is experienced if a worker’s needs which motivate him/her are satisfied by the organization’s reward system.
On the other hand if the worker's needs are greater than the rewards received for the work, then dissonance exists leading to dissatisfaction (Okumbe, 1998). Research studies carried out by Ilgen and Hamstra (1972) and Hummer and Harnett (1974) to test equity theory's validity have shown that the level of satisfaction or dissatisfaction with outcomes received is a function of two comparisons. Firstly, a person compares his/her actual performance with his/her expected level of performance. Secondly, the person compares his or her actual performance with the perceived performance of another person.

Workers who exceeded their goals were significantly more satisfied than those who failed to meet their goals. Workers whose incomes exceeded their comparison or reference person's outcomes were significantly more satisfied than those whose outcomes fell short. As much as Steers and Porter (1979) acknowledge the strength of equity theory for its consideration of interactive effects, they argue that the theory does not provide a comprehensive framework and particularly fails to consider many of the other impacts of those variables, other than producing feelings of equity or inequity. Equity Theory should be used significantly by educational managers who should evaluate their methods of issuing rewards to their teachers in such a way that there is equitability between the teaching profession and other comparable professions.
2.2.1.3 Goal-Setting Theory

Goal setting is a process of choosing between varieties of possible alternatives on the basis of which one is the most likely to satisfy the person’s needs at the least cost. The chosen alternative becomes a goal, which directs subsequent behavior. Locke (1968) developed this theory and explained that a workers primary motivation in a work situation can be defined in terms of his or her desire to achieve a particular goal. He explains further that having goals results in higher performance and those specific goals are more motivating than general goals. Goals motivate the development of behavior appropriate and necessary to attain them (Schultz 1986).

Goal-setting has been found to produce a substantial increase in employee output. It directs attention and action, mobilizes energy and effort, increases persistence in task performance. Goal setting is an element of management by objectives (MBO) Luthans explained that MBO is usually attributed to Peter Drucker who coined the term and suggested that a systematic approach to setting of objectives and appraising by results would lead to improved organizational performance and employee satisfaction. According to Schultz (1986) management by objectives involves a mutual agreement between employees and supervisors on goals to be achieved in certain period of time. Carroll and Tosi (1973) explain that the MBO technique increases worker motivation and that it is a means of appraising performance as it focuses on how well people accomplish the goals they set for themselves. The two scholars go on to say that MBO also challenges employees to increase their productivity in the failure and actively involves the employees in their own performance evaluation.

A number of studies have demonstrated that when an individual or group has a specific goal, there is a higher performance that when the goals are general (Kenneth 1975). In goal setting,
employees meet individually with supervisors to determine the goals they will strive for during the period before the next appraisal, usually one year. The goals must be realistic, specific and as objective as possible.

MBO also involves performance review where employees and supervisors meet to discuss and evaluate how effectively the goals were met. This makes the process of MBO a mutual process as both parties participate in the appraisal. Murray (1981) explains that in a study conducted at a large oil company 91 percent of the employees indicated their satisfaction with MBO evaluations. The only problem with MBO is where the employees are pressured to increasingly set higher goals one year to the next (Pringle and Longen Ecker, 1982).

Participation is another element of MBO whereby; the worker participates in setting the goals, which must be achievable. Kenneth (1975) explains that if the worker perceives the participation to be legitimate, he or she will have a higher positive productivity and that involvement and participation are correlated positively with the level of satisfaction.

2.2.1.4 Discrepancy Theory

The discrepancy theory of job satisfaction explained by Lawler (1973) and Gilmer and Deci (1977) assumes that the degree of satisfaction of individuals is not determined by the amount of desired rewards or outcomes, but rather by the differences between the amount of rewards that individuals receive and the amount that they feel they should receive.

Job satisfaction results when the perceived rewards or outcomes match or are greater than the feeling of what should be received. Gilmer and Deci (1977; 232) observed that people prefer to have interactions which they perceived to be equitable ... This notion leads to a special formulation of discrepancy theory ... namely, that workers will be satisfied with their jobs
when there is no discrepancy between their outcomes and their belief about what is an equitable outcome. Lawler (1973) designed a model of ‘facet’ satisfaction combining the strengths of equity and discrepancy theories.

2.2.1.5 Facet Satisfaction Theory: Lawler (1973) formulated this theory as an extension of the cognitive theories mentioned earlier. He believed that equity theory and discrepancy theory are the two strongest theoretical explanations of satisfaction. Either theory could be used as a basis for thinking about the determinants of satisfaction. Fortunately it is not necessary to choose between the theories since it is possible to build a satisfaction model that conceptualizes on the strengths of each theory (Lawler 1973).

He made the following distinction between facet satisfaction and overall job satisfaction. He described facet satisfaction as peoples’ affective reactions to particular aspects of their job. He identified pay, supervision and promotion opportunities as frequently studied facets. According to him overall job satisfaction on the other hand refers to a person’s affective reactions to his total work role.

Lawler (1973) designed this model to measure the satisfaction of individuals with particular facets of their jobs. He believes that overall job satisfaction is determined by the difference between all the things a person feels he should receive from his job and all the things he actually does receive. However, he pointed out that there is strong theoretical support for weighting satisfaction scores according to their importance. He identified some facets such as pay, work itself and supervision as a seeming to have a larger contribution to overall satisfaction than others. Dawis (cited in Herr and Cramer, 1988) argues that facet satisfaction is important in understanding job satisfaction because it is possible for an employee to be
dissatisfied with specific facets of his or her job but still report an overall sense of job satisfaction.

Different scholars have attempted to condense job characteristics into identifiable facets. Vroom’s (1964) classification has influenced many other attempts. His classification includes attitudes towards the following matters: the company and its management, financial rewards, working conditions, and co-workers. Rice’s (cited in Holdaway and Johnson, 1990) findings from a study of school principals led to the formulation of his list similar to Vroom’s seven factors: the work itself, occupational status and prestige, interaction with central office administrators, interaction with teachers, interaction with students, salary and benefits and working conditions. Lawler (1973) identified the main facets contributing to job satisfaction as content of job, supervision, financial remuneration, promotion, working conditions, and co-workers.

2.2.2 Content Theories of Motivation

Content theories of motivation aim at determining what motivates people in their work environment. Luthans (1989) says that the theories are concerned with identifying the needs and drives that people have and how these needs and drives are prioritized. Okumbe (1998) points out that the theories are mainly concerned with the kinds of incentives and goals which people aim at attaining in order to be satisfied to improve their performance at work. The theories include the Needs Hierarchy Theory; Herzbergs Two factor Theory and ERG Theory. The figure below compares all these theories in ones perspective.
Figure 2.1  Relationship between Alderfer’s ERG Needs, Maslow’s Five Level Hierarchy of Needs and Herzberg’s Two-Factor Theory

<table>
<thead>
<tr>
<th>HERZBERG’S TWO-FACTOR THEORY</th>
<th>MASLOW’S HIERARCHY OF NEEDS</th>
<th>ALDERFER’S ERG THEORY</th>
</tr>
</thead>
</table>

**HIGHER INTRINSIC NEEDS MOTIVATION**

- MOTIVATORS
  - SELF ACTUALIZATION
  - SELF ESTEEM
  - LOVE
- HYGIENES
  - EXISTENCE
  - SAFETY
  - PHYSIOLOGICAL

**LOWER EXTRINSIC NEEDS MOTIVATION**

Content theories have similar lower and higher level of needs. Herzberg’s lower levels of needs are called hygiene’s. They include working conditions, supervision, organizational policy, interpersonal relations, salary, job security and status. Motivators include achievement, recognition; work itself, responsibility and advancement. Maslow on the other hand categorizes his lower level of needs as safety and physiological needs which are vital for life. These needs include food, clothing, shelter and security. Alderfer classifies his lower level of needs as existence needs, which include salary, job security and working conditions. All these lower level of needs are said to be extrinsic motivators because they are satisfied by external rewards provided by the organization.

Included in the higher level of needs are Herzberg’s motivators, Maslow’s self-esteem and self-actualization needs as well as Alderfer’s growth needs. These needs are concerned with the growth and development of the individual. They are intrinsic motivators as they are job satisfaction factors within the job and provide intrinsic motivation.

2.2.2.1 Needs- Hierarchy Theory

This theory was developed by Abraham Maslow in 1943. It is based on the assumption that people are motivated by their desire to satisfy a set of five universal needs, which are arranged in a hierarchy of importance. Maslow proposed that the order of importance of the needs for an individual starts at the bottom with physiological needs. These needs are unlearned and include hunger, thirst, sleep and sex. Satisfying this level of needs accentuates the desire to satisfy the next level of needs which is safety needs. These include the desire for a peaceful, smoothly run and stable environment.
If satisfied, social needs become prepotent. The individual has desires for love, belonging affection and affiliation. This is followed by esteem needs. They include need for achievement, recognition power and status. Upon satisfaction, the individual reaches the final stage where he/she desires to self-actualise. At this level one desires to be the best he/she can be by fulfilling one's life goals and realizing the potential of one's personality.

Thus, Maslow 1970; 38) remarks that it is quite true that man lives by bread alone – when there is no bread. But what happens to man’s desires when there is plenty of bread and his belly is chronically filled? At once other (and higher) needs emerge and these, rather than physiological hungers, dominate the organism. And when these in turn are satisfied, again new (and still higher) needs emerge, and so on. This is what we mean by saying that the basic human needs are organized into a hierarchy of relative importance.

Porter (as cited in Okumbe, 1988) has carried out the longest research based on Maslow's theory. He modified the hierarchy of needs to include autonomy needs between esteem and self actualization. Although Maslow's concept of need hierarchy has formed a basis of many researches, it has some shortcomings. Walba and Bridwell (1976) for example, found that five levels of needs are not always the same as that postulated by Maslow. On these grounds Alderfer proposed the ERG theory.

2.2.2.2 ERG Theory

ERG is the abbreviation for Existence, Relatedness and Growth. The theory was developed by Alderfer suggested three basic human needs namely: existence needs, related needs and growth needs. Existence needs are the lowest level of needs, which govern physical survival and include the need for food, water, shelter and physical safety. He explains further that an employee through salary, fringe benefits, a safe working environment and some measure of
job security can satisfy these needs. This lower level needs compare to Maslows physiological
needs.

Relatedness needs involve interactions with other people for emotional support, respect and a
sense of belonging. Growth needs focus on self and include the need for personal growth and
development. Using ones capabilities to the fullest can satisfy them. A major difference
between ERG needs and Maslow’s needs is that ERG needs are not rigidly hierarchical. More
than one of the ERG needs can operate at the same time. While Maslow believed than once a
need is satisfied it no longer motivates an individual. Alderfer suggested that the satisfaction
of a need increases its intensity and that the satisfaction of Alderfers higher needs may lead to
a reversion of a lower need.

2.2.2.3 Motivation – Hygiene Theory

Herzberg, Mausner, and Snyderman developed this theory in 1959 following a study of 200
accountants and engineers in Pittsburgh expanded by Herzberg in 1966. The theory postulates
that there are two sets of factors which can satisfy the lower level and higher level needs of
Maslow’s model. Herzberg classified the factors as hygiene factors and motivators (satisfiers).
The hygiene factors are job context factors which tend to only affect dissatisfaction of
workers. They do not motivate. These correspond to Maslow’s lower level needs. They
include organization policy, interpersonal relations (IPR) between the individual and
subordinates, super-ordinates and peers, salary, job security, personal life, working
conditions, status and supervision. The motivators on the other hand are job related factors.

They motivate an individual to experience job satisfaction and correspond to Maslow’s higher
level needs. They include; achievement, recognition, responsibility, advancement and work
itself. The absence of these factors creates a feeling of no job satisfaction. This theory
therefore proposed two sets of mutually exclusive factors which act either towards the
contribution of maximum satisfaction or dissatisfaction, in each case from neutral (zero) point
on two independent continua and not on opposite sides of a single continuum. Herzberg
(1966; 76) clarifies this in his modification. He states that since separate factors need to be
considered, depending upon whether job satisfaction or job dissatisfaction is being examined.
It follows that these two feelings are not opposites of each other. The opposite of job
satisfaction is not job dissatisfaction, but rather no job satisfaction; and similarly, the opposite
of job dissatisfaction is not job satisfaction but no job dissatisfaction.

Herzberg’s theory was developed on the basis of the idea that humans have two separate and
unrelated classes of needs: physical and psychological. This implies that job dissatisfaction
results from certain causes (hygiene factors) and job satisfaction from other causes
(motivators). Herzberg’s theory marked profound revolutionary thinking in the area of job
satisfaction (Hoy and Miskel, 1978). The theory became a new stimulant for research in job
satisfaction and dissatisfaction. He not only extended Maslow’s needs-hierarchy theory, but
was also instrumental in the “discovery” of job enrichment, a technique widely used in job
design by managers today (Okumbe, 1998).

Steers and Porter (1979) believe that Herzberg’s ideas filled a void in the late 1950’s by
bringing attention to the need for improved understanding of the roles played by motivation in
work organizations. Support for the theory has also been expressed by Schwartz, Jeneisaitis,
and Stark (1963) Myers (1964), Saleh (1964) and Walton (1964) after putting the theory to
test.
2.2.2.4 Critique of Herzberg’s Theory

Herzberg’s theory is however not free of controversy despite its immense contribution to studies in job satisfaction and dissatisfaction. A number of studies testing the credibility and relevance of the theory in educational settings have reported inconsistent findings. According to Okumbe (1998), the theory lacks a comprehensive theory of work motivation and does not adequately describe the complex motivational process of organizational participants.

Ewen (1960), Dunnette and King (1970) observed that most studies using Herzberg’s technique of “critical – incidents”, support the theory but most studies using a different method do not. King (1970) further points out that there is lack of an explicit statement of the theory. He found five distinct versions of the theory in literature, and only limited support for all the versions.

Many scholars observe that there are slight trans-cultural variations in perception of hygiene and motivation factors in different global contexts. Ewen (1964) refuted the generalization of Herzberg’s theory on grounds that certain work situation variables identified as satisfiers by Herzberg proved to be actually dissatisfiers, and dissatisfiers are satisfiers in a variety of jobs. He concluded that the neat order of job factor sets in Herzberg’s theory was not consistent.

Myers (1964) and Wermimount (1966) also discovered the job context – job content dichotomy in some factors. Sergiovanni (1969) referred to such factors as ‘Ambient’ factors. Karugu (1980) and Ngaroka (1985) found out that patriotism was a major motivator in Kenyan settings which was not identified in the American studies by Herzberg and his colleagues. Goverdale (1971), studying teachers morale in Australia noted that teaching load, distance from home, authoritarian system, advancement, immigration and language problems were among the dissatisfiers unique to the Australian context.
However, despite the controversy surrounding it, Herzberg’s theory must be credited for generating extensive research all over the world that led to all these contributions to the study of job satisfaction. In an attempt to fill the gaps identified in the study of job satisfaction, process theories of work motivation have come up.

2.3 Effects of various factors on Job Satisfaction

In order to understand job satisfaction, Pestonjee (1991) says that one should consider the factors related both to the job and to the individual. Many studies have been done by researchers on job satisfaction. Kimengi (1983), for example, in his study shows that teachers were not satisfied with the headteachers’ supervision and that graduate teachers were dissatisfied with the job factors of working conditions, the work environment, security, recognition and the work content. According to Maleche (1972), work itself, achievement and interpersonal relations are the best satisfiers for a teacher while lack of advancement, recognition, relations with the administration and with students bring dissatisfaction.

The various factors to be analyzed in this study are age, gender, job experience, category of school, marital status, leadership styles, remuneration, working conditions, promotion policies, job security, recognition, work itself and interpersonal relations.
2.3.1 Age

According to Rhodes (1983), job satisfaction increases with age with least satisfaction levels being reported by the youngest workers. Luthans (1992) also notes that young workers seem to be less satisfied with their jobs than their older counterparts. He goes on to say that young workers come with expectations that cannot be fulfilled as jobs prove insufficiently challenging. Randolph and Blackburn (1989) explain that research studies have found out that older employees tend to report higher levels of satisfaction because they see fewer opportunities for other jobs.

Davis (1981) also notes that as workers grow older, they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustment to their work situations. He says that younger workers tend to be less satisfied because of higher expectations and less adjustment to the work environment. Flippo (1984) explains that even as job satisfaction increases with age, managers have a notion in their mind that older employees are considered inflexible, resistant to change, less creative and unable to deal with critical situations.

Flippo adds that studies have shown that when given equal opportunity, they are equal to the younger in terms quantity and quality of input. In addition, they offer maturity derived from experience. He goes on to say that older workers are fully aware of the discriminations that exist about agility and dexterity, and are more appreciative of the job they now hold. Albanese and Fleet (1983) indicate that older workers have stronger values and more favourable job attitudes than younger workers.

Younger workers have a lot of energy and enthusiasm. When they join an organization, they are disillusioned that promotion is forthright and immediate. In the hope for this, they work
energetically for the first few years. If their expectations are not met, they lose interest in their work and reduce their productivity level and job dissatisfaction creeps in (Luthans 1992).

On the other hand, Porter and Steers (1973) found that as one gets older, it is less likely for one to quit his or her job because he or she has fewer job openings. At the same time, the older workers are afraid of the change they might find in other organizations. They have more family responsibilities and therefore choose to remain in the place they know best (Flippo 1984). Unless the new job offers better terms, the older workers prefer to stick with the current employer. According to Davis (1981). A study of nearly 4,000 managers showed a steadily rising job satisfaction index with advancing age as follows:

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Satisfaction Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 30 Years</td>
<td>3.41</td>
</tr>
<tr>
<td>30 - 40 Years</td>
<td>3.42</td>
</tr>
<tr>
<td>41 - 55 Years</td>
<td>3.57</td>
</tr>
<tr>
<td>Over 55 Years</td>
<td>3.63</td>
</tr>
</tbody>
</table>

2.3.2 Gender

In the last decade the proportion of the female work force has been increasing at a rapid rate. The change has been attributed to cultural beliefs and norms. Many studies on gender job satisfaction do not have a consensus on the satisfaction in regard to gender. However, Reyes (1990) did a study on one hundred and fifty teachers and his findings were that gender was related to job satisfaction in which more women were satisfied with their jobs than men. Okumbe (1998) in his study showed no significant difference between male and female graduate teachers. Many scholars have indicated that gender is significantly not a factor
affecting job satisfaction but rather that other factors have a greater impact on job satisfaction. These include attitudes of employers.

Many employers go to the extent of refusing to hire women with younger children, married women, and pregnant women. Their bone of contention is that women will waste a lot of the organizations time due to family problems. Others think that the intelligence quotient (IQ) of women cannot measure up to that of men in work performance Gilmer (1971).

Many female workers are subjected to unwelcome sexual advances by their male counterparts with requests for sexual favours. Luthans (1992) notes that many women have a low job satisfaction because they feel they are subject to male stereotyping that hinders their chances of promotion, the female workers are paid less than their male colleagues in the same positions. Randolph and Blackburn (1989) also say that women tend to report lower levels of satisfaction especially with regard to pay and promotion.

2.3.3 Job Experience

According to Okumbe (1998). Herzbergs studies in 1995 showed a considerable trend in job attitudes according to age and length of service. Other studies have indicated that job satisfaction increases with experience. According to Albanese and Fleet (1983), people with greater seniority enjoy improved pension benefits, greater job security, better job assignments and opportunities for promotion and more status symbols. They further say that members who have invested more time in the organization are considered special and are given a greater share of rewards. Among the studies on the subject is by Reyes (1990) who indicated that teaching experience and organizational tenure were associated with teacher job experience.
Schultz and Schultz (1986) indicate in their study that age and experience on the job usually bring greater competence, confidence, self-esteem and high levels of responsibility. Such a person will be confident and sure of the performance process, which will reduce time wastage and increase quality performance in him or her.

2.3.4 Category of School

A study of Kimengi (1983), established that there was no difference in job satisfaction between teachers and the school type in which they were teaching. Another study by Okumbe (1992) noted that graduate teachers in private schools showed a higher job satisfaction than those in public schools in all job factors except security. These factors include remuneration, working conditions, work content, recognition, interpersonal relations, security, management and supervision.

2.3.5 Marital Status

There has been very little research done on this area. Garrison and Muchinsky (1981) point out that despite the little research the findings indicate that married employees have fewer absences less turnover and have a higher satisfaction in their jobs. A married person is bound to stick to his or her job due to his or her family responsibilities. Robbins (1989) adds that marriage imposes increased responsibilities to a married person giving the person positive feelings that his or her job is valuable.

2.3.6 Leadership Style

Reyes (1990) says that research has been done on leadership styles in order to show their effects on such variables as satisfaction and frustration. According to Hellriegel (1986), one leader can use all leadership styles depending on the situation but that the key to effective
management is the ability to diagnose the situation before choosing a leadership style. Albanese and Fleet (1983) say that research has shown that there is no best way to lead and that leadership depends on various variables as the task to be done and the specific requirements of the leadership problem.

The findings were that employees have an overwhelming preference for the democratic leader more than the autocratic leader. Randolph and Blackburn explain that that the democratic leader permits subordinates to share the decision making process. He goes on to explain that while the autocratic leader relies heavily on power inherent in his or her position to get people to carry out his or her decisions, the democratic leader relies more on powers of persuasion. According to Davis (1981), autocratic leaders centralize power and decision-making in themselves and structure the complete work situation for their employees who have to do what they are told. He goes on to say that this makes the employees to develop fear, dissatisfaction, frustration and conflict.

Davis continues to say that democratic leaders decentralize authority while informing employees about conditions affecting their jobs. Other workers regard the Laissez faire leaders than the autocratic leader. As a result workers under democratic or laissez leaders are found to have a higher job satisfaction as these leadership styles allow a lot of autonomy and flexibility in jobs. According to Luthans (1982) other studies show that a participative climate created by the leader has a more substantial effect on workers' satisfaction. Hellriegel (1986) says further that a supportive manager could increase employees' satisfaction in their work.
2.3.7 Remuneration

Pay is an important factor for job satisfaction. According to McCormick and Ilgen (1987), pay includes the amount, fairness or equity and basis of remuneration. Hellriegel (1986) also notes that high achievers also value pay as a strong symbol of their achievement and adequacy but that the money may create dissatisfaction if they feel that it alone reflects their contribution.

Okumbe (1988) says that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectation, and that job satisfaction is enhanced when workers see their pay as being fairly based on job demands, individual skill level and overall national pay standards.

He goes on to say that workers will perceive insufficient pay as a determinant of job dissatisfaction. According to Edwards (1995) pay should be promotional to the work done. Luthans (1992) says that wages are a significant factor in job satisfaction and money not only helps people to obtain their basic needs but also is instrumental in providing upper-level needs of satisfaction. However, Albanese and Fleet (1983) see pay as an insufficient incentive to persuade workers to do their job. They say that even extra pay would not persuade workers to work overtime if the additional amount of take-home income they could earn is not comparable with the sacrifice they make.

Arnold and Fieldman (1989) noted that importance of this factor as it facilitates the obtaining of the basic necessities of life like food, shelter and clothing while it provides the means of relaxation after hard work. It can also serve as a symbol of achievement and a source of
recognition. The International Labour Organization Report (1987) noted that the remuneration given to teachers by society reflects the importance with which the society.

Hersey (1996) says more research has found out that money, the oldest reliable motivational tool, is as mighty as it is supposed to be particularly for production workers. Roomkin (1989) also explains that even though workers want their own financial position, there are other considerations like opinions of their fellow workers, their comfort and enjoyment on their job and their long-range security.

2.3.8 Working Conditions

Working conditions include equipment, ventilation, hours of work, rest pauses, temperature and quality of work place. According to McCormick and Ilgen (1987) workers are always concerned with their working environment in regard to their comfort and ease of performing their job efficiently. The working environment should be clean with adequate and modern tools and equipment in order to raise the workers’ morale. Luthans (1989) indicates that such environmental features as temperature, humidity, ventilation, lighting, noise and cleanliness affect an individual’s job satisfaction and that workers also require adequate tools and equipment to perform their jobs effectively. He says that if working conditions are clean and attractive the workers find it easier to carry out their jobs. Smith (1969) explains that a favourable working environment leads to increased productivity, hence increased worker input as it reduces absenteeism, labour turnover and accident frequency rate.

McCormick and Ilgen (1987) explain that although working conditions in many countries have improved over the recent decades, the conditions for some workers are not as they should be. The authors say that the improvement of working conditions should be a continuing concern for management. According to Hellriegel (1986), a worker’s job
satisfaction depends on the match between working conditions and the physical needs and that working conditions that are satisfying facilitate goal attainment.

2.3.9 Promotional Policies

Luthans (1989) observes that employees want promotion policies that they see as just, clear and measurable to their expectations. Promotion takes people to a higher level of their occupation. Higher level occupations result in promotions that provide better payment for workers and better working conditions as these levels encourage fuller use of workers abilities making them more satisfied.

Luthans (1989) goes on to explain that as one goes up the hierarchy, one finds more satisfied employees. He however notes that individuals who are promoted on the basis of seniority often experience job satisfaction but not as much as those who are promoted on the basis of performance. Randolph and Balckburn (1989) also explain that when people feel that reward systems and promotion practices are fair on them, they experience a higher level of job satisfaction.

Smith (1989) on the other hand explains that jobs at higher levels in an organization provide workers with more autonomy to do their jobs, become more challenging and are pegged to higher salaries. Mbugua (1998) in his study of job satisfaction among business education secondary school teachers noted that teachers ranked promotion first as a factor of job satisfaction in terms of value. A satisfied teacher is one who gets a chance for promotion after a reasonable period of service (Maleche 1972) Karugu (1980) however, indicates in his study that teachers are unhappy with the method of promotion.
2.3.10 Job security

According to Randolph and Blackburn (1989), employees feel more job satisfaction if the general working environment is safe and comfortable. Every worker would like to work in an organization that provides future security of his or her job. They would like to be assured of continued employment, either in the same organization or within the same industry as explained by Pestonjee (1991). According to Albanese and Fleet (1983), even the degree of threat by an organization’s competitors may be so intense that the individual job behaviour is strongly affected. Without job security, workers feel insecure; have higher anxiety levels, increase job dissatisfaction while their turnover is increased.

Workers prefer some professions to others. Lenaham (1975) noted that teaching is considered as a profession that provides job security in terms of employment and income but has fewer opportunities of reaching positions of responsibility.

2.3.11 Recognition

Job recognition is a major determinant of job satisfaction among workers. According to McCormick and Iligen (1987), recognition is praise and credit for work done. Workers would like to be respected and appreciated in whatever task they undertake in their jobs. According to Randolph and Blackburn (1989), employees like to feel that their supervisors resect them as competent people. The two authors explain further that when employees see their supervisors or managers as competent, honest and fair, their satisfaction tends to be higher.

Gilmer and Deci (1977) explain that so long as the desire for respect and approval of workers by co-workers, employers and other members of society is attained, one’s feeling of satisfaction is attained. The employer especially should make an effort of recognizing their
workers by providing rewards and incentives for the good work done. The education system should on this note formulate clear policies of recognizing the teachers' efforts through promotions and other incentives that are comparable to workers in other professions. Jones (1962), for example, noted that the dissatisfaction among teachers results from self comparison with people outside the profession, thereby creating a high teacher turnover. Karanja (1984) in his study also noted that lack of promotion and recognition for work performed and lack of chance for advancement causes dissatisfaction in teachers making some of them resign.

2.3.11 Work itself

According to McCormick and Ilgen (1987), work itself is a factor, which includes intrinsic interest in the job, job variety, opportunity for learning, chances for success, control over workflow and amount of the work. He explains further that job enlargement and enrichment reduces the monotony of performing a job because the work becomes more meaningful and more challenging. Fliippo (1984) says that workers prefer jobs that give them outside opportunities to use their skills and abilities. With jobs that allow autonomy and feedback being preferred.

According to Luthans (1992) research has shown that feedback from the job itself and autonomy are major job motivational factors and that interesting and challenging work produces job satisfaction. Randolph and Blackburn (1989) explain that work is an important factor in employees' job satisfaction. They go on to say that people tend to feel higher job satisfaction when their work is interesting and challenging but not too challenging for their own desires. McCormick and Ilgen (1987) also feel that mentally challenging work that the individual can successfully accomplish is satisfying and that tiresome work is dissatisfying.
The worker must also feel that the job content is commensurate to his or her inputs. Imber and Reyes (1989) in their study on teachers found out that, teachers who take their load as unfair have higher levels of job satisfaction that will make them lower inputs. In a school organization, there is need for a clear clarification of duties and responsibilities so that the headteacher, the deputy and the staff members know what duties fall within the realm of the deputy Kamau (1986). Coulson (1975) also explains that although salary scales are well established and the title of deputyship recognized everywhere, the duties and authority of the post remain abstinently hazy.

2.3.13 Interpersonal Relations

Working relations among workers is an important factor of job satisfaction. According to Luthans (1992), friendly, co-operative co-workers are a moderate source of job satisfaction to individual employees and that a good work group makes that job more enjoyable. Randolph and Blackburn (1989) also say that employees more satisfied if they feel that their co-workers are co-operative and they have a sense of kinship with their co-workers. Hellriegel (1986) adds that individuals are satisfied if with colleagues who help them attain rewards and those that who see things the same way they do. According to Bushardt (1986), Hawthorne studies established that inter-personal relations developed in the workplace influence job satisfaction. Mbugua (1998) in his study of job satisfaction of secondary school teachers found out that teachers ranked this factor as eighteenth in order of importance and explains that teachers have more time to interact with people in other professions making them satisfied with this factor. He explains further that interpersonal relations in the working environment should be favourable.
Organ (1991) noted that cohesive industrial work groups like their jobs more than isolated workers do. Coulson (1976) in his study found out that poor relationships between teachers, headteachers and deputy heads are the major sources of teacher dissatisfaction. He goes on to say that conflict between workers in an organization is as a result of role ambiguity. Bush (1980) on the other hand suggests that much of role ambiguity, frustration and conflict underlying the position of deputy would be resolved if there was a realization that the duties which fall under the deputy are not as a result of delegation but right of differentiation within the organization.

2.4 Review of Studies on Job Satisfaction in Educational Settings outside Kenya

Job satisfaction being an area of concern to many organizations, public or private has drawn the attention of many researchers globally. Education settings have not been exempted since it is from educational institutions that all other sectors of any country’s economy obtain their skilled human resource.

In a study of Mississippi public schools teachers’ perceptions of school climate and their levels of job satisfaction, Chittom and Sistrunk (1990) found a significant correlation between teacher satisfaction with school climate and the principal’s leadership behaviour. Teachers who were dissatisfied with principal’s leadership behaviour were also dissatisfied with the school climate. This concurs with Lawler’s (1973) observation of the existence of a long tradition of research that supports power distribution and other dimensions of leadership style as important determinants of employees’ job satisfaction.

Factors that prevent teachers from achieving their intrinsic goals in their workplace have been linked to their career dissatisfaction and turnover. Miskel (1973) and Lortie (1975) argue that many teachers enter the teaching profession expecting a work environment in which they can
fulfil their intrinsic motivation. In schools where reward systems are implemented, such as merit pay, frustrations set in, even among the most committed teachers if the schools fail to provide them with the means to achieve the rewards.

Involvement of staff in decision-making has been identified by several scholars to be significantly related to staff satisfaction (Belasco and Alluto, 1972; Lipham, Dunstan, and Rankin, 1981; and Shreeve et al., 1987). Bureaucratization, supervision and participation in decision-making are the primary organizational factors that influence job satisfaction. In many organizations people are not managed according to their individual differences. People differ in opinion about participative management.

Employees with an authoritarian mind or weak independent needs are unaffected or even negatively affected by an opportunity to participate in decision making (Roach, 1979). Some teachers view involvement in decision making as taking much of their teaching time and would prefer that most of the decisions be made by the administration. Others, who have strong desire to satisfy their esteem needs, want their input to be included in important matters such as decisions on the curriculum and personnel welfare.

Research findings reveal that a variety of individual factors – such as sex, age position, educational level, experience and so on – affect employees’ level of satisfaction with their job (Hulin and Smith, 1976; Vroom, 1964; Lawler, 1973; Saleh and Otis, 1976). Hulin and Smith (1976), found that on average other things being equal, female workers were significantly less satisfied with their jobs than their male counterparts; and in a similar study, Schwab and Wallace (1974) found that women teachers were significantly more satisfied with their pay than were their male counterparts.
Schmidt's (1976) research findings, in a study of secondary school administrators, supported the basic postulates of Herzberg's theory that motivators are associated with positive sequences of events and lead to job satisfaction, while hygiene factors are associated with negative sequences of events and their absence lead to job dissatisfaction.

His findings lead to the conclusion that school administrators are highly motivated by achievement, recognition and advancement but not very much by salary, good interpersonal relations, effective policy and administration, and supervision. Factors such as salary, interpersonal relations, policy and administration, and supervision were found to be highly dissatisfying, when not effectively present.

Holdaway and Johnson (1990) found that staff related matters were most important for principals' satisfaction. Several facets influenced their overall job satisfaction which include; work involvement with teachers, principals' feelings of responsibility and autonomy, and a sense of accomplishment.

Sergiovanni (1967) replicated Herzberg's study with teachers in a county in New York State. His findings supported Herzberg's two-factor theory that: Sources of high job feelings for teachers tended to differ from events that appeared as sources of low job feelings; and factors identified as motivators tended to focus on work itself while factors identified as hygiene factors tended to focus on the context of work.

Sheppard (1979) developed a personnel survey which he used with teachers in Illinois to determine organizational factors that affected teacher satisfaction and dissatisfaction. His findings indicated that some factors outlined in Herzberg's classification, overlapped as sources of satisfaction and dissatisfaction.
Frataccia and Hennington's (1982) study, based on an integrated model of Maslow's and Herzberg's theories, found that teachers who had resigned from teaching reported no job satisfaction relative to the motivation component of the motivation–hygiene theory; and similarly the same teachers reported job dissatisfaction relative to the hygiene component of the motivation–hygiene theory.

Kyriacou and Sutcliffe (1978) studied British high school teachers and found out that those who considered quitting the profession had their main reasons as; poor salary, poor promotion and general dissatisfaction. In a study of teachers in Australian schools, Grassie and Carss (1973) furnished evidence of relationships between job satisfaction and organizational climate and structure, teachers experience and professional orientation.

A study of teachers in the United States by MacQueen and Ignatovich (1986) found significant satisfaction levels with teacher-student interaction, teaching assignment, teaching achievement and workload. De Zoysa (1986) reported that the education system in England was experiencing an unprecedented wave of strikes by teachers protesting inadequate pay and limited prospects of promotion.

In a study of student teachers in Zimbabwe, Chivore (1988) found that salary, opportunities for advancement, adequate and decent accommodation, school facilities, working conditions and terms of services had the greatest influence on the respondents' attraction to secondary teaching profession. Chivore suggested the improvement of teachers' remuneration as the best way of attracting and retaining qualified personnel in the teaching profession.

The salary issue, poor terms of service and poor career prospects are the main factors identified by a joint ILO/UNESCO survey (1982) as contributors to the low prestige of the teaching profession in Africa.
2.5 Review of studies on Job satisfaction of teachers in Kenya

Most of the Kenyan studies in job satisfaction and dissatisfaction have been based on the hygiene – motivator theory by Herzberg. A study in job satisfaction in Kenya by Karugu (1980) noted some difference in teachers’ perception of Herzberg’s job factors due to transcultural and contextual variations.

Karugu (1980) identifies teacher satisfiers unique to the Kenyan setting as working for national building, vacations and holidays, opportunities for more learning, extra curricular activities, job security, interesting and challenging career, love for children and good communication with parents. Hygiene noted were inadequate pay, poor promotion methods, lack of recognition, no chance for advancement, frequent supervision, administration policies, delay of school supplies and maintenance, lack of house allowance for married women and no loan privileges. (Karugu, 1980; Ngaroka, 1985; and Ngalukya, 1985) noted that some of Herzberg’s satisfiers acted as dissatisfiers in Kenya. An example is prospects for promotion. On the other hand some of Herzberg’s dissatisfiers like job security acted as satisfiers in Kenya. Most of the studies however concurred with Herzberg’s ‘work itself’ as a motivator and ‘salary’ as a dissatisfier.

Gatheru (1987) identified other dissatisfies to teachers as public image of teacher, fringe benefits, extra work, hardships, student indiscipline and inefficiency of the Teachers Service Commission (TSC). The research findings of Ngalyuka (1985) on primary school teachers, indicated common contributors to job satisfaction as working near home, getting three holidays and good terms and conditions of the teaching service. Among the dissatisfiers identified, were poor school buildings and unnecessary salary deductions.
However, the studies generally agree with Herzberg’s postulates that the factors causing job satisfaction and dissatisfaction to teachers are mutually exclusive only that there is cultural difference between Herzberg’s setting in the United States and that of the Kenyan setting. Muchira (1988) using the facet satisfaction to study tutors job satisfaction in Teacher’s Training Colleges (TTC), found out that there was no positive correlation between tutor’s job satisfaction and student achievement. He found out that tutors in TTCs were not satisfied despite the good student performance.

Immonje (1990) in a study of job satisfaction and dissatisfaction of public and private primary schools found out that the number of pupils in a class proved to be a satisfier in private schools but a dissatisfier in public schools. She further noted that teachers in the private primary schools were generally more satisfied than their counterparts in public primary schools.

In a study of elementary school teachers, Shaaban (1991) found that teachers were generally not satisfied with their job as a whole. The respondents lamented of lack of parental support, especially negligence in counselling their children on the importance of schooling. Shaaban noted salary as the least satisfying aspect of teachers’ job in Garissa district. Wafubwa (1991) found low remuneration and compensation to be one of the factors that make secondary school science teachers leave teaching. Besides quitting, Kenyan teachers have repeatedly been issuing threats to strike due to poor terms and conditions of service. Since then there has been four nationwide teachers’ strikes. These have been in 1992, 1997, 1998 and 2002 (Daily Nation, October 1 1997 p1; Daily Nation October, 16 1998 p1; Daily Nation, October 22 2002).
Mutie (1993) used the same model as Muchira (1988) when studying secondary school teachers and administrators in Kitui District. He found out that teachers were only marginally satisfied with their jobs. Mumo (2000) studied Technical Training Institute (TTI) tutors in Nairobi Province. His research revealed that majority (63%) of the tutors in TTIs were slightly satisfied with their overall jobs. Tutors expressed satisfaction with slightly over half of the facets.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This section explains the research design that was used, the target population and the size of the sample. The method of selection of the sample included in the study is explained in the sampling procedure subsection of the research methodology. The research instrument, its validity and reliability are also presented. The data collection method and techniques, which were used to analyze the data, are also explained.

3.1 Research Design

The study used ex-post facto design, which was defined by Kerlinger (1973) as a systematic empirical inquiry into which the scientist does not have direct control of the independent variables because their manifestations have already occurred or because they are inherently not manipulability. Inferences about relations among variables are made without direct interventions from concomitant variations of independent and dependent variables.

In this study the ex-post facto design was a valuable exploratory tool and is most appropriate where cause-and-effect relationships are being explored. The design established causes, relationships or associations and their meanings. It was useful because it was used to determine the existence of any relationships among the variables under investigation. It was used where the independent variables lie outside the researcher's control. This design was also appropriate because the independent variables of age and sex cannot be controlled or manipulated since they have already occurred.
3.2 Target Population

The target population was all the sixty-eight deputy head teachers from the selected registered private secondary schools in Nairobi.

3.3 Sample and Sampling Procedure

Borg and Gall (1989) explain that it is traditional to use thirty subjects for a quantitative research and that the larger the sample the more likely the subjects' scores on the measured variable will be representative of population scores. The sample population of the study was fifty deputy headteachers of private secondary schools out of the sixty-eight registered private schools in Nairobi. Using stratified random sampling, one deputy headteacher was selected from each category of school to participate in the pilot study. From each category of school (that is; co-education day and boarding, boys' or girls' day and boarding, Kenya National Curriculum and International Curriculum schools) the papers were folded separately and put into a basket. This was jumbled up and one selected representing a school. The picked school was recorded for the deputy's participation in the pilot study.

3.4 Research Instrument

A questionnaire was used as the research instrument. The whole instrument contained thirty items. Out of these, twenty-eight were close-ended items while three were open-ended. The instrument was divided into three sections. Section one aimed at obtaining demographic data of the respondents such as their age, gender, marital status, job experience and academic qualifications.

It also obtained information about their schools. Section two was used to determine the level of satisfaction among deputy headteachers in Private Secondary Schools in Nairobi with
regard to job factors of work content, working conditions, job security, interpersonal relations, recognition, remuneration, administrative tasks and responsibility. Section three tried to obtain the general opinion and recommendations of the respondents concerning the post they now hold.

3.5 Instrument Reliability

The research established the reliability of the instrument by conducting a pilot study for pre-testing it in order to identify any vague, ambiguous or difficult items in the instrument. The vague, ambiguous or difficult items were modified accordingly to improve them and obtain the reliability of the instrument.

3.6 Instrument Validity

The researcher consulted the lecturers in the department of Administration and Planning who are experts in the field. Their expert judgment was considered adequate in enhancing the validity of the instrument.

3.7 Data Collection Procedure

The researcher obtained a letter of introduction from Kenyatta University to collect data from the respondents. After booking appointments with the head teachers of the sampled schools, the researcher visited the schools and administered the questionnaire to the deputy headteachers of the private secondary schools included in the sample with the permission of the schools' headteachers.

The researcher and the particular respondent agreed on when the latter was ready to answer the questionnaire. Alternatively, if the respondent prefers the self administered method the
respondent was encouraged to furnish the researcher with the completed questionnaire at the earliest date possible which was mutually agreed upon.

3.8 Data Analysis

All the relevant data was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). To analyze the data in the study, the researcher used two statistical techniques, namely, descriptive and inferential statistics. Data collected on the demographic factors and the various job factors indicated earlier on was analyzed using descriptive statistics like frequency distribution, means and percentages.

Inferential statistics was used to test the six null hypotheses in this study because the study was concerned with casual comparison of sample means for any significant difference between and within the means. To test the difference between and within the means of the null hypotheses, the one-way analysis of variance (ANOVA), also called the F-Test, was used. Findings of the study are presented in summary form using tables.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter concerns itself with the analysis of the data collected from the field. The purpose of the study was to investigate the levels of job satisfaction among deputy headteachers in private secondary schools in Nairobi. The following were the objectives of the study:

1. To determine the degree of job satisfaction among deputy headteachers in private secondary schools in Nairobi.

2. To establish the factors that cause job satisfaction among deputy headteachers in private secondary schools in Nairobi.

3. To determine whether there is any relationship between job satisfaction and some specific independent variables.

The researcher formulated the following hypotheses which are tested in order to meet the third objective:

Ho1: The researcher begins by presenting the personal data of the study participants and then presents the data used to meet the three objectives of the study.

4.1 Personal Data of Study Participants

The researcher targeted a sample of fifty deputy headteachers for the study. However, four deputy headteachers did not return their questionnaires and thus the final sample was 46 deputy headteachers. Their demographic data, including gender, marital status and academic qualifications are presented in Table 4.1.
Table 4.1 Demographic Data of the Participants

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Single</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Married</td>
<td>24</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Academic Qualifications</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>BA / BSc</td>
<td>11</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>B. Ed</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>M. Ed</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>15</td>
<td>46</td>
</tr>
</tbody>
</table>

There were 31 male and 15 female deputy headteachers. Ten were single and 36 were married. Majority were B. Ed degree holders while 10 were M.Ed degree holders.

4.2 Degree of Job Satisfaction among Deputy Headteachers

The first objective of the study was to determine the level of job satisfaction among deputy headteachers in private secondary school in Nairobi.

In order to meet this objective, the researcher presented the deputy headteachers with 41 issues that related to job satisfaction. They were expected to indicate the extent to which they were satisfied or dissatisfied with each of these issues on Likert-type scale as given: Not satisfied, slightly satisfied, satisfied, very satisfied, and extremely satisfied. Each of the respondents was scored using the scale above by calculating the overall score on all the 41 issues. The highest that one could get on the scale was 205 (41 X 5) and the least that one could get was 41 (41X1). High scores indicated satisfaction among deputy headteachers. The scores of the individual deputy headteachers are presented in Table 4.2 and Figure 4.1
Table 4.2  Scores of Individual Deputy Headteachers

<table>
<thead>
<tr>
<th>Over-all satisfaction score</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>48</td>
<td>1</td>
<td>2.2</td>
<td>2.2</td>
</tr>
<tr>
<td>93</td>
<td>1</td>
<td>2.2</td>
<td>4.3</td>
</tr>
<tr>
<td>94</td>
<td>1</td>
<td>2.2</td>
<td>6.5</td>
</tr>
<tr>
<td>98</td>
<td>1</td>
<td>2.2</td>
<td>8.7</td>
</tr>
<tr>
<td>101</td>
<td>1</td>
<td>2.2</td>
<td>10.9</td>
</tr>
<tr>
<td>102</td>
<td>1</td>
<td>2.2</td>
<td>13.0</td>
</tr>
<tr>
<td>104</td>
<td>2</td>
<td>4.3</td>
<td>17.4</td>
</tr>
<tr>
<td>106</td>
<td>1</td>
<td>2.2</td>
<td>19.6</td>
</tr>
<tr>
<td>107</td>
<td>1</td>
<td>2.2</td>
<td>21.7</td>
</tr>
<tr>
<td>108</td>
<td>1</td>
<td>2.2</td>
<td>23.9</td>
</tr>
<tr>
<td>110</td>
<td>1</td>
<td>2.2</td>
<td>26.1</td>
</tr>
<tr>
<td>111</td>
<td>2</td>
<td>4.3</td>
<td>30.4</td>
</tr>
<tr>
<td>112</td>
<td>1</td>
<td>2.2</td>
<td>32.6</td>
</tr>
<tr>
<td>113</td>
<td>1</td>
<td>2.2</td>
<td>34.8</td>
</tr>
<tr>
<td>114</td>
<td>2</td>
<td>4.3</td>
<td>39.1</td>
</tr>
<tr>
<td>116</td>
<td>1</td>
<td>2.2</td>
<td>41.3</td>
</tr>
<tr>
<td>117</td>
<td>1</td>
<td>2.2</td>
<td>43.5</td>
</tr>
<tr>
<td>119</td>
<td>1</td>
<td>2.2</td>
<td>45.7</td>
</tr>
<tr>
<td>121</td>
<td>1</td>
<td>2.2</td>
<td>47.8</td>
</tr>
<tr>
<td>123</td>
<td>2</td>
<td>4.3</td>
<td>52.2</td>
</tr>
<tr>
<td>124</td>
<td>2</td>
<td>4.3</td>
<td>56.5</td>
</tr>
<tr>
<td>128</td>
<td>1</td>
<td>2.2</td>
<td>58.7</td>
</tr>
<tr>
<td>130</td>
<td>1</td>
<td>2.2</td>
<td>60.9</td>
</tr>
<tr>
<td>131</td>
<td>1</td>
<td>2.2</td>
<td>63.0</td>
</tr>
<tr>
<td>135</td>
<td>1</td>
<td>2.2</td>
<td>65.2</td>
</tr>
<tr>
<td>136</td>
<td>1</td>
<td>2.2</td>
<td>67.4</td>
</tr>
<tr>
<td>137</td>
<td>1</td>
<td>2.2</td>
<td>69.6</td>
</tr>
<tr>
<td>140</td>
<td>2</td>
<td>4.3</td>
<td>73.9</td>
</tr>
<tr>
<td>146</td>
<td>1</td>
<td>2.2</td>
<td>76.1</td>
</tr>
<tr>
<td>148</td>
<td>1</td>
<td>2.2</td>
<td>78.3</td>
</tr>
<tr>
<td>151</td>
<td>1</td>
<td>2.2</td>
<td>80.4</td>
</tr>
<tr>
<td>155</td>
<td>1</td>
<td>2.2</td>
<td>82.6</td>
</tr>
<tr>
<td>159</td>
<td>1</td>
<td>2.2</td>
<td>84.8</td>
</tr>
<tr>
<td>160</td>
<td>1</td>
<td>2.2</td>
<td>87.0</td>
</tr>
<tr>
<td>161</td>
<td>1</td>
<td>2.2</td>
<td>89.1</td>
</tr>
<tr>
<td>165</td>
<td>2</td>
<td>4.3</td>
<td>93.5</td>
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<tr>
<td>169</td>
<td>1</td>
<td>2.2</td>
<td>95.7</td>
</tr>
<tr>
<td>177</td>
<td>1</td>
<td>2.2</td>
<td>97.8</td>
</tr>
<tr>
<td>187</td>
<td>1</td>
<td>2.2</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
As can be seen in Figure 4.1, the mean score for the deputy headteachers was 126.9.

In order to understand the job satisfaction of the deputy headteachers more clearly, a mid-point was calculated for the scale as shown below:

\[
\frac{41 + 205}{2} = 123
\]

Using the mid-point (123) of the scale, the researcher was able to group the study participants into two, those scoring lower than the mid-point value (expressing satisfaction).

From the table 4.2, it can be seen that 52.2% of the deputy headteachers scored below the midpoint, meaning that this group was dissatisfied while the rest (47.8%) were satisfied. It is notable however that the mean score was slightly above the mid-point.
Further, the researcher calculated an average score for each participant by dividing the overall score with the total number of items in the scale, i.e.:

\[
\text{Overall score} \div 41 = \text{average score}
\]

Based on this, it was possible to establish the general level of satisfaction/dissatisfaction of the deputy headteachers. Table 4.3 shows how the deputy headteachers scored on this.

### Table 4.3 Average Job Satisfaction of Deputy Headteachers

<table>
<thead>
<tr>
<th>Average satisfaction score</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not satisfied</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>5</td>
<td>10.9</td>
</tr>
<tr>
<td>Satisfied</td>
<td>28</td>
<td>60.9</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>11</td>
<td>23.9</td>
</tr>
<tr>
<td>Extremely satisfied</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>46</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As can be seen in the table, majority of the deputy headteachers (60.9%) were satisfied while another 23.9% were extremely satisfied.

### 4.3 Factors Causing Job Satisfaction among Deputy Headteachers

The second objective of the study was to establish the factors that caused job satisfaction among deputy headteachers in private secondary schools in Nairobi.

The deputy headteachers were asked to indicate the extent to which they were satisfied/dissatisfied with the following aspects of their job: Work itself, pay, recognition, administrative tasks and responsibilities, working conditions, security of the job, and leadership style in their schools. Their responses to these items are summarized in table 4.4 below.
Table 4.4 Factors Causing Job Satisfaction for Deputy Headteachers

<table>
<thead>
<tr>
<th>Factor</th>
<th>Extent of satisfaction</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not satisfied</td>
<td>Slightly satisfied</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Work itself</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Pay</td>
<td>3</td>
<td>6.5</td>
</tr>
<tr>
<td>Recognition</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Administrative tasks</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Working conditions</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Job security</td>
<td>1</td>
<td>2.2</td>
</tr>
<tr>
<td>Leadership</td>
<td>7</td>
<td>15.2</td>
</tr>
</tbody>
</table>

The table shows that most of the deputy headteachers were satisfied or very satisfied with work itself, slightly satisfied or satisfied with the pay received, satisfied or very satisfied about recognition as well as administrative tasks and responsibility, satisfied with the work conditions, slightly satisfied or satisfied with job security and leadership styles in their respective schools.

Thus, it was established that all the seven job satisfaction factors contributed uniformly to the deputy headteachers’ overall job satisfaction.

4.4 Relationship between Job Satisfaction and Specific Independent Variables

The third objective of the study was to determine whether there was any relationship between job satisfaction and some specific independent variables. These independent variables were
age of the deputy headteacher, gender of the deputy headteacher, marital status of the deputy headteacher, academic qualifications of the deputy headteacher, job experience of the deputy headteacher and category of school. The data analysis procedures to test for existence of these relationships are presented below.
4.4.1 Relationship between Job Satisfaction and the Age of Deputy Headteacher

The researcher, in order to test for this relationship, used the chi-square test to compare the overall job satisfaction of deputy headteachers with their ages in years, at the 0.05 level of significance. This was in order to test for the first hypothesis of the study which stated:

Ho1 There is no significant difference between job satisfaction of deputy headteachers and their ages in years.

Table 4.5 Average Job Satisfaction across Age of Deputy Headteachers in years

<table>
<thead>
<tr>
<th>Overall satisfaction</th>
<th>Age in years</th>
<th>Total</th>
<th>X² value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>25 yrs and below</td>
<td>26 to 34 yrs</td>
<td>35 to 44 yrs</td>
<td>45 to 54 yrs</td>
<td></td>
</tr>
<tr>
<td>Not satisfied</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Satisfied</td>
<td>1</td>
<td>6</td>
<td>17</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Extremely satisfied</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>7</td>
<td>25</td>
<td>13</td>
<td>46</td>
</tr>
</tbody>
</table>

It was established that there was no significant age differences, at p<0.05 in the deputy headteachers’ job satisfaction. Thus, the first null hypothesis was accepted and retained to state that: There is no significant difference in the job satisfaction of deputy headteachers across their ages in years.

4.4.2 Gender Differences in Deputy Headteachers’ Job Satisfaction

The second study hypothesis stated that:

Ho2 There is no significant difference in the deputy headteachers’ job satisfaction across gender.
Again here a chi-square test was carried out to test the hypothesis. Table 4.6 gives a summary of the findings.

Table 4.6  Job Satisfaction across Gender

<table>
<thead>
<tr>
<th>Overall satisfaction</th>
<th>Gender of D/Head teacher</th>
<th>$X^2$ value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Not satisfied</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>19</td>
<td>9</td>
<td>28</td>
<td>2.820</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>8</td>
<td>3</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Extremely Satisfied</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>15</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

It was established that there was no gender difference in deputy headteachers' job satisfaction at the 0.05 level. The second null hypothesis was thus retained to state that: There is no significant difference in the deputy headteachers' job satisfaction across gender.
4.4.3 Job Satisfaction across Marital Status

The third hypothesis of the study stated that:

\[ \text{Ho3} \quad \text{There is significant difference in the deputy headteachers' job satisfaction across their marital status.} \]

Table 4.7 below, presents the chi-square test results to test this hypothesis.

**Table 4.7 Job Satisfaction across Marital Status**

<table>
<thead>
<tr>
<th>Overall satisfaction</th>
<th>Marital Status of D/Ht.</th>
<th>( X^2 ) value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Single</td>
<td>Married</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>Not satisfied</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Satisfied</td>
<td>8</td>
<td>20</td>
<td>28</td>
<td>2.795</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>2</td>
<td>9</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Extremely Satisfied</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>36</td>
<td>46</td>
<td></td>
</tr>
</tbody>
</table>

Again here there was found to be significant difference in the deputy headteachers' job satisfaction across marital status. The third null hypothesis of the study was retained, at 0.05 level of significance, to state that: There is significant difference in the deputy headteachers' job satisfaction across their marital status.
4.4.4 Job Satisfaction across Academic Qualifications

The fourth hypothesis of the study stated that:

$H_04$ There is no significant difference in the deputy headteachers' job satisfaction across their academic qualifications.

Table 4.8 gives a brief summary of the chi-square test results for testing this hypothesis.

**Table 4.8 Job Satisfaction across Academic Qualifications**

<table>
<thead>
<tr>
<th>Overall satisfaction</th>
<th>Academic Qualifications</th>
<th>$X^2$ value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diploma</td>
<td>BA / BSc</td>
<td>B.Ed</td>
<td>M.Ed</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Satisfied</td>
<td>1</td>
<td>8</td>
<td>12</td>
<td>7</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>0</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Extremely Satisfied</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>12</td>
<td>23</td>
<td>10</td>
</tr>
</tbody>
</table>

It was established that there were no significant difference, at $p < 0.05$, in the deputy headteachers' job satisfaction across academic qualifications. The third null hypothesis of the study was retained, to state that: There is no significant difference in the deputy headteachers' job satisfaction across their academic qualifications.
### 4.4.5 Job Satisfaction across Job Experience

The fifth hypothesis of the study stated that:

**Ho5** There is no significant difference in the deputy headteachers' job satisfaction across their job experience.

Again here chi – square test was carried out to test for relationship between the two variables – job satisfaction and job experience. Results of this are given in Table 4.9 below.

#### Table 4.9  Job Satisfaction across Job Experience

<table>
<thead>
<tr>
<th>Overall satisfaction</th>
<th>Job Experience of D/Head teacher</th>
<th>( X^2 ) value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - 5 years</td>
<td>6-10 years</td>
<td>11-15 years</td>
<td>16-20 years</td>
</tr>
<tr>
<td>Not satisfied</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly satisfied</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Satisfied</td>
<td>21</td>
<td>2</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Very satisfied</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Extremely Satisfied</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>4</td>
<td>1</td>
<td>6</td>
</tr>
</tbody>
</table>

Here it was established that there were significant difference, at \( p < 0.05 \), in the deputy headteachers’ job satisfaction across job experience. Specifically, more experienced deputy headteachers reported higher satisfaction than those who had spent fewer years on the job.

The fifth null hypothesis of the study was thus rejected and a conclusion arrived at that: There
is a significant difference in the deputy headteachers' job satisfaction across their academic qualifications.

4.4.6 Job Satisfaction across Schools' Category

The sixth hypothesis of the study stated that:

H06 There is no significant difference in the deputy headteachers' job satisfaction across their school's category.

Table 4.10 presents chi - square test results for testing this hypothesis

<table>
<thead>
<tr>
<th>Category of School</th>
<th>Average satisfaction score</th>
<th>X² value</th>
<th>df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not satisfied</td>
<td>Slightly satisfied</td>
<td>Satisfied</td>
<td>Very satisfied</td>
</tr>
<tr>
<td>Mixed Boarding</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Mixed Day</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Boys' Boarding</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Girls' Boarding</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Boys' Day</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Girls' Day</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>5</td>
<td>28</td>
<td>11</td>
</tr>
</tbody>
</table>

There was found to be no significant difference in the deputy headteachers' job satisfaction across schools’ category. The sixth null hypothesis of the study was thus retained, to state that: There is no significant difference in the deputy headteachers’ job satisfaction across their school category.
CHAPTER FIVE
SUMMARY, DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter provides a summary and discussion of the major findings as revealed in the study. It also contains recommendations, suggestions for further studies and conclusion.

5.1 Summary of the Study Findings

The purpose of the study was to investigate the level of job satisfaction among deputy headteachers in private secondary schools in Nairobi. In this respect, the study sought to determine the level of job satisfaction of deputy headteachers in private secondary schools in Nairobi, factors that cause their job satisfaction and whether there is any relationship between job satisfaction and some specific independent variables namely age, gender, marital status, academic qualifications, job experience and category of school.

The research was a descriptive survey whose aim was to determine and describe what deputy headteachers felt about their job. The instrument used was a questionnaire based on Lawler’s (1973) facet and overall satisfaction. It had three sections. Section one solicited for contextual and personal data, section two sought to determine the level of job satisfaction with regard to the above mentioned variables while section three sought to obtain the deputy headteachers’ general opinions and their recommendations on the post they now hold. The analysis combined descriptive and referential statistics and the results were as follows:
5.1.1 Overall Satisfaction among Deputy Head teachers

The first objective was aimed at determining the level of job satisfaction among deputy headteachers in private secondary schools in Nairobi.

Majority of the 46 deputy headteachers were found to be satisfied with their job. One deputy headteacher (2.2%) was not satisfied, five (10.9%) slightly satisfied, twenty eight (60.9%) satisfied, eleven (23.9%) very satisfied and one (2.2%) extremely satisfied. It was therefore noted that deputy headteachers in private secondary schools in Nairobi were generally satisfied with their job.

5.1.2 Factors that Contribute to Job Satisfaction among Deputy Head teachers

The second objective sought to establish factors that contribute to job satisfaction. The factors under investigation were work itself, pay, recognition, administrative tasks and responsibilities, working conditions, security of their job, and leadership style in their school.

The study revealed that majority of the deputy headteachers were:

- Satisfied or very satisfied with work itself.
- Slightly satisfied or satisfied with the pay received.
- Satisfied or very satisfied about recognition as well as administrative tasks and responsibilities.
- Satisfied with the working conditions.
- Slightly satisfied or satisfied with job security and leadership styles in their schools.

It was thus established that all the seven job satisfaction factors contributed uniformly to the deputy headteacher overall job satisfaction.
5.1.3 Relationship between Job Satisfaction and Specific Variables

The third objective of the study was to determine whether there was any relationship between job satisfaction of the deputy headteacher and some specific independent variables. These variables were age of deputy headteachers, gender of deputy headteachers, marital status of deputy headteachers, academic qualifications of deputy headteachers, job experience of deputy headteachers, and category of the school.

Six hypotheses were formulated stating that there were no significant differences between job satisfaction and each of the variables mentioned above. The study revealed the following:

- There was no significant difference in the job satisfaction of the deputy headteachers across their ages in years.
- There was no significant difference in the job satisfaction of the deputy headteachers across their gender.
- There was no significant difference in the job satisfaction of the deputy headteachers across their marital status.
- There was no significant difference in the job satisfaction of the deputy headteachers across their academic qualifications.
- There is a significant difference in the job satisfaction of the deputy headteachers across their job experience.
- There was no significant difference in the job satisfaction of the deputy headteachers across their school's category.

Job experience was the only variable that was found to affect job satisfaction whereby more experienced deputy headteachers reported higher satisfaction than those who had spent fewer years on the job.
5.2 Discussion of the Results

From the study findings it can be concluded the most deputy headteachers in private secondary schools in Nairobi are generally satisfied with their job as a whole. Satisfaction was shown as a result of inclinations towards particular aspects of their jobs and this was consistent with Lawler’s (1973) Facet-Satisfaction Theory, which described facet satisfaction as peoples’ affective reactions to particular aspects of their job. In this study though, deputy headteachers were only slightly satisfied with their remuneration and job security, they seemed to have more satisfaction in all other aspects of their job.

The findings of this study however contrast those of Kimengi (1983), Ngalukya (1985), Immonje (1990) and Mumo (2000) where teachers expressed dissatisfaction with the overall job. They also are inconsistent with those of Murage (2000) where overall job satisfaction is experienced by deputy headteachers in public secondary schools in Nairobi.

The findings on factors that contribute to job satisfaction indicated that all the seven factors ie work itself, pay, recognition, administrative tasks and responsibilities, working conditions, security of the job and leadership style contributed equally to overall job satisfaction. However pay and security of the job contributed marginally to overall job satisfaction. This is consistent with Davis (cited in Herr and Cramer, 1988) who argued that facet satisfaction is important in understanding job satisfaction because it is possible for an employee to be dissatisfied with specific facets of his or her job but still report an overall sense of job satisfaction.

These findings are also in conformity with Maslow (1946) Needs – Hierarchy Theory which includes all these factors at different levels. The theory states that absence of these factors creates a feeling of no job satisfaction.
The findings on relationships between job satisfaction and specific variables showed that there was no significant difference in the job satisfaction of deputy headteachers and their:

5.2.1  Age

Although it was noted that much higher levels of satisfaction were recorded among older ones. This is consistent with Rhodes (1983) who states that, job satisfaction increases with age with least level of satisfaction levels being reported by the youngest workers. Luthans (1992), Randolph and Blackburn (1989) and Davis (1981) all agree that as workers grow older they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustments to their work situations while the younger workers tend to be less satisfied because of higher expectations and less adjustments to their work environment.

5.2.2  Gender

This is consistent with Okumbe’s (1998) study, which showed no significant difference between male and female teachers. Many scholars have indicated that gender is significantly not a factor affecting job satisfaction but rather that other factors have a great impact on job satisfaction.

5.2.3  Marital Status

In this study, more than ¾ of those who participated were married and generally showed satisfaction. This is consistent with Robbins (1989), who says that marriage imposes increased responsibilities, giving the person positive feelings that his or her job is valuable.

One probable explanation for this could be that married people tend to mature with family responsibilities. They thus tend to ensure that they are secure with respect to emotions, finances and social aspects.
5.2.4 Academic Qualifications

The study findings that the deputy headteachers’ overall job satisfaction is independent of their academic qualifications has been supported by other researchers such as Sogomo’s (1993) study on job satisfaction of secondary school principals in the Rift Valley province of Kenya.

This could be attributed to the fact that currently most secondary school teachers and administrators are professionals who have been trained in the universities. The private schools especially are not keen to employ anyone without high academic and professional qualifications to an administrative position as a result of the stiff competition in the private sector.

5.2.5 Category of school

The general job satisfaction across the schools is consistent with Okumbe’s (1992) study, which noted that graduate teachers in private schools showed higher level of job satisfaction than those in public schools in all job factors except security.

This could be attributed to the fact that due to stiff competition in private schools today, they are ready to offer conditions that would enhance job satisfaction but at the same time are not ready or patient to retain anyone who would live up to their expectations hence lower levels of satisfaction with job security.

5.2.6 Job experience

The finding that the overall job satisfaction of deputy headteachers is relatively low during early years and increases with time is consistent with research findings of Reyes (1990) which concluded that the teaching experience and the organization tenure were associated with the
teacher’ job satisfaction. This means that the greater the experience the more satisfied the teachers were with their work.

It is possible that in early years, the teachers still believed that they have more opportunities and would not concentrate on their jobs. Again most younger teachers on the job may not have many financial obligations so focus more on advancing their careers unlike those who have worked longer who have more responsibilities in terms of finance, family, housing among others. The longer serving teachers may also not see much opportunity outside their job so tend to settle down to what they have and concentrate on it, hence more satisfaction.

5.3 Implications of the Study Findings

The overall findings of this study show that deputy headteachers in private secondary schools in Nairobi are generally satisfied with their jobs. This is inconsistent with the findings of Murage (200) where dissatisfaction was noted. This could be attributed to the fact that private schools create a more enabling environment by offering more lucrative terms of service to their employees. It is important to note that here; the lucrative terms encompass the entire work environment and not just selected aspects such as pay. The teachers also may have previously been employed by the TSC, which has evidently not lived up to its expectations and so teachers now compare both.

Much as pay on its own may not create job satisfaction, it is an important factor. Most private schools pay better than the public schools and this may contribute towards the needs of the teacher being met. Luthans (1989), says that, job satisfaction is a result of employees’ perception of how well their job provides those things that are viewed as important.
5.4 Recommendations

Effectiveness in an educational organization is judged by the extent to which the organization achieves its goals, acquires the necessary material and human resources, provides congenial organization climate and meets the society expectations.

It is in this regard that the education system has to provide the required policies in its operations and personnel management to keep a motivated and satisfied work force in the school administration.

The following recommendations have been made to managements of private secondary schools in line with the findings of the study:

Educational managers should provide an enabling environment to school Administrators and teachers so as to motivate them to learn new and different procedures on the job and also experience some degree of personal and professional growth through further training.

All teachers regardless of their training and experience should be given opportunity for further training and development. This will enable them to cope with the changing trends of education and give them a sense of satisfaction with their jobs.

Educational managers should provide an environment that gives the employees a good sense of security in their jobs. This can be achieved through trust and giving them a freehand to exercise their professionalism.

School administrators and teachers in private schools should be remunerated commensurate to their qualifications, responsibilities and experience.
Young deputy headteachers in the profession should be assisted by their headteachers to settle down and adjust to their roles faster through further training and favourable work conditions.

5.5 Suggestions for Further Research

- A comparative study to investigate the differences in job satisfaction between deputy headteachers in private schools and those in public schools.

- A similar study should be conducted in other provinces to compare findings to test whether these can be generalized to all private secondary school deputy headteachers in Kenya.

5.6 Conclusion

The purpose of this study was to investigate the level of job satisfaction among deputy headteachers in private secondary schools in Nairobi and to enable the employer to improve their motivational needs in order to increase their performance. This was done through a descriptive where a questionnaire based on Lawler’s’ (1973) facet and overall satisfaction was used.

It was established that the deputy headteachers in private secondary schools in Nairobi were generally satisfied with most facets of their job though these were only slightly dissatisfied on job security and remuneration. The researcher has given recommendations which if implemented will improve their job satisfaction, hence motivation, hence performance.
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APPENDIX 1

QUESTIONNAIRE FOR DEPUTY HEADTEACHERS IN PRIVATE SECONDARY SCHOOLS IN NAIROBI

Instructions

This section requires you to give information concerning yourself and the relationship with your school. Please place a tick (✓) in the spaces provided to indicate the response that is applicable to you.

For example:

What is your religion?

(a) Christian (✓)
(b) Islam  
(c) Other ( ) Please specify

SECTION ONE: PERSONAL DATA

1. What is your gender?

(a) Male ( )
(b) Female  

2. In which age category do you belong?

(a) ≤ 25 years ( )
(b) 26 – 34 years ()
(c) 35 – 44 years ( )
(d) 45 – 54 years ( )
(e) ≥ 55 years ( )

3. Please indicate your marital status.

(a) Single ( )
(b) Married  

4. What is your highest academic qualification?
   (a) Diploma ( )
   (b) Bachelor of Arts / Science ( )
   (c) Bachelor of Education ( )
   (d) Masters of Education ( )
   (e) Other ( ) Please specify _______________________

5. How many lessons do you teach per week? ( )

6. What positions did you hold prior to being appointed as deputy headteacher?
   Tick as many as applicable
   Class teacher ( )
   Subject teacher ( )
   Subject Head ( )
   Head of Department ( )
   Careers Master ( )
   Housemaster ( )
   Others (Please specify) ________________________ _______________________

7. How many years of teaching experience do you have? ( )

8. Have you ever held the position of Head of department?
   (a) Yes ( )
   (b) No ( )
   If yes, please state for how many years ( )

9. Have you ever held the position of deputy headteacher?
   (a) Yes ( )
   (b) No ( )
SCHOOL DATA

Instructions

This section requires you to give information about your school. Please place a tick (✓) in the spaces provided to indicate the response that is applicable to you.

10. What is the category of your school?
   (a) Mixed Boarding ( )
   (b) Mixed Day ( )
   (c) Boys’ Boarding ( )
   (d) Girls’ Boarding ( )
   (e) Boys’ Day ( )
   (f) Girls’ Day ( )

11. What is the gender of your headteacher?
   (a) Male ( )
   (b) Female ( )

12. (i) Whom would you prefer to work under?
   (a) Male Headteacher ( )
   (b) Female Headteacher ( )

   (ii) State the reason for your preferred choice.

13. What of the total population of students in your school? ( )

14. How many years have you worked for under your current headteacher? ( )
15. Since your promotion to deputy headship, how many different headteachers have you worked under?

(a) 1  
(b) 2  
(c) 3  
(d) 4 

16. In how many different schools have you worked as a deputy headteacher?

(a) 1  
(b) 2  
(c) 3  
(d) 4 

SECTION TWO

This section is concerned with job factors which include pay, promotion, recognition, interpersonal relations, administration tasks and responsibilities, working conditions, job security and leadership style of headteacher.

Instructions

The different levels of satisfaction are represented by numbers between 1 and 5. Please place a tick (✓) in the appropriate space to show the level of satisfaction for each condition. The numbers placed above each column are as follows:

Not satisfied
Slightly satisfied
Satisfied
Very satisfied
Extremely satisfied
Work itself

18. What is your level of satisfaction on the following?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of your professional skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use of your academic knowledge</td>
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<tr>
<td>Free use of decision-making skills</td>
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<tr>
<td>Significance of your post</td>
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<tr>
<td>Feedback of your performance</td>
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</tbody>
</table>

Pay

19. What is your level of satisfaction on the following?

<table>
<thead>
<tr>
<th></th>
<th>1</th>
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<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>Your present salary as a measure of your input to the profession</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Your present salary as compared to people in other professions with similar qualifications</td>
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<td></td>
<td></td>
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<tr>
<td>Your present salary as compared to heads of department with same qualifications</td>
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<td></td>
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<tr>
<td>Allowances and benefits pegged to your post</td>
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<tr>
<td>Privileges attached to your post</td>
<td></td>
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</tbody>
</table>

Recognition

What is your level of satisfaction on appreciation by :

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your employer</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Your headteacher</td>
<td></td>
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<tr>
<td>Deputy headteachers in other schools</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Other teachers in your school

Students

Non-teaching staff

Parents

Local community

Administrative tasks and responsibilities

21. How satisfied are you with your various responsibilities?

Delegation of duties to you by your headteacher

Your administration on teachers

Your duty of disciplining students

The teachers’ response to your instructions

The non-teaching staff response to your instructions

The responsibility of running the school in the absence of the headteacher

Working conditions

22. How satisfied are you with:

The whole school environment?

Your office facilities?

Staffroom facilities?

Classroom facilities?
Cleanliness of the school? _ _ _ _ _

Maintainance of school facilities? _ _ _ _ _

Parents? _ _ _ _ _

Provision of both teaching and learning facilities? _ _ _ _ _

**Security of your job**

23. How satisfied are you with the following:

1 2 3 4 5

Your future job security from your employer? _ _ _ _ _

Protection by your headteacher? _ _ _ _ _

Protection by your fellow teachers? _ _ _ _ _

**Leadership style**

24. What is your level of satisfaction on the following:

1 2 3 4 5

Your headteacher's leadership style? _ _ _ _ _

The level of staff involvement in decision-making allowed by your headteacher? _ _ _ _ _

The quality of communication from your headteacher? _ _ _ _ _

Your participation in financial matters of the school? _ _ _ _ _
SECTION THREE

Instructions

Please write your responses in the spaces provided and where applicable place a tick (√) in the appropriate space.

25. (a) Name three aspects of your job that you like as a deputy headteacher.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

State your reasons for liking these particular aspects of your job.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

26. (a) Name three aspects of your job that you especially dislike as a deputy headteacher.

(i) ________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

State your reasons for disliking these particular aspects of your job.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

27. Please place a tick (√) in the appropriate space that explains the general level of satisfaction in your present position as a deputy headteacher.

Not satisfied ( )

Slightly satisfied ( )

Satisfied ( )
28. Check between each pair of adjectives that best describes how you feel at work

Key:

= Not sure
= Slightly
= Very
= Extremely

3 2 1 0 1 2 3

Valuable ___________ Worthless
Penalised ___________ Rewarded
Interested ___________ Bored
Recognised ___________ Unrecognised
Appreciated ___________ Unappreciated
Satisfied ___________ Dissatisfied

29. To which position do you aspire in your long-term career plans (Please tick only one).

(a) Headteacher ( )
(b) College lecturer ( )
(c) Proprietor of own school ( )
(d) Manager of own school ( )
(e) Other ( )

Specify ____________________________
Please make some suggestions in areas that you feel that could lead to more job satisfaction in the post of deputy headteacher.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

THANK YOU