

**INFLUENCE OF SELECTED JOB FACTORS ON JOB
SATISFACTION OF DEPUTY PRINCIPALS IN PUBLIC
SECONDARY SCHOOLS IN TANA RIVER COUNTY, KENYA**

MERCY MUTHONI

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DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been completed by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

Signature Date.....

Mercy Muthoni

E55/MSA/CE/34787/2016

Supervisor

This research project has been submitted for examination with my approval as university supervisor.

Signature Date.....

Dr. Daniel Mange

Department of Educational Management,

Policy and Curriculum Studies

School of Education

Kenyatta University

DEDICATION

I dedicate this project to my spouse Patrick Kiambati, our kids, Gift Gideon and Favour Precious for being there to encourage and support me throughout the programme; and to my parents: my dad Elias and my mother Rose for encouraging and praying with me throughout my academic journey.

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ABBREVIATIONS AND ACRONYMS

ASAL	Arid and Semi –Arid Lands
CBA	Collective Bargaining Agreement
ICT	Information Communication Technology
KUPPET	Kenya Union of Post Primary Education Teachers
KNUT	Kenya National Union of Teachers
MOE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
POYA	Principal of the Year Award
SPSS	Statistical Package for Social Science
TOYA	Teacher of the Year Award
TPAD	Teacher Performance Appraisal and Development
TPD	Teacher Professional Development
TSC	Teachers Service Commission

ABSTRACT

Tana River being an Arid and Semi-Arid Land region has its own unique issues on the work force. The deputy principals work in this unique environment compared to their counterparts working in urban and other geographical regions. The purpose of this study was to determine the influence of remuneration, working conditions, promotion procedures and recognition on deputy principals' job satisfaction in public secondary schools in Tana River County. The main objectives for this study were to establish the influence of remuneration on the job satisfaction; to evaluate the influence of working conditions on the job satisfaction; to assess the influence of promotion policies on the job satisfaction and to establish the influence of recognition on the job satisfaction of deputy principals in public secondary schools in Tana River County. Herzberg's two factor theory guided this study. The target population consisted of 33 deputy principals and 3 TSC Sub-County Directors. Descriptive survey design and mixed research method approach was adopted in this research to gather both qualitative and quantitative data. Questionnaire and interview schedule were used to collect data. Stratified random sampling was used in selecting the 3 deputy principals for the pilot study and the 30 deputies were selected purposively for the main study. The 3 TSC Sub- County Director were included in the study. Supervisors vetting was used to ascertain face and content validity. Questionnaire and the interview schedule was piloted on a sample of 1% to test the efficacy of the research instruments. Reliability was ascertained by use of Cronbach alpha coefficient. Piloting of research instruments was conducted in three public secondary schools. The quantitative data obtained were subjected to descriptive statistics analysis. The statistical package of social sciences (SPSS version 22) was used to generate Frequency and percentages. Tables and graphs were used in data presentation Qualitative data were analyzed thematically by use of reported statements. The study findings revealed that deputy principals were dissatisfied with the pay package. Less than half were satisfied with physical facilities in their schools and security in their environment however they were generally dissatisfied with transport facilities. Half were satisfied with promotion policies with reference to fairness in promotion, promotion policies, current career guidelines and chances for future promotion. More than half were slightly satisfied with the reward for work well done, acknowledgement and appreciation programmes in the school. However nearly two thirds were satisfied by respect from co-workers. The recommendation made included improvement of the pay package for deputy principals, acknowledging them, maintaining security at all times and improvement of transport facilities. The research findings are significant to policy makers such as the Teachers Service Commission (TSC) and Ministry of Education (MOE) in formulation of policies in regard to promotion and remuneration of deputy principals.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

Presented in this chapter is the study background followed by problem statement as well as the purpose and study objectives. Also included are the questions guiding the study, as well as the study's significance and the study's limitation and delimitation. Additionally, the chapter presents the study assumptions, conceptual framework theoretical framework as well as the operational definition of terms.

1.2 Background to the study

Maintenance of human resources is highly dependent on employees work fulfillment in any organization. The performance of employees is also greatly impacted upon by work fulfillment. The employees' work performance is greatly related to the organization's productivity. As (Ombeni,2016) postulated, the most important aspect of a healthier secondary school is job satisfaction.

Satisfied principal and deputy principal would likely work harder for the betterment of the school than dissatisfied ones. On the other hand, students would not fully benefit from education if an assistant principal who is not satisfied would lazy around as a result of dissatisfaction (Murage, 2003). Higher productivity, higher morale levels as well as initiative result from people being happier with their jobs and consequently more satisfaction (John,2007).

Lower commitment, adverse behavior as well as lower productivity as (DeNobile and McCormi, 2005) noted are results of low levels of satisfaction. They further noted that being psychologically withdrawn from the job, absenteeism which results to students' minimal performance as well as poor interpersonal relations with administration, students and staff, were evident among teachers who experienced low job satisfaction. For any school to achieve its goals there is need for satisfying and motivating deputy principals so that they can work with minimum supervision (Aujata, Enose, Simwata, and Ayieko, 2014). Githinji (2014), noted that the deputy principals' job satisfaction increases when they are given assistance and shown appreciation for their achievements.

Deputy Principals in secondary schools are appointed to provide support to the principal in development and implementation of educational plans and policies, school programs and all the curriculum activities. The principal being the head of the institution is always acknowledged for the improved performance despite the fact that the deputy principal is involved in supporting the principal in running the school.

Although many researchers have taken keen interest on research about job satisfaction in general in various sectors, a few have conducted research in relation to the secondary school deputy principals and their job satisfaction. Job satisfaction of deputy principals is a matter that deserves attention given the critical role which they are expected to play in school management. To the contrary this area of research has received limited attention in studies that focus on school leadership development (Khumalo and Vyver, 2020).

Deputy Principals assist the principal in school administration whereby they handle students discipline, appraise the teachers and attendance monitoring of both students and staff. They are also required to prepare the professional documents and teach their subject of specialization just like any other teacher. Their job satisfaction is a matter of concern so that proper policies can be formulated to enhance their job satisfaction and productivity.

Herrington and Wills (2005), in their study which they embarked on investigating the job satisfaction levels of secondary school deputy principals in Florida established that the superintendent and district human resource officers had lamented of increasing difficult in filling vacant school leadership positions during the past few years. Most of the teachers were not interested in leadership positions due to job dissatisfaction.

John (2007), in a research on job satisfaction among high school deputy principals in seven Florida counties noted that there were only two studies done on deputy principals. One in Florida by Neal (2002) and another carried out in Mississippi by Chen (2000). The assistance principals had been considered the forgotten stepchild in administrative study research for many years (Neal, 2002). Most of the studies that have been done have focused on job satisfaction in other sectors and on the principals.

Further research conducted by (Capelluti and Nye, 2005); (Fenwick and Pierce, 2001) predicated a national wide principal shortages in United States. In light of

these findings job satisfaction levels of deputy principals are important because they will finally provide the pool of candidates from which future principal selection is made. Qualified, trained and satisfied deputy principals are required to fill the upcoming positions of principal. Without these there will be a shortage.

John (2007), in his study investigating job satisfaction among high school assistant principals in seven Florida counties asserted that deputy principals need to be mentored and trained as they execute their administrative duties. Moreover they need to be encouraged to pursue their personal development of becoming principals as soon as they are capable. The interest of deputy principals of moving to principal ship as soon as they are ready may wane if they are not persuaded.

National college for teaching and leadership (2013) in Britain reported that role tensions exist between deputy principals as their duties often overlap with those of the principals where in some cases they fully deputize the principals in their absence and are expected to carry out all their responsibilities. In most schools deputy principals are assigned responsibilities in particular areas for instance discipline, staff development and attendance monitoring of both the students, sub-ordinates and teaching staff. This makes the deputy principal regard the role as holding maintenance as opposed to developmental leadership function which reflects that the full potential of deputy principals is underutilized.

Employees who are satisfied with their job are more likely to stay with their employers. National Business Research Institute (2009) in the United States of

America notes that employees who have higher job satisfaction believe that their organization will be satisfying and they take keen interest in the quality of work, have high commitment and are more productive and their retention rates are high. The job of deputy principal is more often considered as the entry level to the position of a principal (John 2007).

Jaime (2020) on a study on job satisfaction of high school assistant principals where he did a qualitative study of the effects of role ambiguity, role conflict, job facets and demographics noted that, while research on the superintendent, principal, or teacher may be prevalent, research on the assistant principal was lacking. This qualitative study based on phenomenological research was focused on determining overall job satisfaction of high school assistant principals in Ohio as well as the factor that role ambiguity, role conflict, and facet satisfaction play on the overall job satisfaction.

The study, showed that assistant principals often have different actual job responsibilities than those they assumed they would have or those they identified as ideal. Most assistant principals in the study experienced instances of role ambiguity and role conflict. The majority of the assistant principals had a high rating of job satisfaction despite the differences in job responsibilities or instances of ambiguity and conflict.

Harvey (1994), conducted a survey of four hundred deputy principals in Australia and found that the majority of the group in the sample experienced role ambiguity

and this led to problems of role differentiation with the principals. He further asserted that the role of deputy principal should underscore educational leadership in administrative team.

Borg & Riding (1993) carried out a study on occupational stress and job satisfaction among school administrators in Western Australia utilizing a sample of 150 school administrators in state primary and secondary schools in Malta. The selected sample completed a self administered questionnaire on their perceptions of role- related stress. They found out that about one- fifth of the respondents found their job as school administrators either very stressful or extremely stressful; 80 per cent indicated that they were fairly satisfied or very satisfied with their job. Results also showed that informants who reported greater levels of stress were least satisfied with their role as school administrators. A principal components analysis of the listed sources of stress revealed four major stress factors which include lack of support and resolving conflicts, inadequate resources, workload and work conditions and responsibilities. These factors contributed to job dissatisfaction.

Khumalo and Vyver (2020), carried out a study on critical skills for deputy principals in south African secondary schools and asserted that critical skills is a matter that deserves attention since the deputy principals play a vital role in management. Deputy Principals need role awareness, technical socialization and self-awareness skills in order to perform their duties effectively and with intrinsic motivation. To acquire the critical skills, preparation programs, mentoring and ongoing professional development is needed in order to empower the deputy

principals to contribute to attainment of quality education. Acquisition of proper critical skills would go a long way in enhancing job satisfaction of deputy principals. Adebola & Jibril (2008), carried out a study on job satisfaction of secondary school administrators in Kano State in Nigeria and noted that the practices of teachers are a very significant function in the educational development of any nation and society since they are seen as a group of key and important body of professionals for a nation's development. School administrators, despite the title are teachers. They are supposed to teach and at the same time perform the administrative functions. In this regard their job satisfaction matters a lot. The extent to which the school administrators are satisfied with their job is a potential indicator of their commitment to their responsibilities, managerial effectiveness and motivation. If there is a poor relationship between and among persons, environment and job characteristics, there may be problems with their behavior at work.

The deputy principals are under intense pressure to handle the demands produced within schools and to fulfill the external requirements enforced upon schools. The deputy principals' time is thus impacted upon by this extended duties. As Ombeni (2016) states, to complete the extra tasks, the deputy principals end up using their personal time with no compensation.

Murage (2003), highlights various roles of deputy principals; as aspiring head of the school, deputy as heads deputy and deputy as deputy heads of the school as noted by (West, 1992) All these roles shape practice in schools. The role of a deputy principal

as aspiring principal implies that all the time spent as a deputy principal offers preparation to the post of a principal or school administrator.

Deputy Principals in public secondary schools in Kenya are appointed from among senior teachers, heads of departments and regular teachers. The most common technique used to select them is interviews which are conducted at the county level across the country. Factors taken into account during the interview is teachers' experience, as well as professional and academic qualifications (Career progression guideline, 2018).

In Kenya the career progression guidelines which have been developed by the TSC to guide the career growth of teachers in the employment of the commission is expected to boost staff motivation and retention. The guidelines clearly outlines the career path for school administrators so as to provide clear reporting structures in institutions and eliminate overlap in the grading structure. The guideline has provided four entry levels for deputy principals before one is promoted to the position of a principal.

The deputy principal is expected to serve for three years at each level which means that one need to serve as a deputy principal not less than twelve years before promotion to a post of a principal. The entry grade is deputy principal IV which is a promotional and entry grade for the deputies in secondary schools. One is expected to serve in this level for three years before being promoted the next level. For one to be promoted to the next level he/she must have undertaken the relevant TPD

modules, have a master degree in the pertinent area and have obtained a satisfactory rating in the performance appraisal process .TSC New Promotion and Deployment Requirements (Career Progression Guidelines, 2018).

Githinji (2014), found out that job factors which appear as very vital to deputy principals in Limuru include workload, promotion prospects and recognition. These job factors had a significant bearing on job satisfaction of deputy principals. A study done by Mugambi, Severina, Rael and Kimathi (2016) on job satisfaction among deputy principals in Tigania East revealed that good relationship with teachers, remuneration, promotion and security contributed to job satisfaction.

Several reforms in education sector have been geared towards improvement of the quality of education and access. The government policy on one hundred percent transition from primary school to secondary school which was rolled out in 2019 has led to high enrolment and increased pressure on the physical and human resources. The deputy principals have not been spared by these developments given their major role in maintaining student discipline. There are many challenges in handling students who underperformed in primary school and have been forced to transit to secondary school.

There is escalating coercion on deputy principals within schools to meet many demands imposed within and without the school. The expanded set of responsibilities places an additional pressure on the time of the deputy principal. The heads manual for secondary schools in Kenya (1987) highlights the duties and

responsibilities of deputy principals under the management of the principal as; teaching subject of specialization to impart knowledge, skills and attitudes to the learner, deputizing the principal in his/her absence, maintaining the learners discipline, supervision of the maintenance of proper inventories of equipment and supplies for accountability and optimal utilization. The career progression guidelines (2018) by the TSC highlights more roles of the deputy principals which incorporates appraising teachers in the process of Teacher Performance Appraisal Development (TPAD).

The researcher conducted a research on the influence of remuneration, working conditions, promotion procedures and recognition on deputy principals' job satisfaction in public secondary schools in Tana-River County, Kenya with an intention of adding new knowledge on the limited research and often overlooked and understudied job satisfaction of deputy principals working in ASAL regions. This study will also add relevant and current knowledge on the perception of administrators concerning the new Teachers Service Commission career progression guidelines in regard to promotion prospects. Finally the findings of this study will add to the body of research on school administration and larger body of research on job satisfaction.

1.3 Statement of the Problem

Job satisfaction is one of the most studied variable in organizational behavior research (Khumalo and Vyver, 2020). Most of the researchers have based their research on teachers' job satisfaction and principals' job satisfaction. A few

researchers have taken keen interest on job satisfaction of the secondary school deputy principals (John, 2007).

Deputy Principals play a very critical role in supervision of implementation of curriculum and maintaining student discipline in liaison with other staff members. Given the many roles they perform in the school as outlined in (career progression guidelines 2018) there is need to recognize their effort so that students can reap full benefit of education. TSC has put a lot effort in recognizing the work done by all the school administrators. In 2016 a CBA was signed between the teachers employer and the teachers union which was to be implemented in phases. All the school administrators were to benefit, however some of the deputies were left out due to TSC policy on appointment and deployment of school administrators which was formulated in line with CBA to make office bearers to be substantially appointed.

In a circular dated 13th September 2019 the TSC requested all the regional directors to submit data for list of principals and deputy principals performing administrative duties in arid and semi-arid lands for them to be confirmed in their positions. The teachers union has been pushing for affirmative action in deployment of school administrators in ASAL region. The deputy principals in Tana River are among the administrators in ASAL region. It was therefore necessary to determine the influence of remuneration, working conditions, promotion procedures and recognition on deputy principals' job satisfaction in public secondary schools in Tana River County because there was limited empirical evidence of any study that had been carried out in relation to deputy principals job satisfaction. This researcher

found a few studies done about secondary school deputy principal job satisfaction that is in Nairobi by Murage (2003) and Gaya (2005), in Kiambu East by Nyamira (2012), in Limuru by Githinji (2014), in Hamisi sub-county by Aujata et al (2014) and in Tigania East by Mugambi et al (2016). These studies were conducted in different locale and the findings cannot be wholly generalized to represent Tana which is an ASAL region.

1.4 Purpose of the Study

The purpose of this study was to determine the influence of remuneration, working conditions, promotion procedures and recognition on job satisfaction of deputy principals in public secondary schools in Tana River County.

1.4.1 Objective of the Study

The study sought to;

- i) Establish the influence of remuneration on the job satisfaction of deputy principals in public secondary schools in Tana River County.
- ii) Evaluate the influence of working conditions on the job satisfaction of deputy principals in public secondary schools in Tana River County.
- iii) Assess the influence of promotion procedures on the job satisfaction of deputy principals in public secondary schools in Tana River County.
- iv) Establish the influence of recognition on the job satisfaction of deputy principals in public secondary schools in Tana River County.

1.4.2 Research Questions

The study attempted to answer the following questions;

- i) What is the influence of salary, allowances and other fringe benefits on job satisfaction of deputy principals in public secondary schools in Tana River County?
- ii) How does security, working hours and office appearance influence job satisfaction of deputy principals in public secondary schools in Tana River County?
- iii) How does fairness, career progression guidelines and chances of promotion influence job satisfaction of deputy principals' in public secondary schools in Tana River County?
- iv) What is the influence of recognition through rewards, acknowledgement and respect from coworkers on job satisfaction of deputy principals in public secondary schools in Tana River County?

1.5 Significance of the Study

The research may give insight on the level of job satisfaction of deputy principals in Tana River County and this may be significant to policy makers such as the Teachers Service Commission (TSC) and Ministry of Education (MOE) in reviewing some policies in regard to promotion of deputy principals.

The principal who is the immediate supervisor may find the research findings worthwhile to aid in devising ways and means of motivating their deputies to enhance their job satisfaction. They may control the factors that brings

dissatisfaction and low morale and emphasize on factors that motivate the deputy principals.

The school Board of Management may find the findings of this study worthwhile to help in improving the working conditions in order to enhance the job satisfaction of deputy principals.

The deputy principals may also benefit from the study by pointing out the factors that lead to their job satisfaction and dissatisfaction which will be brought to the attention of relevant stakeholders.

Lastly the study may form a base for relevant education data for future researchers who may be interested in conducting research in other counties so as to seal the information gap and adding to the pool of currently existing body of knowledge on job satisfaction.

1.6 Limitation and Delimitation of the Study

Limitation is some aspect of study that may impact on the results of the study and generalization of the study. The researcher has no direct control over these aspects which range from funds, time and location. These aspects limits the scope of the study. Delimitation on the other hand shows the boundary limitation of this research.

1.6.1 Limitations of the Study

The deputy principals had a challenge of exposing vital information about themselves. The researcher assured them of confidentiality of the information given

and they were not required to write their name and the name of the school on the questionnaire.

The COVID-19 pandemic posed a challenge during data collection process but the research adhere to the government and World Health Organization set guidelines on prevention of the spread of the pandemic that is wearing mask, observing social distance and sanitizing and washing of hands.

The researcher faced financial constraints during the data collection process. The researcher wisely budgeted for the limited finances to successfully complete the whole process.

Location of some school in very remote areas and impassable roads posed a challenge during data collection. The researcher had to use a motorbike to access the schools.

1.6.2 Delimitations of the Study

The study focused on deputy principals in public secondary schools in Tana River County which is classified as an ASAL region. Therefore, the findings would not be fully generalized to public secondary schools in urban and other areas in the country due to different varied factors ranging from environmental, cultural and social-economic. Generalization would be done with caution.

The reviewed literature was related to the study that is in relation to deputy principal's job satisfaction and job satisfaction in other sectors. Other literature on job satisfaction not related to the study was not taken into consideration.

The study utilized mixed research methods to ensure collection of quantitative and qualitative data.

1.7 Assumptions of the Study

The study assumed the following;

- i) The respondents were knowledgeable on the job satisfaction and the determining factors.
- ii) The respondents were straightforward and precise in giving data with respect to the investigation subject.
- iii) The results obtained from the study respondents were representative and generalizable to all the public schools in the County.

1.8 Theoretical and Conceptual Framework

Presented here is the theoretical framework which guided the whole study and the conceptual framework which shows the relationship between the independent variables, dependent variable and intervening variables. The variables in the conceptual frame work were derived from the theoretical framework and they also guided data analysis.

1.8.1 Theoretical Framework

Frederick Herzberg, the psychologist, is credited with proposing the two-factor theory known also as the motivation-hygiene in 1959. The theory submits that two categories of factors exist which either lead to dissatisfaction or satisfaction with work. The categories are hygiene factors and motivation factors (Herzberg, 1959). Motivators/intrinsic factors include; achievement, recognition for good work, advancement opportunities and responsibility which are solid determinants of job satisfaction (Herzberg, 1959). The intrinsic factors are concerned about the job itself as opposed to physical, administrative or social environment. The job itself is the major source of motivation.

The second category of factors is the hygiene/extrinsic factors which include aspects such as supervision, organization policy, salary, working conditions and relational relations, status and security. These factors are derived from the environment and not the work itself. These factors do not promote job satisfaction though their absence would create dissatisfaction and their presence would only serve to remove dissatisfaction.

Herzberg carried out a research on two hundred accountants and engineers. They were required to list aspects of their job that they did not like or experiences that they viewed as satisfying or dissatisfying. After analyzing the findings, it was clear that factors associated with the job itself tend to lead to job satisfaction. He called these factors motivators/intrinsic. The factors surrounding the job environment did

not seem to add to satisfaction. The hygiene/extrinsic factors only served to bring temporary relief from dissatisfaction but do not bring about satisfaction.

John (2007), asserts that a lot of studies have been done on the subject of job satisfaction. He asserted that over 3300 studies on job satisfaction have been published largely because it forms a foundation in the inquiry into the psychology of motivation preference and attitude. Rewards may contribute to job satisfaction and consequently improve performance. There is a proof to support the argument that high pay causes satisfaction. Organizational factors that had an influence on the pay satisfaction relationships could be considered into social compassion actual pay and wage history (Antonio, 2012).

Sergiovanni (1967), conducted interviews with 71 teachers and the same methods were also applied by Nias (1981) with 100 graduates to test Herzberg's two-factor theory in the educational context. These studies confirmed that factors leading to job satisfaction and dissatisfaction are mutually exclusive. The findings showed that motivators in teaching context tend to be the job itself and the hygiene factors tend to be job conditions. Specifically, achievement, recognition and responsibility are predominantly the factors contributing to teacher job satisfaction while interpersonal relations, school policy and administration, physical condition, unfairness and promotion are the main sources of teachers' job dissatisfaction.

John (2007), examined Herzberg's Motivation-Hygiene Theory to check the feasibility of applying the theory. The study reported that Herzberg Two-Factor

Theory could be used in educational settings to identify the motivation and hygiene seekers. John also concluded that motivation seekers are more likely to be committed to teaching than the non-motivation ones.

Dinham & Scott (1998), found another factor affecting job satisfaction and dissatisfaction in the teaching profession apart from the general principle of “two-factor” theory. This third domain generally consists of school-related factors such as school leadership, school reputation, and school infrastructure. The satisfaction level of these factors falls between the satisfiers intrinsic to teaching and dissatisfies extrinsic to teaching tasks.

Lortie (1975) suggested that the ability to build a productive relationship with students is the key source for teachers’ jobs as it would be easier if teachers have a positive and closed relationship with their students. Johnson and Birkeland (2003) believed that teachers would have better relationship with their students if they share some common characteristics such as race, ethnicity, language, social background and expectations.

Tran (2018) , investigated the determinants of teachers’ job satisfaction in Lam Dong Province, Vietnam and examined the feasibility of applying Herzberg’ Two-Factor Theory in Vietnam’s educational setting, employing mixed research approaches with survey questionnaire, in-depth interviews, group discussions and observations. The findings supported the application of Herzberg’s theory in the educational setting of Vietnam with the exception of recognition. The results

showed that satisfiers of teaching career overwhelmingly were phenomena intrinsic to teaching tasks. These include career achievement, work itself, advancement, responsibility, job security, and support from students' parents. Dissatisfiers, on the other hand, were those extrinsic to the teaching core and beyond the ability of teachers including promotion, pay, supervision, students' behavior, job pressure, teacher status, teacher training, working condition, recognition, school policies, relationship with co-workers, school reputation, and career support from school.

Njamura (2012) asserted that Herzberg's theory of job satisfaction suggests that both intrinsic and extrinsic factors have to be considered in an attempt to improve employee job satisfaction. With reference to this theory, the motivators and hygiene factors affect deputy principal's job satisfaction.

The theory's importance for this examination was in explicating the variables of the study which relate to Herzberg's conclusions, that is, independent variables (remuneration and working conditions) as the extrinsic job conditions as well as independent variables (promotion policies and recognition) as the intrinsic variables.

1.8.2 Conceptual Framework

The conceptual frame work stipulates the relations between dependent and independent variables. The independent variables are remuneration, working conditions, promotion procedures and recognition by stakeholders and the dependent variable is job satisfaction. These factors are interrelated and have an impact on job satisfaction. The intervening variables indirectly impacts on job satisfaction. Figure 1.1 shows the conceptual frame work.

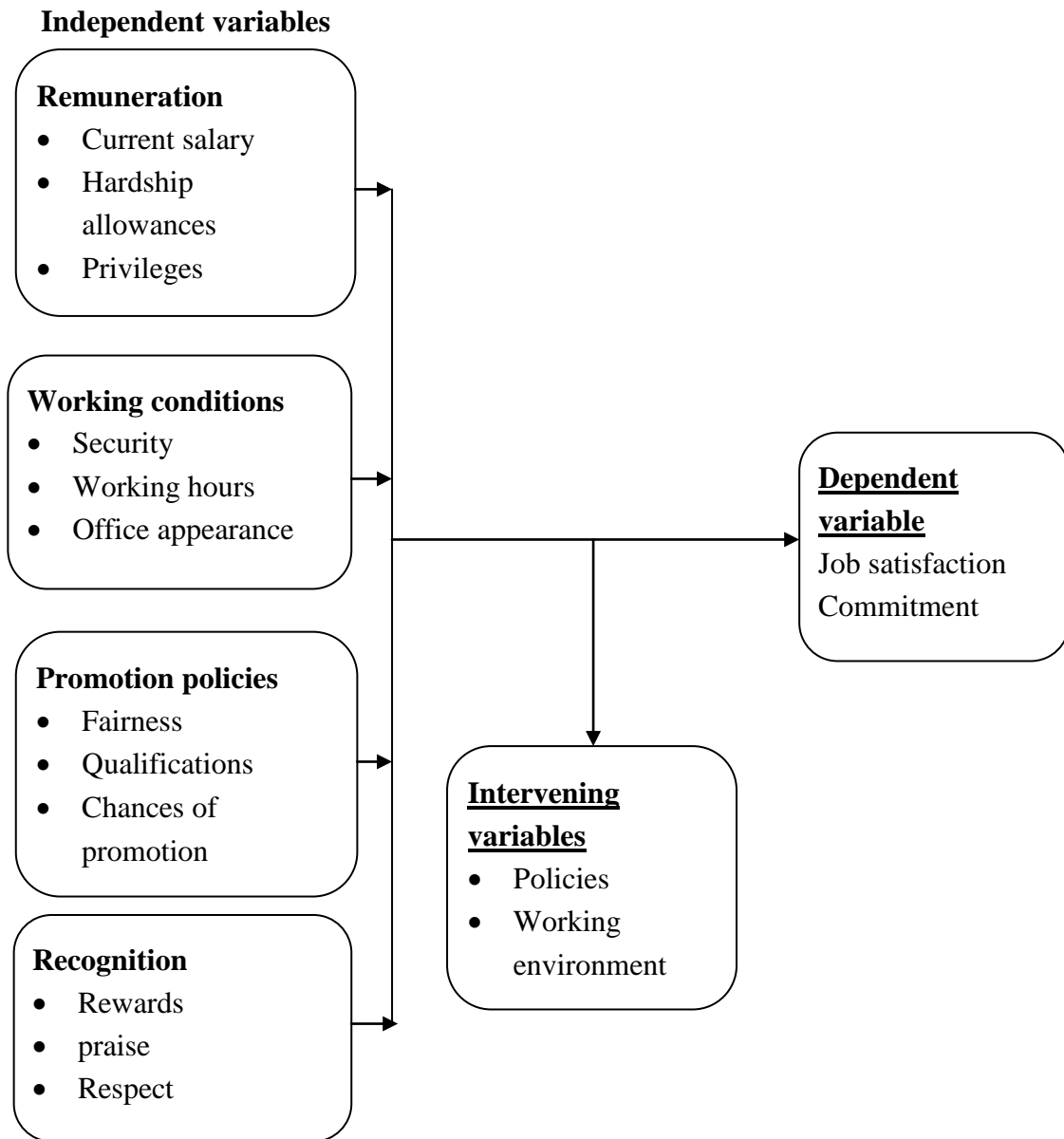


Figure 1.1: Conceptual frame work on job factors that influence deputy principal’s job satisfaction

Source: modified Herzberg (1959)

The job satisfaction of deputy principals is either positively or negatively affected by the motivator and hygiene factors demonstrated in the conceptual frame work. Job satisfaction or dissatisfaction can result from a hygiene factor namely the remuneration. High remuneration may alleviate dissatisfaction in the work place.

Working hours, equipment, over-all quality of work place as well as rest pauses characterizes working conditions. Employees' physical needs and working conditions influences their job satisfaction.

Fair and just processes of advancement, which are free from discrimination lead to the rise of deputy principals through the ranks consequently leading to job satisfaction. On the other hand job dissatisfaction results from discriminatory promotion processes. Another workers' motivator factor that has been shown is recognition. If an employee does quality work, it should be rewarded and acknowledged by giving a token of appreciation or by verbal praise.

All the presented variables interrelate to determine the deputy principals' work fulfillment. The possibility of higher performance is likely to be found in satisfied deputy principles than the dissatisfied ones.

1.9 Operational Definition of Terms

The following is the definition of conventional terms used in the study.

Promotion procedure: This term refers to criteria used in promotion process of deputy principals.

Recognition: This term refers to how the deputy principal is seen and acknowledged with respect to duty performance.

Remuneration: This term refers to salary, allowances and other fringe benefits given to deputy principals.

Selected job factors: This term refers to factors that influence deputy principals' job satisfaction including remuneration, working conditions, promotion procedures and recognition.

Working conditions: This term refers to conditions upon which tasks are performed by the deputy principals in their schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focuses on the concept of job satisfaction and was planned according to the objectives of the study which included: to establish the influence of remuneration package on the job satisfaction of deputy principals in public secondary schools in Tana River county; to evaluate the influence of working conditions on the job satisfaction of deputy principals in public secondary schools in Tana River county; to assess the influence of promotion policies on the job satisfaction of deputy principals in public secondary schools in Tana River county; to establish the influence of recognition on the job satisfaction of deputy principals in public secondary schools in Tana River county. The summary of the literature review is also presented in this chapter.

2.2 Concept of Job Satisfaction

Wasif (2016), asserted that job is a very important aspect of an individual life since it occupies a lot of personal and professional time compared to any other activity. Job satisfaction describes the extent to which one is comfortable with the job. It is an important subject of attention by the higher authorities, policy makers and top executives since it is related to other significant issues of organization. Organizations should strive to ensure that employees are satisfied since they are the key assets in any organization.

Since the 1930s, studies of employees' attitudes and perceptions towards their job satisfaction have begun to have significant contribution to the body of knowledge about the factors contributing to employees satisfaction or dissatisfaction in their jobs (Middlemist and Hitt, 1998). Several definitions and theories on job satisfaction and work motivation have been developed. The underlying challenge associated with researches on job satisfaction issues is that there is no universal definition of the term (Neal, 2002).

Scholars who have conducted research on the concept of job satisfaction developed various views on it. According to John (2007), job satisfaction is a positive emotional state resulting from the appraisal of one's job or experience. Job satisfaction can be perceived as an employee's observation of how well their work present those things which are significant to them. However people have different levels of satisfaction in their jobs. There is a category that feel that working is dreadful and miserable on the other hand others feel that job is a source of happiness.

Ombeni (2016), viewed job satisfaction as the perspectives and feelings people have about their job. Job satisfaction is significance since employees who are satisfied have positive feelings towards their jobs and working environment .Various challenges and opportunities presented by the work affect job satisfaction. High job satisfaction leads to better workers (Middlemist and Hitt, (1991).

Dinham and Scott (1998), consider job satisfaction as a dynamic construct indicating how an employee feels about his or her job. Gostick and Elton (2007), propose a job satisfaction definition in which emotion is given more emphasis. They view job satisfaction as "an evaluative judgment about one's job that partly, but not entirely, results from emotional experiences at work" This differences among the definitions and concepts are related to data analysis as well as finding interpretation. DeNobile and McCormic (2005), asserted that response from the job itself, autonomy, interesting and challenging work are important tools for job satisfaction among employees. Since there will be lower staff turnover and higher productivity. Hulin & Judge (2003), assert that the concept of job satisfaction should comprise of multidimensional psychological responses including the three important aspects namely cognitive (evaluative), affective (emotional), and behavioral components.

Sergiovanni (1967), viewed job satisfaction as a term indicating individuals need fulfillment at work. the differences between what an individual expects to receive and what he actually gains from work. Locke (1976), regarded job satisfaction as a product of behavior and action in a particular context or environment. Job satisfaction is the state of feeling an employee has resulting from job values (Nias, 1981).

Although being observed and defined in various ways, the most widely accepted and the most influential definition of job satisfaction is that of Locke (1976) who defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Several theories have been proposed to offer explanations for the concept of job satisfaction. Hackman and Oldham (1976), suggested Job Characteristics Model. This model was based on the perception that job characteristics need to be redesigned in terms of job content and nature to replace monotonous and simple jobs in traditional assemblies and to make jobs more satisfying. The model proposes five core job characteristics which include; skill variety, task identity, task significance, autonomy, and feedback. leading to three critical psychological states namely experienced meaningfulness, experienced responsibility, and knowledge of results which in turn contribute to job outcomes including work motivation, job performance, job satisfaction, and attendance. Job Characteristics Model believes that employees who love challenges and who are interested in their jobs will have positive attitudes and will be more motivated if they have challenging jobs. Furthermore, when employees feel that their jobs are meaningful and enjoyable, they will perform well since they are more motivated and satisfied. The Job Characteristics Model is appreciated for its major contributions to the relationship between core job characteristics and critical psychological states. However, the model has its own limitations in limiting the range of job characteristics including the absence of management practices and supervisory styles.

Herzberg, Mausner & Snyderman (1959) are the pioneers who advanced motivation hygiene theory in an attempt to explain employees job satisfaction. They discovered that factors affecting employees' satisfaction were different from those of dissatisfaction. In Herzberg's works, factors of job satisfaction are divided into two distinct domains: motivation and hygiene factors. Motivators refer to the

nature of work and are the sources of job satisfaction. These include achievement, recognition, work itself, responsibility, advancement, and growth. Hygiene factors, on the other hand, are the factors extrinsic to the job and they include company policies, supervisory practices, work conditions, salary, or relationship with co-workers or supervisors.

Hygiene factors tend to contribute to the dissatisfaction of the employees. Furthermore, Herzberg and his colleagues argued that the factors contributing to job satisfaction are not the opposite to those of job dissatisfaction and factors contributing to job dissatisfaction are not the opposite to those of job satisfaction. Furthermore, the opposite of job satisfaction is not job dissatisfaction but no satisfaction. Similarly, the opposite of job dissatisfaction is not job satisfaction, but rather, no dissatisfaction. Although there have been criticisms, Herzberg's two-factor theory of job satisfaction-dissatisfaction has been widely accepted and applied in many researches (Dinham & Scott, 1998; John, 2007). The theory has also been replicated and tested in the educational setting by several researchers including Murage, (2003), Githinji (2014) among others.

Discrepancy theory of Locke (1969), describes job satisfaction in three aspects: what an employee wants, what the employee expect to receive from work, and what he or she actually receives. If there exist a difference between the actual outcomes an employee receives and what he or she expects to get exists, job dissatisfaction occurs.

Equity Theory advanced by Adams (1965), on the other hand, explains the satisfaction in work places in terms of inputs and outcomes or fair and unfair distribution of resources. According to Equity Theory, employees try to maintain the equity between their contribution to jobs and the outcomes they get from their jobs. Employees compare the relationships between inputs/outcomes they receive with other individuals at the same level. Equity exists when the relationship between inputs and outcomes is similar to other co-workers in their work place or in other organizations with the same context. On the other hand, when employees feel that they are being treated unfairly or unequally, they will be less satisfied in their jobs and the perception of inequity occurs.

Vroom (1964) advanced the Expectancy Theory which was based on the assumption that individuals have different sets of goals in their jobs and they are motivated when they believe that there is a positive relationship between efforts and performance which in turn leads to desirable reward that can satisfy their needs. According to Dinham & Scott (1998), job satisfiers in the teaching profession, generally, are the factors intrinsic to teaching and student achievement, improving student attitudes and behaviors, positive relationship, recognition, and self-growth. Job dissatisfiers, on the other hand, are normally those extrinsic to the teaching. These include the changes of educational policies and procedures on teaching practices, the high expectations from society on the educational system in terms of solving social problems, declining job status, inadequate supervision, heavy administrative workloads, and interpersonal relationship.

The studies carried out by researchers like Murage (2003), Gaya (2005), and Githinji (2014), Aujata (2014) and Mugambi et.al (2016) focused on job satisfaction of deputy principals in public secondary schools in various geographical regions in Kenya. The researchers recommended for similar studies in all the counties in order to fill the research gap. They cautioned that their studies would be generalized to other counties with caution hence the reason for this study in Tana River County which is an ASAL region.

2.3 Remuneration and Job Satisfaction

Wages are a significant factor for job satisfaction in the sense that money does not only help people to get basic needs but is also instrumental in providing upper level needs (John, 2007). Remuneration is an important factor of job satisfaction. It is viewed in terms of amount, fairness and basis of remuneration. Luthans (1992), noted that remuneration factor is important to the employees because it facilitates the obtaining of the basic necessities for instance food, clothing and shelter. Some people perceive high remuneration as a symbol of achievement and a source of recognition in the society. Remuneration can be in the form of money or salary, fixed allowances, variable allowances, incentives and other facilities. Remuneration is the total compensation received by the employees in return for the services he or she has rendered (Agustiningsih, Armanu, Djumilah, and Noermijati, 2016).

Studies have demonstrated that pay affects job satisfaction since employees expect a certain level of monetary rewards for their contribution to the organization and pay constitutes a quantitative measure of an employee's worth. In order to compete for

the most talented workers, companies need to provide attractive and equitable pay. It has been argued that pay is a motivator for many employees initially, but it is not a powerful motivator over the long term. The role of pay in attracting and retaining people at work has been recognized for many decades and is increasingly important in today's competitive, economic environment where strategic compensation planning is needed (Agustiningsih et al., 2016).

Pay has a positive impact on job satisfaction. Employee benefits packages have become an important part of the total compensation or organizational expenses especially in the developed world. Employee benefits average 40% of the total compensation package (Nelson, 2005).

A study by Martono, Moh, and Nury (2018) on remuneration reward management system as a driven factor of employee performance asserted that remuneration reward management system has been a vital point of attention in any organization as a defining factor of employee's job satisfaction and performance. Data was taken from Universitas Negeri Semarang's permanent employees amounting to 403 employees. They found out that remuneration and job satisfaction have a positive influence on performance. Therefore, motivation and job satisfaction were found to be significantly positively influenced by remuneration.

Reward management system is a core function of human resource discipline and is a strategic partner with company managements. Besides, it has a vital role on work outcome. Reward management systems have major impact on organizations

capability to recruit, retain and motivate high potential employees and this result to high levels of performance Remuneration reward system is usually implemented to motivate employees so that they perform better quality, are more productive, are not easily moved to other companies, establish a service oriented behavior, and avoid corruption. (Gunnor, 2011).

A study by Mugambi et al., (2016), on job satisfaction among deputy principals in public secondary schools in Tigania East found that remuneration and job security played a key role in job satisfaction. This agrees with the findings by Nyamura (2012) who found that deputy head teachers in public primary schools in Kieni East were dissatisfied with pay. He asserted that proper remuneration would go a long way in boosting the teachers' morale and improving their performance.

Murage (2003), found out that 97.8% of deputy principals in public secondary schools in Nairobi were dissatisfied with their pay. These findings also agree with findings by Aujata et al (2016) who found out that deputy principals in Hamisi Sub County were dissatisfied with conditions of service.

From the studies it was not clear if deputy principals in Tana River County shared a similar view in regard to remuneration. The study by Nyamura was done on deputy head teachers in public primary schools and it was done in Kieni East and the target population was 46 head teachers. The current study was done in Tana River and it targeted the 33 deputy principals and 3 TSC Sub County Directors.

2.4 Working Conditions and Job Satisfaction

Working conditions are viewed in terms of equipment, ventilation, working hours, rest pauses, temperatures and general quality of work place. (McCormick and Ilgen, 1997) the conditions of working environment may impact positively or negatively on the comfort of the workers and their efficiency in performance of their different tasks. Luthans (1989), noted that environmental factors for instance temperature, humidity, ventilation, lighting, noise and cleanliness have an impact on job satisfaction. John (2007), asserted that a match between the working conditions and physical needs influences a workers job satisfaction thus working conditions that are satisfying facilitate goal attainment.

The studies that have dealt with the working conditions as a factor of job satisfaction shows that employees prefer working conditions which are safe. They like working conditions which are similar to the conditions that they have in their homes. Furthermore, researches have shown a link between working conditions and job satisfaction (Newsham, Arsenault, and Duval, 2004).

The conditions under which a job is performed can be different. This means that there are working conditions that are completely comfortable and on the other hand there are working conditions that are very difficult and dangerous to employees' life and health. Difficult working conditions can be influenced by external factors that include climate - meteorological conditions, temperature, humidity, lighting in the workplace, noise and interference, dust, smoke and other harmful factors; subjective factors that include gender and age of the worker, fatigue, monotony, unfavorable

posture during work, factors related to the organization of production such as duration of the work shift, work schedule, working time, work pace, excessive strain among others. Difficult working conditions influence employees' job satisfaction and consequently affect performances. It is therefore necessary to take measures to eliminate uncomfortable working conditions or, if not possible, to take appropriate safety measures. Safety at work is carried out to ensure working conditions without danger to life or health, or, to avoid accidents and injuries (Danica and Tomislav, 2013).

Raziq and Maulabakhsh (2015), carried out a study on examination of effect of workplace surroundings and environmental factors on work satisfaction in the budgetary area and telecoms industry working inside the city of Quetta, Pakistan. The assessment used a quantitative methodology. Data was assembled through a self-controlled audit survey. The target masses involves informative associations, banking division and the telcoms business working inside the city of Quetta, Pakistan. Face to face interview was used for assortment of data from 210 delegates. The results exhibited a positive association between work environment condition and laborer work satisfaction.

A study conducted by (Gerald , 2016) on the influence of working conditions on job satisfaction of teachers in secondary schools in Tanzania revealed that teachers worked in poor conditions characterized with lack of in-service training, promotion and necessary facilities like chairs and housing. Most of them lived very far from schools where they teach hence affecting them in fulfill their day-to-day

responsibilities which leads to lowering their morale of work. This results into teacher absenteeism and lateness which leads to lower students' academic performance.

Githinji (2014), on her study on determinants of deputy principal's job satisfaction in public secondary schools in Limuru District noted that 42.9% of deputy principals in Limuru were dissatisfied with work load. However, they were satisfied with the opportunity to use their professional skills, new chance to learn new things and opportunities for decision making. This agrees with findings by Murage (2003). Who found that deputy principals in public secondary schools in Nairobi were dissatisfied with overall working conditions in the city of Nairobi.

Nyamura (2012), found out that deputy principals in Kieni East were generally dissatisfied with most of the working conditions ranging from physical facilities and physical environment. From the studies conducted it was not clear if the deputy principals in Tana River shared a similar view hence the researcher sought to determine the extent to which the working conditions impacted on job satisfaction of the deputy principles in Tana River County. The study by (Nyamura, 2012) was done in a different locale and it targeted the deputy head teachers in public primary schools. The study by (Githinji, 2014) laid more emphasis to the deputy principals work load and the use of professional skills.

2.5 Promotion Procedures and Job Satisfaction

Fairness in promotions is a core issue for organizations since it is directly related to some of the most important organizational outcomes. Antonio (2012), carried out a study to find out how workers' perceptions of promotion systems affect organizational justice and job satisfaction. He sampled 213 employees and supervisors from 31 different private sector organizations who completed a survey regarding procedural justice, job satisfaction, transparency, promotion systems, and some demographic variables. The results showed that participants who perceived organizational promotion methods as transparent reported a high level of perceived procedural justice, and that the methods they see as fairer are those based on assessment of performance and this had a positive correlation with job satisfaction.

Pule, Mwesigye, Kanyangabo, and Mbago (2014), did a study on the influence of human resource advancement policies on work fulfillment of employees in information based undertakings which was a relative study of the indigenous and expatriates staffs of Kampala International University in Uganda. The researcher utilized a case study and causal comparative research structure in which self-administered polls were utilized to gather information from a sample of 138 respondents. Information was broke down utilizing the SPSS, and specifically, utilizing means and the autonomous t-test. The investigation uncovered a low difference in human resources advancement approaches between the indigenous and expatriate scholarly staffs. A significant differences in job satisfaction was reported among the two groups with more job satisfaction among the expatriate teaching staff

with whom promotion policies were in favor of. The study therefore concluded that promotion policies had a significant effect on job satisfaction.

In Kenya, the career progression guidelines developed by the TSC to guide the career growth of teachers in the employment of the commission clearly outline the career path for school administrators. There are four entry levels for deputy principals before one is promoted to the post of a deputy principal. The deputy has to serve for three years at one level before promotion to the next level, nevertheless one is required to undertake the relevant TPD modules and acquire a master degree before promotion. The teachers union through KNUT and KUPPET have strongly opposed some of the requirements by the employer.

Murage (2003), asserted that there is a lot of interference in the appointment of principals and education officers in that in some cases experience, academic and professional qualifications for the jobs do not count. Appointments are at times made from serving teachers who have no training or experience in staff management. This procedure has a lot of effects on deputy principals' job satisfaction due to the discriminatory procedure. This may result to lack of upwards mobility for the deputy principals. Job satisfaction result from security perceived from under or over promotion. There is job dissatisfaction if an employee perceive lack of promotion opportunities and progress in his /her job.

Nyamura (2012), stated that deputy principals in Kiambu- East were not satisfied with promotion policies and working conditions. Githinji (2014), carried a study on

determinants of job satisfaction of deputy principals in Limuru. From the findings of the study she asserted that deputy principals in Limuru were dissatisfied with the current trend of promotions in the education sector since most of the deputies had stagnated in the position for over 10 years.

This research sought to determine the extent to which fairness, current career progression guidelines and chances of promotion influenced job satisfaction of deputy principals in Tana River County.

2.6 Recognition and Job Satisfaction

Organizations in today's world environment seek to ensure a proper balance between employee commitment and organizational performance. The reward and recognition is a very vital in maintaining employees' self-esteem and passion. Recognition is one of the most powerful tool in ensuring high motivation at the work place (Robbins, Judge Millete, and Watermash, 2008). Recognition can be viewed in terms of rewards and promotion .Workers will experience job satisfaction if they expect to get rewards and appreciation from performing their duties (Cole, 2004).

Hertzberg (1959), noted that recognition is an aspect that makes individual feel motivated. According to Gostick and Elton (2007), recognition refers to praise or a personal note acknowledging achievements including small gestures that are important to employees. It is necessary to recognize employees because people who feel appreciated are more positive about themselves and their ability to work. Employee recognition can improve productivity and increase satisfaction (Nelson, 2005).

Rizwan (2010), asserted that Human resources are the most important resources in any organization. To retain efficient and experienced workforce in an organization is very important in overall performance of an organization. Motivated employees can help make an organization competitively more value added and profitable. In his study he attempted to find out the impact of reward and recognition on job satisfaction and motivation. The data were collected from employees of diverse type of organizations to gain wide representation of sectorial composition. Self-administered questionnaires were distributed among the 250 employees of different sectors. The statistical analysis showed that different dimensions of work motivation and satisfaction are significantly correlated and reward and recognition have great impact on job satisfaction and motivation of the employees.

Research shows that both financial and nonfinancial rewards have an impact on the job satisfaction and motivation of employees (Rizwan, 2010). Employees are likely to be motivated to better their performance with nonmonetary rewards such as employee acknowledgment. Recognition is the acknowledgement, appreciation, or approval of the positive accomplishments or behaviors of an individual or team (Nelson, 2005).

Based on a survey of 200,000 employees, Gostick and Elton (2007) conclude that if employee recognition is conducted properly, it can increase profitability and customer service levels, and increase employee engagement and satisfaction. Nelson (2005) concludes that recognition leads to improved communication and cooperation. Daniels (1999) concludes that quality and productivity are enhanced

when supervisors simply increased their daily frequency of positive reinforcement. Employees benefit from positive reinforcement and recognition from peers and management. Recognition can motivate hence helping to build feelings of confidence and satisfaction (Keller, 1999) and inspire loyalty and commitment, as well as encouraging employees to extend their efforts (Robbins & Judge, 2008).

Gostick and Elton (2007) argues that one of the most effective morale boosters is praise for a job well done. They further asserted that regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. For many individuals, feelings of self-worth are directly associated with their work. Recognition is an important tool for managers, business owners and human resource professionals in promoting employee motivation and organizational success.

Allan and Helms (2002), research confirmed the importance of regular expressions of appreciation by managers and leaders to encourage behavior of employees to attain organizational goals. Despite the important role of recognition in motivating employees, only about 40 percent of North American workers say they receive recognition for a job well done or get recognized for outstanding individual performance.

Kouzes and Posner (2003), noted that often most of the managers overlooked and underutilized nonmonetary types of reward. In one study, only about 50 percent of managers say they provide recognition for high-performance.

Nelson (2005), on a study on ways to reward employee shows that 78 percent of employees indicate that it is very important for them to be recognized by their manager, and 84 percent of managers concluded that providing nonmonetary recognition as a reward has increased performance. Further, 91 percent of managers conclude that recognizing employees helps to motivate them.

Recognition can include letters or postcards, memory items for instance a mug that last longer than cash, nonmonetary awards that have trophy value, lunch with managers/supervisors, a picture displayed in a prominent place, having hallway named after the employee, posting names (employee of the week or month) in the organization's notice board an event ticket, or a candy bar (Nelson, 2005).

Gostick and Elton (2007), asserts that Recognition ranks as one of the most powerful motivators and plays a key role in effective reward practices. These informal rewards require minimal planning, efforts or expense and can be given for a number of reasons including recognition for a job well done, a birthday, a service anniversary, a special favor and completing an unpleasant task. Effective recognition measures can also include verbal and written praise, public praise, and symbolic gestures by managers. Recognition efforts that are timely, sincere, and personal can serve as a major means of motivation to employees.

Nelson (2005), state that managers need to be in constant contact with the employees if they are to determine what they most value and then find ways to act systematically on those desired forms of recognition and rewards as they perform

well. This suggests that managers need to vary the forms of recognition, adding new things, experimenting with them, and eliminating others that have run their course and are no longer motivating to employees. If managers are timely, sincere, and specific in thanking employees when they have done good work, it will maintain credibility in the recognition process. Managers should establish criteria for identifying employees who are eligible for recognition, then recognize anyone who meets the criteria by being consistently fair. Managers need to be specific and timely when providing recognition, which will help create positive feelings that will affect employee performance.

According to Gostick and Elton (2007), if employee recognition is to provide favorable outcomes, it needs to be applied within a context of goal-setting, open communication, trust and accountability. A good recognition program has to communicate attitudes and behaviors that are recognized by the organization.

According to Keller (1999), if recognition is to provide the required results, it needs to have personal value, requiring managers to consider the nature of the accomplishment and the recipient's preferences; it must be earned, requiring managers to focus on the nature of the accomplishment the recipients view as meaningful; it must be timely, requiring managers to reward immediately; and it has to be accompanied by a celebration, requiring managers to get to know the individual before planning the delivery forum-whether public or delivered one-on-one.

Keller (1999), Employees need to be shown that their achievements have been recognized and appreciated. Recognition of employee performance may take two forms: team and individual. The best recognition singles individuals or groups out for extraordinary performance. It is based upon those areas that make the biggest difference to the individual or group's mutual success. Employees have different values, attitudes, interests and expectations that must be considered during recognition.

Tessema, Ready, and Embaye (2013), carried out a research on the Effects of Employee Recognition, Pay, and Benefits on Job Satisfaction; Cross Country Evidence. They analyzed survey responses from university students in United States, Malaysia and Vietnam. From the analysis employee recognition, pay and benefits were found to have significant impact on job satisfaction. These researchers concluded that both financial and non-financial reward have an impact on job satisfaction. One type of recognition may not motivate everyone in the same way. Recognition programs need to respond to individuals' expectations, which require proper planning and implementation. While recognition is important, an organization should not recognize everyone consistently. Recognition must have value (Boateng and Akafo, 2015).

According to Nelson (2005), leaving employees out does not tend to be a problem in organizations that have developed a strong recognition culture, that have a variety of formal and informal programs and tools, and where managers place an emphasis on

daily recognition practices and behaviors. However, it could be argued that if a recognition program is used incorrectly, it can lower employee morale.

Boateng and Akafo (2015), conducted a study on effect of rewards and recognition on work fulfillment and motivation in private tertiary organizations in Ghana. The examination utilized descriptive survey design seeking information from 157 scholarly staff, from an all out number of seven private tertiary organizations which were chosen through stratified sampling. Respondents from these seven private tertiary establishments were conveniently and purposively chosen. The investigation established that prizes positively affected work motivation yet no huge relationship existed among rewards and occupational fulfillment.

According to Githinji (2014) and Aujata et al., (2016), job recognition has a major impact on Job satisfaction of deputy principals. Quality job done by an employee should always be recognized and rewarded. This can be done by giving letter of acknowledgement to the employees, trophies especially during prize giving days, or a bonus where possible (John, 2007).

A manager can motivate the workers by recognizing achievements .To achieve this the manager can praise and hold regular meetings with the employee (Ombeni, 2016) .Praise and recognition have been largely used to influence job performance. Recognition therefore is a motivator and when it is fulfilled, it increases job satisfaction (Hoy and Miskel, 2008).

TSC has established a reward system where the principals of the year (POYA) teachers of the year (TOYA), ICT champion of the year are recognized and rewarded .There was no evidence of existence of a reward system for deputy principals despite the many roles they are expected to perform to ensure proper school management.

The principals have a professional organization that is Kenya Secondary School Heads Association (KESHA) which comprises of all the principals in both public and private secondary schools. This organization provides professional advice to the principals. It also promotes their rights and responsibilities, assist the principals to give effective and well directed service to their own schools and communities and enable the principals to make educational policies in liaison with the Ministry of Education and Teachers Service Commission. Deputy Principals have not had such a privilege to have their professional organization despite having the leadership roles and having the chance to deputize the principal in their absence.

The studies conducted in other counties had not addressed the situation in Tana River. It was in this light that the researcher sought to determine the influence of recognition on job satisfaction of the deputy principals in Tana River County.

2.7 Summary of Literature Review

The reviewed literature focused on the concept of job satisfaction with regard to Hertzberg two factor theory of, motivation. The reviewed literature revealed that there are a number of attribute which influences job satisfaction among employees

which include remuneration, working conditions, promotion procedures and recognition. (Fisher and Cherrington, 2009) asserts that recognition is a non – financial reward which is effective on employees motivation hence it promotes job satisfaction. Cole (2004), research confirmed that it is important for the managers and leaders to regularly express their appreciation so as to encourage behavior of employees in attainment of strategic goals. Murage (2003) and Nyamura (2012) in their studies found out that there is remarkable relationship between individual factors like recognition and job satisfaction.

Githinji (2014) agreed with this since her study indicated that recognition and work load ranked among the factors that influence job satisfaction. However reviewed literature had not adequately addressed the issue of deputy principals in public secondary schools in Tana River County in terms of assessing their level of job satisfaction. There was limited empirical evidence of research concerning job satisfaction of deputy principals in the entire Tana River County. The study by Murage (2003) was done in Nairobi focusing on 47 deputies and T-test method to test null hypothesis and ex-post facto design while the current study utilized the descriptive research design using the mixed method approach. Nyamura (2012) focused on deputy head teachers in public primary schools in Kiambu East. Study by Githinji (2014) was done in Limuru. Aujata et al., (2014) was done in Hamisi and focused on principals' leadership styles. Mugambi et al., (2016) focused on the deputy principals in Tigania East. Interview schedule, observation and document analysis guide was used in data collection. Other reviewed studies were done in different organizations. It was in this context therefore the research attempted to

seal the identified gaps by conducting a study on the influence of remuneration, working conditions, promotion procedures and recognition on job satisfaction of deputy principals' job satisfaction in public secondary in Tana River County.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter put into focus the research methodology that was used in the study. Aspects of the research methodology contained in this chapter include; research design, research variables and research methodology. Included also in this chapter is location of the study target population, sampling techniques and sample size. Moreover this section presents research instruments, instruments pre-testing, instrument's validity and instrument reliability. Data collection techniques, data analysis logistical and ethical consideration is also addressed in this chapter.

3.2 Research Design

The study made use of descriptive survey design. This design enabled the researcher to gather both quantitative and qualitative data by administering questionnaires to the sampled respondents. The researcher sought to establish evidence of existing conditions by describing the situation as it was without manipulating any variable. The researcher sought the participants' views with regard to their job satisfaction. According to Orodho (2003) descriptive survey design allows the researcher to collect data by administering questionnaires and interviewing the representative sample from the target population.

3.2.1 Variables

This study used both independent and dependent variables as outlined in the conceptual frame work. Dependent variables are conditions that appear to change as the independent variable changes.

3.2.1.1 Independent Variables

The independent variables are job factors that bring satisfaction or dissatisfaction. The independent variables in this study were remuneration, working conditions, promotion policies and recognition. Remuneration entails salaries, hardship allowances and other privileges attached to the post of deputy principal. Working conditions was looked at in terms of conditions of the classroom, security, working hours and transport facilities. Promotion policies incorporates fairness in promotion, current promotion policies, career progression guidelines and chances of promotion.

3.2.1.2 Intervening Variables

Intervening variables for this study were school working environment and school policies. An intervening variables links between other variables (Cresswell, 2018). Deputy Principals are deployed by Teachers Service Commission (TSC) to serve in schools by teaching and performing other administrative duties for instance attendance monitoring of both staff and students, staff and teacher appraisal and maintenance of students discipline. TSC set policies from time to time to give directive on curriculum implementation and other issues related to management. Deputy Principals work in their school to implement the policies regardless of being satisfied or not satisfied with them.

3.2.1.3 Dependent Variables

Dependent variable is job satisfaction. Satisfied deputy principals will be highly motivated and this will enhance their productivity and improved commitment in performance of their administrative duties. The study covered the 33 deputy

principals in the 33 public secondary schools in Tana River County and the 3 TSC Sub-County Directors. Kasomo (2007), asserts that statistics calculated from a large sample is more accurate.

3.2.2 Research Methodology

The study adopted the mixed research method. This methodology was appropriate for this study because the researcher used both qualitative and quantitative methods in gathering and analyzing data based on job satisfaction of deputy principals in Tana River County.

3.2.3 Location of the Study

The study was conducted in public secondary schools in Tana River County. According to Singleton and Strait (1999), an ideal locale of study should be easily accessible and directly related to the researchers interest. Of particular interest in this study was the 33 deputy principals performing administrative duties in the 33 public secondary schools in Tana River County and the 3 TSC Sub-County Directors. This location was appropriate for this study because there was limited empirical evidence of a study concerning job satisfaction of deputy principals in the public secondary schools in Tana River County and the studies in relation to job satisfaction that had been done in other counties would not be fully generalized to Tana River which is classified as an ASAL region. The researcher was interested in examining job satisfaction of deputy principals working in an ASAL region.

Tana River is in the coast region, previous coast province. Its name is derived from River Tana. As enumerated in the 2009 census report, the county has an area of 35,375.8 square kilometers (13,658.7 sq. mi) as well as a population of 240,075. Hola, also known as Galole, is the largest town and the County's capital. Tana River, Tana North and Tana Delta are the three sub-counties that form the county. High temperatures that range from 28⁰ to 38⁰ across the year characterizes the area.

3.3 Target Population

The target population refers to a population from which the researcher wants to generalize the results of the study (Mugenda and Mugenda, 2013). The study focused on all the 33 deputy principals in the 33 public secondary schools in the County and 3 TSC Sub-County Directors (Staffing data Tana River 2019). The deputy principals were the major target in this study because they furnished the researcher with first-hand information about their job satisfaction. Sub-County Directors provided vital information on job satisfaction of deputy principals which was not addressed by the questionnaire. The Sub-County Directors are charged with the responsibility of teacher management at the sub county level hence they are conversant with the issues in their schools.

Tana River County has three sub counties which are Tana Delta, Tana River and Tana North Sub County. There is a TSC Sub County Director in each of the three Sub Counties who manages the teachers within the sub county. Deputy Principals are teachers who have been deployed to the administrative positions. They are supposed to teach their subject of specialization and at the same time perform the

administrative duties for instance maintaining the students discipline and appraising teachers. The sub county directors assesses the deputy principals in the process of Teacher Performance Appraisal Development and countersign their appraisal.

3.4 Sampling Technique and Sample Size

The study used both probabilistic and non-probabilistic sampling techniques to ensure credibility of the study findings (Mugenda and Mugenda, 2013). The specific sampling techniques were stratified random sampling and purposive sampling techniques.

3.4.1 Sampling Technique

Mugenda and Mugenda (2013), asserted that a sample is a subset of a particular population. The sample size depends on the factors such as the number of variables in the study the type of research design, the method of data analysis and size of accessible population. A sample should be large enough to be representative of population which the researcher wishes to generalize but small enough to be selected economically (Best and Kahn, 2005).

The researcher used stratified random sampling to select 3 public secondary schools which were used for the pilot study. Purposive sampling was used to target 30 schools which participated in the main study. In selecting a sample for pilot study, Sampling was done by dividing the schools in accordance to the sub – counties that is Tana North, Tana Delta and Tana River Sub County. One school was selected randomly from each sub- county to make a total of 3 schools and deputies from

these schools were used for pilot study. This method was appropriate since all the schools in the three sub-counties were represented in the sample. Purposive sampling was appropriate for sampling the 30 deputy principals for the main study because they possessed the relevant information on job satisfaction that the researcher was interested in. The three TSC Sub-County Directors were purposely sampled since they are charged with the responsibility of managing teachers at the Sub-County and could provide vital information on job satisfaction of deputy principals.

3.4.2 Sample Size

Mugenda and Mugenda (2013), asserted that a sample is a subset of a particular population. This study used a sample of 30 deputy principals from the 33 public secondary school for the main study and 3 Sub-County Directors. Pilot study entailed 3 deputies sampled from public secondary schools from the three sub counties. This sample size was appropriate for this study because it was large enough to give the required information concerning job satisfaction of deputy principals in public secondary schools in Tana River County. It is recommended that researchers use the largest sample possible because statistics calculated from a large sample is more accurate (Kasomo, 2007).

Table 3.1: Sample size

Group	Population	Sample size
Deputy Principals	33	33
TSC Sub-County Directors	3	3

3.5 Research Instruments

Data collection instruments must be selected appropriately to avoid collecting irrelevant information and to ensure that data collected is in line with the research objectives (Odongo, 2013). The researcher used a questionnaire for deputy principals and an interview schedule for TSC Sub-County Directors.

3.5.1 Interview Schedule for TSC Sub-County Directors

The 3 Sub-County Directors were interviewed to obtain the qualitative data that was not captured by the questionnaire. The Sub- County Director representing Tana Delta, Tana River and Tana North were subjected into face to face interview which enabled the researcher to seek for more clarification on issues that were not clear.

3.5.2 Questionnaire for Deputy Principals

The questionnaire was administered to 3 deputy principals during piloting and the same questionnaire was administered to the 30 deputies for the main study. The researcher delivered the questionnaires to the respondents and agree with the respondents on the appropriate date and time to collect the questionnaires. Questionnaire was appropriate for this study because it enabled the researcher to collect first-hand information concerning job satisfaction of deputy principals in public secondary schools in Tana River County. The use of questionnaire also helped to reduce any bias since the researchers' opinion did not influence the respondent to answer the questions in a particular manner. It was possible to reach out to the deputy principals since schools were spread across all the geographical

areas of Tana River County. The interview schedule was used to get views on job satisfaction that were not featured in the questionnaire.

The questionnaire was divided into two sections. Section A contained questions on demographic factors of the respondent like gender, age, professional qualifications administrative experience and status of the school. Section B focused on deputy principals' satisfaction in relation to given job factors. Likert scale was used.

3.6 Piloting Study

Instrument pre – testing is a preliminary study conducted on small scale to ascertain the effectiveness of research instrument. Pre–test sample should be between 1% and 10% depending on the sample size (Mugenda and Mugenda 2013). The researcher used a pre – test sample size of 3 out of the 33 deputy principals who were selected through stratified random sampling from the public schools in the three sub-counties in Tana River County. Copies of questionnaires were administered by the researcher to the pre – test sample that was similar to the actual study sample in its major characteristics. This helped to reveal any aspect of uncertainty depicted by the questionnaire items that had already been reframed relative to the responses that would be obtained from the respondents. Interview schedule was piloted by interviewing one of the Sub-County Directors. Piloting was undertaken in order to determine the effectiveness of the research instruments.

The researcher sought logical guidance from Tana River County Educational office. The researcher sought appointment with principals of schools selected for sampling through formal written appointment prior to commencement of sampling. The

researcher explained the objectives of the study. The researcher explained the purpose of piloting and sought informed consent from the school administration. The researcher was introduced to the deputy principal by the school principal after which the researcher sought informed consent from each informant prior to piloting of the tools.

Some of the ethical issues explained to informants were confidentiality, informed consent, anonymity and they were also given the name of the researcher and the intention of the research.

The study sampled 1% of the informants in 3 schools where piloting was to be done. The sampling techniques used were stratified random sampling and purposive sampling. The data collection tools were questionnaire for deputy principals and interview schedule for TSC Sub-County Directors.

The sample used for piloting included 2 males and 1 female to ensure gender perspectives in piloting. Questionnaire tool took 35 minutes on average while interview schedule tool took 40 Minutes.

Ethical and specific guidelines which were observed during piloting were confidentiality, anonymity and informed consent.

Ambiguous questions were corrected to be more meaningful. A few questions were edited to enable the respondent to give relevant data. A stem was added to some questions to make them more comprehensive. One question was deleted since it was

not coherence to the research objectives. Timing was improved after the questions were revised. On average a questionnaire was taking forty minutes. Timing was improved to thirty minutes after the questions were revised consequently making the researcher to save on time.

3.6.1 Validity of Research Instruments

Research instrument is validated by ensuring that its items are representatives of the skills and characteristics to be measured (Mugenda and Muganda, 2013). The researcher ensured that questions on the questionnaire and the interview schedule covered the research objectives. Piloting the instruments was done before the actual study so as to modify any ambiguous item.

Before administering the instrument to the sampled population, content validity as well as face validity was used for this study's instrument so as to ensure that the instrument collected the appropriate information. Content validity has been defined by Mugenda and Mugenda (2013) as the measure of the degree of representativeness of the desired content, of the items of the instrument. On the other hand face validity is the level at which, at a glance, the instrument seems to measure what it was designed for.

The validity of the instrument was ensured by pretesting it on a small sample of three deputy principals who filled the questionnaire. Ambiguous questions were corrected to be more meaningful. A few questions were edited to enable the respondent to give relevant data. A stem was added to some questions to make them

more comprehensive. One question was deleted since it was not coherence to the research objectives. Timing was improved after the questions were revised. On average a questionnaire was taking forty minutes. Timing was improved to thirty minutes after the questions were revised consequently making the researcher to save on time.

Qualitative validity was improved by repeated interview and improving the recording of data. This helped in guaranteeing that what the study intends to achieve is achieved. Feedback from the aforementioned parties was used to correct any typing errors, spelling mistakes and any other ambiguity that would compromise the validity of the instrument.

3.6.2 Reliability of Research Instruments

Reliability according to Orodho (2003), means how dependable data is as well as how stable and consistent it is. A researcher would want to be certain that results are consistent and dependable, whenever he/she measures a variable. The degree of error influences a research's reliability. Mugenda and Mugenda, (2003) posits that increase in random errors leads to decrease in reliability.

Internal consistency analysis was done so as to discover the dependability of the questionnaire. A coefficient of internal consistency Cronbach alpha was utilized to quantify the inward consistency. Kasomo (2007) provides <0.5 – unacceptable, >0.5 – Poor, >0.6 – Questionable, >0.7 – Acceptable, >0.8 – Good, >0.9 – Excellent as the rules of the thumb. For this study, the acceptable cut-off of reliability was the value of 0.7 and above.

Table 3.2: Reliability analysis using the approach of Cronbach’s Alpha

Number	Job satisfaction factor	Items	Cronbach’s Alpha Coefficient
1	Remuneration	5	0.87
2	Working conditions	5	0.87
3	Promotion policies	4	0.84
4	Recognition	4	0.70
Total		18	0.82

3.7 Data Collection Techniques

Data collection techniques comprises of the steps and actions necessary for conducting the research effectively and desired sequencing of the steps (Kothari, 2005). The researcher embarked on the process of collecting data from the field after the assessment and the correction of the proposal. The researcher give questionnaires to the deputy principals and collected them the same day to ensure a higher return rate. Those respondents who were unable to fill the questionnaire and hand over the same day were given time and the questionnaire was picked at a later date convenient to the respondent and the researcher. The TSC Sub-County Directors were interviewed at an agreed data with each of them. Data ware first collected in Tana North Sub County, then Tana River Sub County and finally Tana Delta Sub County.

3.8 Logistical and Ethical Considerations

Logistical considerations incorporates various levels of authorizations which include the procedures of ensuring successful access into the field. The norms in research promote the objective of the research for instance truth and avoidance of error that

may arise from misrepresentation of research data. Ethical considerations promote the values that are vital to collaborative work such as trust, mutual respect, fairness and accountability since research involves a great deal of cooperation and collaboration among many different people in different disciplines and institutions.

3.8.1 Logistical Considerations

The researcher sought a research permit to carry out the study from National Commission for Science Technology and Innovation (NACOSTI) through the dean graduate school, Kenyatta University before embarking on data collection. The authorization and approval letter was presented to the Tana River County commissioner who give the authority for the research to be conducted in the County. The authorization letter from the graduate school and the County Commissioner was given to the County Director Ministry of Education in Tana River County who give the authority to conduct research in public secondary schools in Tana. An introduction letter and copies of research permit were given to the principals of the targeted schools to be permitted to undertake the study. The researcher sought consent from the respondents by assuring them that their information would be confidential and would be used for the purpose of the study.

3.8.2 Ethical Considerations

The researcher sought consent from the informants before collecting data. The identity of the respondent was concealed since they were not required to write their name and the name of the school in the questionnaire and any information obtained was confidential. The respondent were given the information on the name of the

researcher and what the research was all about to enable them give informed responses and not out of ignorance. The researcher carried the research alone without taking other people's work. In case where somebody's work was included in the research, it was acknowledged through quotations and citation. This was important to protect the copyright of other researchers and avoid plagiarism. The researcher has presented authentic findings and this research project will be shared with the relevant stakeholders in the education sector for the necessary action.

3.9 Data Analysis

Data analysis is the interpretation of collected raw data into useful information. (Orodho, 2005). The researcher first checked the data collected for completeness. The data were then categorized and coded for easy processing. The data were analyzed on the basis of objectives as outlined in the conceptual framework. Objectives were based on job factors on Herzberg two factor theory. Quantitative data from the closed ended questions in the questionnaire were analyzed using descriptive statistics. Computer statistical package for social scientist (SPSS version 22) was used for descriptive analysis to generate frequencies and percentages. The data were presented using tables and graphs. Qualitative method was used to analyze the qualitative data from the open ended questions. Reported statements and voices were analyzed thematically by making inferences.

Data from the questionnaire and the interview schedule were triangulated to overcome any bias. The unit of data analysis was the schools were sampling was done. Ethical issues observed during data analysis were confidentiality, respondents

were not required to write their names nor the name of the school in the questionnaire and they were assured that the data were for the academic purposes only. The process was completed by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables were borrowed from other sources, including the internet, they were specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

Presented in this chapter is the findings, interpretations and discussion in accordance with the research objectives and research questions as stated in chapter one of this study as follows

- i) To establish the influence of remuneration package on the job satisfaction of deputy principals in public secondary schools in Tana River county.
- ii) To evaluate the influence of working conditions on the job satisfaction of deputy principals in public secondary schools in Tana River county.
- iii) To assess the influence of promotion policies on the job satisfaction of deputy principals in public secondary schools in Tana River county.
- iv) To establish the influence of recognition on the job satisfaction of deputy principals in public secondary schools in Tana River county.

The chapter puts into focus the information on demographic data and the questionnaire return rate. The research findings have been presented in tables and figures. The discussions have been provided to give an interpretation on the meaning of findings.

4.2 General and Demographic Information

This section presents the questionnaire return rate and the demographic data of the respondents. The demographic data of the informants was categorized into age,

gender, educational attainment, administrative experience and the status of the school.

4.2.1 Questionnaire Return Rate

Response rate is the proportion of the sample which participated in the study. 50% response rate is adequate, 60% response is good and above 70% response is very good according to (Mugenda and Mugenda 2013)

Table 4.1: Questionnaire Return Rate

Target respondents	Sample size	Response	Return rate
Deputy principals	30	30	100%
TSC Sub-County Directors	3	3	100%

Findings in table 4.1 indicate that out of the expected sample of 30 informants, 30 responded to the administered questionnaire and this represents 100 percent. The three pilot schools were not included in the main study since a sample of 30 informants was adequate and representative. The researcher administered the 30 questionnaires to the deputy principals and collected them after they were dully filled. The return rate was very good since the researcher had sought the participants consent and the questionnaires were self-administered.

4.3 Demographic Data of the Respondents

This section focuses on the demographic data of the respondents in the research. It provides a summary on gender, age, education attainment, administrative experience of the deputy principals and the status of the school which they execute their duties.

4.3.1 Distribution of Deputy Principals by Gender

The study sought to find gender of deputy principals in secondary schools selected for the study. The findings are presented in figure 4.1

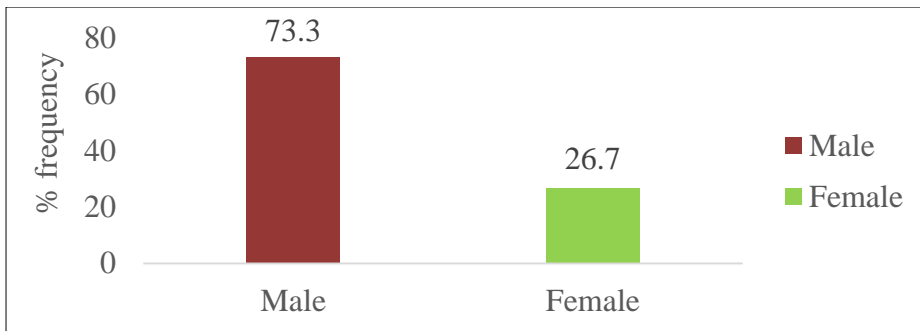


Figure 4.1: Distribution of deputy principals by gender

Findings in figure 4.1 indicate that out of a sample of 30 deputy principals 22 (73.3%) were male while 8 (26.7%) were female. This may be due to the fact that Tana River is a hardship area and more male teachers travel from other counties to seek employment in the county. The staffing data in the county revealed that there were ninety female teachers against two hundred and sixty. The males are 74.3% against 25.7% females.

4.3.2 Distribution of Deputy Principals by Age

The study sought to find the age of deputy principals in secondary schools selected for the study. The findings are presented in figure 4.2

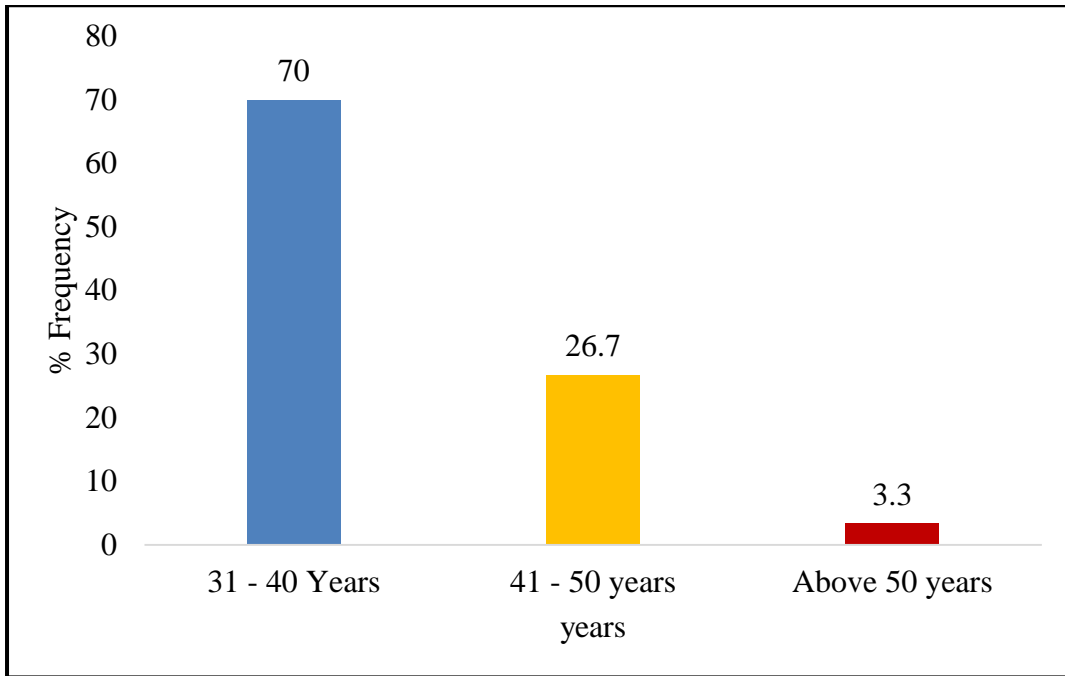


Figure 4.2: Distribution of Deputy Principals by Age

Findings in figure 4.2 indicate that nearly three quarters were aged between 31-41 years. This may indicate that they are young in the profession. The sub- county director revealed that majority of the deputy principals have not been confirmed in their positions since they do not meet the requirements as per the career progression guidelines. Few deputy principals may have acquired the required grades for promotion given that they have not served for the required number of years for them to be confirmed.

4.3.3 Education Attainment of Deputy Principals

The study sought to find educational attainment of deputy principals in secondary schools selected for the study. The findings are presented in table 4.2

Table 4.2: Education attainment of deputy principals

	Frequency	Percent	Valid Percent	Cumulative Percent
University degree	29	96.7	96.7	96.7
Master's degree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Findings in table 4.2 indicate that More than three quarters of deputy principals were trained in education and had acquired a bachelor's degree in education. Only 1 (3.3%) had acquired a master's degree. This could be attributed to high cost of education and there was no package from Teachers Service Commission for further education. This also explains why most of them have not been confirmed with the changes of TSC promotion criteria.

4.3.4 Distribution of Deputy Principals by Administrative Experience

The study sought to find the administrative experience of deputy principals in secondary schools selected for the study. The findings are presented in figure 4.3

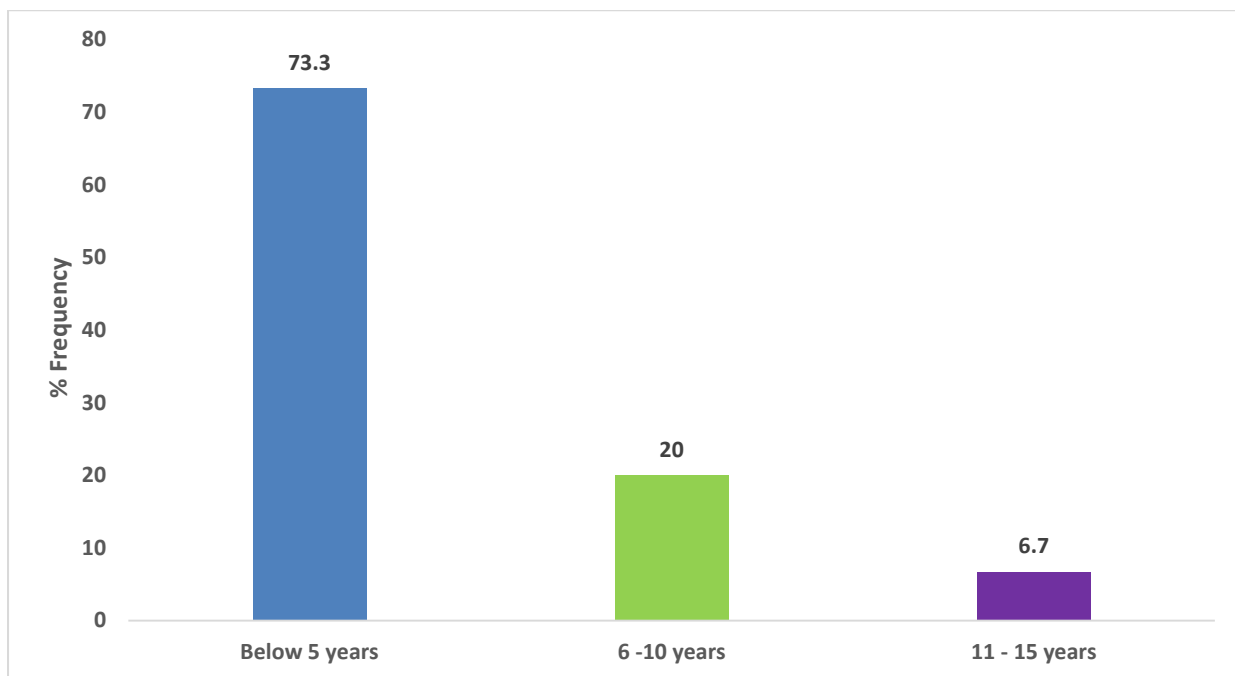


Figure 4. 1 Distribution of deputy principals by administrative experience

Findings in figure 4.3 indicate that nearly three quarters of the deputy principals had served in the post for less than five years. This may be attributed to the fact that they served either as heads of departments or regular teachers before promotion. From the age distribution most of them fall on the age bracket between 31-40 (76.7%) indicating that they had to move from one grade to another before promotion.

4.3.5 Status of the school

The study sought to find the status of school in which the deputy principals in secondary schools selected for the study execute their roles. Schools were categorized into mixed day school, mixed boarding school, boys' boarding school, girls' boarding school and mixed day and boarding secondary school. The findings are presented in table 4.3

Table 4.1 Status of the school

	Frequency	Percent	Valid Percent	Cumulative Percent
mixed day	17	56.7	56.7	56.7
mixed boarding	1	3.3	3.3	60.0
boys boarding	1	3.3	3.3	63.3
girls boarding	3	10.0	10.0	73.3
mixed day and boarding	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Findings in table 4.3 indicate that more than half of the schools were mixed day secondary schools. This could be as a result of government policy to cut down on the cost of education and improve access. The sub county director also revealed that the settlement structures in the community which is clustered settlement necessitated having mixed day schools in the villages.

4.4 job related factors that influence deputy principals' job satisfaction

Data on job factors that influence job satisfaction of deputy principals is presented in this section. This was guided by the research questions touching on remuneration, working conditions, promotion policies and recognition. The researcher made use of a Likert scale as shown below

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

4.4.1 Remuneration and job satisfaction

The first task for this study was to establish the influence of remuneration on the job satisfaction of deputy principals. Deputies were asked to indicate the extent to which

they were satisfied with their present salary, hardship allowances, their salary compared to others in other professions, privileges attached to the post and their present salary compared to other professionals with similar qualifications. The results are indicated in the table 4. 4

Table 4. 2 Remuneration and job satisfaction of deputy principals

Variable:	NS		SS		S		ES	
	F	%	F	%	F	%	F	%
Present salary	22	73.3	5	16.7	3	10.0	0	00.0
Hardship allowances	18	60.0	10	33.3	2	6.7	0	00.0
Salary compared to others	20	66.7	6	20.0	4	13.3		00.0
Privileges attached to the post	15	50.0	11	36.7	3	10.0	1	3.3
Present salary compared qualifications	21	70.0	6	20.0	3	10.0		00.0

Findings in table 4.4 indicate that nearly three quarters of the deputy principals were not satisfied with the pay package. Nearly two thirds of the deputy principals were not satisfied with the hardship allowances and their salary compared to others with similar qualifications. Half were not satisfied with privileges attached to the post. These findings agrees with findings by (Murage, 2003) who found out that 97.8% of deputy principals in public secondary schools in Nairobi were dissatisfied with their pay. These findings also agrees with findings by Aujata et.al (2016) who found out that deputy principals in Hamisi Sub- County were dissatisfied with conditions of service.

A study by Mugambi et al ., (2016) on job satisfaction among deputy principals in public secondary schools in Tigania East found that remuneration and job security played a key role in job satisfaction. This agrees with the findings by Nyamura (2012) who found that deputy head teachers in public primary schools in Kieni East

were dissatisfied with pay. He asserted that proper remuneration would go a long way in boosting the teachers' morale and improving their performance.

The TSC Sub-County directors revealed that most of the deputy principals were serving in an acting capacity and they were yet to be confirmed in their positions. The career progression guidelines stipulates the grade required for one to be confirmed in the position of a deputy principal and there is a pay package for administrators. Therefore the deputy principals in Tana River had not benefited from the TSC pay rise for school administrators.

Remuneration and job satisfaction are two highly important factors in individual performance improvement. In addition, remuneration can improve motivation and job satisfaction. Pay has a positive impact on job satisfaction. Employee benefits packages have become an important part of the total compensation or organizational expenses especially in the developed world. Employee benefits average 40% of the total compensation package ((Nelson, 2005)

A study by Martono et al., (2018) on remuneration reward management system as a driven factor of employee performance asserted that remuneration reward management system has been a vital point of attention in any organization as a defining factor of employee's job satisfaction and performance.

Studies have demonstrated that pay affects job satisfaction. Employees expect a certain level of monetary rewards for their contribution to the organization and pay constitutes a quantitative measure of an employee's worth (Agustiningsih et.al 2016)

4.4.2 Working conditions and job satisfaction

This objective featured the influence of working conditions on job satisfaction. Deputy Principals were to indicate their level of satisfaction with various

pronouncements relating to working conditions. The results are as indicated in the table 4.5

Table 4. 3 Working conditions and job satisfaction of deputy principals

Working conditions	NS		SS		S		ES	
	F	%	F	%	F	%	F	%
Conducive office	5	16.7	11	36.7	13	43.3	1	3.3
Conducive classrooms	6	20.0	12	40.0	11	36.7	1	3.3
Security in the school	5	16.7	14	46.7	10	33.3	1	3.3
Working hours	1	3.3	19	63.3	9	30.0	2	6.7
Transport facilities	12	40	8	26.7	8	26.7	2	6.7

Findings on table 4.3 indicates that less than half of the deputy principals were satisfied with physical facilities in their schools. This may be attributed to increase in funding from the government through constituency development funds. Nearly two thirds were slightly satisfied with working hours. However less than half were slightly satisfied with security in their working environment. This may be attributed to frequent tribal clashes in the county. The TSC Sub County director revealed that most of the schools have no fence and the school land is not demarcated. Less than half were not satisfied with transport facilities. This may be attributed to poor and impassable roads that affects transport. These findings deviate with findings by: Nyamura (2012) who noted that deputy principals were slightly satisfied with general security and generally dissatisfied with physical facilities due to inadequate facilities.

Githinji (2014), on her study on determinants of deputy principal's job satisfaction in public secondary schools in Limuru District noted that 42.9% of deputy principals in Limuru were dissatisfied with work load. However they were satisfied with the opportunity to use their professional skills, new chance to learn new things and opportunities for decision making.

Murage (2003). Found that deputy principals in public secondary schools in Nairobi were dissatisfied with overall working conditions due to harsh economic conditions and high cost of living in Nairobi.

Newsham et al., (2004) asserted that employees prefer working conditions which are safe. They like working conditions which are similar to the conditions that they have in their homes. He noted that there is a link between working conditions and job satisfaction.

Luthans (1989), noted that environmental factors for instance temperature, humidity, ventilation, lighting, noise and cleanliness have an impact on job satisfaction. John (2007) asserted that a match between the working conditions and physical needs influences a workers job satisfaction thus working conditions that are satisfying facilitate goal attainment.

4.4.3 Promotion policies and job satisfaction

This objective featured the influence of promotion policies on job satisfaction. Deputy Principals were to indicate their level of satisfaction with various pronouncements relating to promotion policies. The results are as indicated in the table 4.6

Table 4. 4 Promotion policies and job satisfaction of deputy principals

Promotion policies with regard to	NS		SS		S		ES	
	F	%	F	%	F	%	F	%
Fairness in promotion	6	20.0	7	23.3	17	56.7	0	00
Current policies on promotion	3	10.0	12	40.0	15	50.0	0	00
Career progression guidelines	4	13.3	10	33.3	15	50.0	1	3.3
Chances of promotion	4	13.3	10	33.3	16	53.3	0	00

Findings on table 4.6 indicate that deputy principals were satisfied with promotion policies. More than half of deputy principals were satisfied with fairness in promotion. Half were satisfied with promotion policies, the current career progression guidelines and more than half were satisfied with chances for promotion to the post of principal. The TSC Sub County Director revealed that most of the young deputies were satisfied with fairness in promotion and were very optimistic on chances of promotion to the post of the principal. These findings deviate from findings by Nyamura (2012) and Githinji who noted that deputy principals in Kiari East and Limuru District respectively were dissatisfied with trends in promotion and fairness in promotion since they had stagnated in the position of a deputy principal for over ten years and had advanced in age.

Murage (2003), found out that deputy principals in Nairobi were dissatisfied with chances of promotion. She asserted that there is a lot of interference in the appointment of principals and education officers in that in some cases experience, academic and professional qualifications for the jobs do not count. Appointments are at times made from serving teachers who have no training or experience in staff management. This procedure has a lot of effects on deputy principals' job satisfaction due to the discriminatory procedure. This may result to lack of upwards mobility for the deputy principals.

Antonio (2012), Asserted that fairness in promotions is a core issue for organizations since it is directly related to some of the most important organizational outcomes. In his study on how workers' perceptions of promotion systems affect organizational justice and job satisfaction where he sampled 213, employees and supervisors from 31 different private sector organizations who completed a survey regarding procedural justice, job satisfaction, transparency, promotion systems, and some demographic variables. It was evident that participants who perceived organizational promotion methods as transparent reported a high level of perceived procedural justice, and that the methods they see as fairer are those based on assessment of performance and this had a positive correlation with job satisfaction.

4.4.4 Recognition and job satisfaction

This objective featured the influence of recognition on job satisfaction. Deputy Principals were to indicate their level of agreement with various pronouncements relating to recognition using a likert scale as provided. The results are as indicated in the table 4.7

Table 4. 5 Recognition and job satisfaction of deputy principals

Statements relating to recognition	NS		SS		S		ES	
	F	%	F	%	F	%	F	%
Rewards for work well done	3	10.0	22	73.3	3	10.0	2	6.7
Acknowledgement for good work	2	6.7	17	56.7	11	36.7	0	00
Appreciation programmes in the school	10	33.3	18	60.0	2	6.7	0	00
Respect by coworkers	0	00	7	23.3	20	66.7	3	10.0

Findings in table 4.7 indicate that nearly three quarters of deputy principals were slightly satisfied with the reward for work well done. More than half were slightly

satisfied with acknowledgment for good work and appreciation programs in the school. More than two thirds were satisfied with respect given to them by coworkers. This supports findings by Aujata et.al (2016) and Githinji (2014) who noted that deputies were satisfied by acknowledgement for their work despite the fact they were dissatisfied with recognition by employer. The post of deputy principal calls for respect and obedience by the subordinate due to the fact that they are charged with the responsibility of maintaining learners discipline in liaison with the teachers (Nyamura, 2012)

The TSC Sub County Director revealed that the serving deputies had been acknowledged by giving them appointment letters. However there were no other appreciation programmes for the deputy principals due to inadequate funds. He further revealed that the principals through the Kenya Secondary school Heads association (KESHA) organizes programmes for the serving principals whereby they get professional advice to assist them in effective and well directed service to their own schools. Despite the deputy principal working hard in hard with the principal in school administration, there no programmes to offer them professional advice.

Reward and recognition is a very vital tool in maintaining employees' self-esteem and passion. Recognition is one of the most powerful tool in ensuring high motivation at the work place (Robbins et al., 2008)

Workers will experience job satisfaction if they expect to get rewards and appreciation from performing their duties (Cole, 2004). Herzberg (1959), noted that recognition is an aspect that makes individual feel motivated

Both financial and nonfinancial rewards have an impact the job satisfaction and motivation of employees. Employees are likely to be motivated to better their

performance with nonmonetary rewards such as employee acknowledgment. Recognition is the acknowledgement, appreciation, or approval of the positive accomplishments or behaviors of an individual or team (Nelson, 2005)

Gostick and Elton (2007), assert that praise for a job well done is one of the most effective morale booster. They further asserted that regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. For many individuals, feelings of self-worth are directly associated with their work. Recognition is an important tool for managers, business owners and human resource professionals in promoting employee motivation and organizational success.

Robbins et al., (2008) asserted that recognition is one of the most powerful tool in ensuring high motivation at the work place Recognition can be viewed in terms of rewards and promotion. Organizations in today's world environment seek to ensure a proper balance between employee commitment and organizational performance. The reward and recognition is a very vital in maintaining employees' self-esteem and passion. School managers should utilize all forms of recognition to ensure that the human resource in the institution is satisfied and performing their duties with intrinsic motivation.

Allan and Helms (2002), research confirmed the importance of regular expressions of appreciation by managers and leaders to encourage behavior of employees to attain organizational goals. Despite the important role of recognition in motivating employees, only about 40 percent of North American workers say they receive recognition for a job well done or get recognized for outstanding individual performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter focuses on the summary of the study, conclusion, policy recommendations, recommendations for practice and recommendations for further research. Recommendations are discussed based on what to be done, the appropriate procedure and the involved stakeholders.

5.2 Summary

Presented here is the summary of research findings based on the four objectives of the study which dealt with influence of remuneration, working conditions, promotion policies and recognition on job satisfaction of deputy principals in public secondary schools in Tana River County.

5.2.1 Influence of remuneration on job satisfaction

The first objective was to establish the influence of remuneration on the job satisfaction of deputy principals in public secondary schools in Tana River County. Findings under this objective are five. They are: first deputy principals were not satisfied with the pay package. Second, deputy principals were not satisfied with the hardship allowances. Third, they were not satisfied with their salary compared to others with similar qualifications. Fourth, deputy principals were not satisfied with privileges attached to the post. Fifth, they were not satisfied with their present salary compared to their qualifications. Finally the study established that most of the deputy principals were generally dissatisfied with the pay package.

5.2.2 Evaluation of working conditions

The second objective was to evaluate the influence of working conditions on the job satisfaction of deputy principals in public secondary schools in Tana River County.

Findings under this objective are five. They are: first, some of the deputy principals were satisfied with condition of their office. Second, some were satisfied with the state of their classrooms. Third, most of the deputy principals were slightly satisfied with security in their school environment. Fourth, most were slightly satisfied with working hours. Fifth, a few were not satisfied with transport facilities. Finally the study discovered that some of the deputy principals were satisfied with physical facilities in their school but were not satisfied with transport facilities and security in the school environment.

5.2.3 Promotion policies and job satisfaction of deputy principals

The third objective was to assess the influence of promotion policies on the job satisfaction of deputy principals in public secondary schools in Tana River County. Findings under this objective are four. They are: first, deputy principals were satisfied with fairness in promotion. Second, deputy principals were satisfied with promotion policies. Third, most of the deputy principals were satisfied with the current career progression guidelines. Fourth, they were satisfied with chances for promotion to the post of a principal. Finally the study established that deputy principals were generally satisfied with the current career progression guidelines set by Teachers Service Commission to guide the career growth of teachers.

5.2.4 Recognition and job satisfaction of deputy principals

The fourth objective was to establish the influence of recognition on the job satisfaction of deputy principals in public secondary schools in Tana River County. The findings under this objective are four. First, deputy principals were slightly satisfied with the reward for work well done. Second, they were slightly satisfied with acknowledgment for good work. Third, most of the deputy principals were slightly satisfied with appreciation programs in the school. Fourth, they were

satisfied with respect given to them by coworkers. Finally the study found out that there limited recognition programs for the deputy principals within the county due to inadequate funds.

5.3 Conclusion

The purpose of this study was to determine the influence of remuneration, working conditions, promotion procedures and recognition on job satisfaction of deputy principals in public secondary schools in Tana River County. This study has resulted into four main conclusions as follows: Firstly based on the findings on influence of remuneration on the job satisfaction, it is logical to conclude that deputy principals were dissatisfied with the pay package.

Secondly based on the findings on influence of working conditions on the job satisfaction of the deputy principals. It is logical to conclude that deputy principals were satisfied with physical facilities in their schools and slightly satisfied with the security in the school environment and working hours. However they were generally dissatisfied with transport facilities.

Thirdly based on the findings on the influence of promotion policies on the job satisfaction of deputy principals, it is logical to conclude that the deputy principals were satisfied with promotion policies with reference to fairness in promotion, promotion policies, current career guidelines and chances for future promotion.

Fourthly based on the findings on influence of recognition on the job satisfaction of deputy principals it is logical to conclude that the deputy principals were slightly satisfied with the reward for work well done, acknowledgement and appreciation programmes in the school. However they were satisfied by respect from coworkers.

5.4 Recommendations

Presented here are policy recommendations, recommendations for practice and recommendations for further research. The recommendations will be implemented by the concerned stakeholders in the Ministry of Education from time to time as need arises.

5.4.1 Policy recommendations

- i. The TSC should improve the pay package for deputy principals in recognition for various duties they are involved in to ensure proper curriculum implementation and maintaining the learners discipline. This should be done by providing a special pay package for administrators working in ASAL regions.
- ii. The ministry of internal security in liaison with the leaders in the local communities should ensure that security is maintained at all times to avoid mass transfer of teachers due to insecurity.
- iii. The ministry of transport in liaison with the national government should ensure that the roads leading to all learning institutions are improved for effective transport.
- iv. The national government should ensure that the schools are fenced and school land demarcated to avoid conflict with community members and assure and ensure security of the physical facilities and human resources in the school.
- v. Policies governing promotion of deputy principals should be reviewed by TSC from time to time to ensure that all the serving deputies are substantially confirmed in their positions.

- vi. Teachers' service commission should come up with recognition programmes for deputy principals to acknowledge them for the crucial roles they perform in the school administration.

5.4.2 Recommendations for practice

- i. The principals who are the immediate supervisors and Teachers Service Commission agents at the school level should mentor their deputies to avoid role tensions in the schools. This because most of the deputies are promoted without any training on what is expected of them.
- ii. Deputy Principals should be taken for training before deployment to the position to be trained on what is expected of them in the position.
- iii. The Boards of Management at the schools should collaborate with parents and other stakeholders to improve the physicals facilities in the schools to ensure that deputy principals work in conducive environment.
- iv. Schools can provide housing for the deputy principals to enhance their duty performance given the poor transport facilities and location of some of the schools in very remote areas.
- v. Deputy Principals should be allowed to come up with their organization just like the principals to enable them get the professional advice and to promote their rights and responsibilities. This will enable the deputy principals to attend conferences whereby they can share on the challenges facing them in administration and get amicable solutions for issues affecting them.

5.4.3 Recommendations for further research

- i. The researcher recommends that a similar study can be carried on job satisfaction of principals to determine whether there is any significant relationship on the factors that influence job satisfaction between the

principals and deputies since they are all charged with the responsibilities of managing the schools.

- ii. It would also be worthwhile to carry a study on the influence of job satisfaction on performance of deputy principal to find out if the level of job satisfaction has an impact on student performance.
- iii. Research can be done on job satisfaction of deputy principals in private secondary schools in Tana River and the forty seven counties in Kenya to determine whether there is any significant relationship between the determinants of job satisfaction in public secondary schools and the public secondary schools.
- iv. The researcher recommends a study on the influence of principal's leadership styles on the job satisfaction of deputy principals and its influence on performance in Tana River County.
- v. A similar study can be done in other counties since this study focused on deputy principals in Tana River County and the research findings may not be fully generalized to the other counties with varied social and economic conditions.

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APPENDICES

Appendix A: Research instrument

Questionnaire guide for deputy principals

The purpose of this questionnaire is to get your views on some of the factors that impact on your job satisfaction as a deputy principal. Kindly read each statement and respond appropriately. This questionnaire has two sections A and B. Kindly indicate by a tick (✓) the correct response or fill in the blanks appropriately.

Section A: Demographic information

1. Indicate your gender.

Female

Male

2. Indicate your age bracket.

Below 30 Years

31-40 Years

41-50 years

Above 50 Years

3. Education Attainment

College Diploma

University Degree

Master's Degree

PhD

4. Duration of service in the school

Below 5 years

6 - 10years

11 - 15

Above 16 years

5. What is the status of your school?

Mixed Day

Mixed Boarding

Boys' Boarding [] Girls' Boarding []
Mixed day and boarding []

Section B: Job related factors

This section presents the aspects related to your job experiences. Kindly indicate your level of satisfaction with each particular aspect using the likert scale provided.

1. Remuneration and job satisfaction

Kindly indicate your fulfilment level with each specific feature of remuneration using the scale 1-4 where 1= Not satisfied (NS), 2= slightly satisfied (SS), 3= Satisfied (S) and 4 extremely satisfied (ES).

Level of satisfaction in relation with:	1	2	3	4
Your present salary compared to your input to the job				
Hardship allowances				
Your present salary compared to people working in other professions with similar qualifications				
Privileges attached to your post				
Present salary as a measure of your qualifications				

2. Working Conditions

Kindly indicate your fulfilment level with each specific feature of working conditions using the scale 1-4 where 1= Not satisfied (NS), 2= slightly satisfied (SS), 3= Satisfied (S) and 4 extremely satisfied (ES).

Working conditions with regard to	1	2	3	4
Conducive office				
Conducive classrooms				
Security in the school environment				
Working hours				
Transport facilities				

3. Promotion Policies

Kindly indicate your fulfilment level with each specific feature of recognition using the scale 1-4 where 1= Not satisfied (NS), 2= slightly satisfied (SS), 3= Satisfied (S) and 4 extremely satisfied (ES)

Promotion policies with regard to	1	2	3	4
Fairness in promotion procedures				
Current promotion policies				
The current career progression guidelines				
Chances of promotion to a post of principal				

4. Recognition

Kindly indicate your fulfilment level with each specific feature of recognition using the scale 1-4 where 1= Not satisfied (NS), 2= slightly satisfied (SS), 3= Satisfied (S) and 4 extremely satisfied (ES).

Recognition with regard to	1	2	3	4
Rewards for work well done				
Acknowledgment for good work				
Appreciation programmes in the school				
Respect given to you by co workers				

Thank you for your support and willingness to respond to the questions.

Interview Schedule for TSC Sub- County Director

Thank you for accepting to take part in this research. Kindly note that the information you furnish will be treated with utmost confidence and will be used strictly for academic purposes only.

SECTION A

Comment on the job satisfaction of deputy principal in relation to:

1. Gender
2. Age
3. Academic qualifications
4. Administrative experience
5. Status of the school

SECTION B

Job factors

1. How is the deputy principals' job satisfaction influenced by present salary compared to the responsibilities in the post of a deputy principal?
2. How would you describe the general working conditions for the deputy principals in the county?
3. What is the view of deputy principals regarding current promotion policies and career progression guidelines?
4. What recognition programs are there for the deputy principals in the county?

Thank you for your time and willingness to respond to the questions.

Appendix B: Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 528498	Date of Issue: 06/November/2020
RESEARCH LICENSE	
	
This is to Certify that Ms. MERCY MUTHONI of Kenyatta University, has been licensed to conduct research in Tanariver on the topic: INFLUENCE OF SELECTED JOB FACTORS ON JOB SATISFACTION OF DEPUTY PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN TANA RIVER COUNTY, KENYA for the period ending : 06/November2021.	
License No: BAHAMAS ABS/P/20/7481	Director General
528498	NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Applicant Identification Number	Verification QR Code
	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

Appendix C: Research Authorization from County Commissioner



**THE PRESIDENCY
MINISTRY OF INTERIOR AND CO-ORDINATION OF
NATIONAL GOVERNMENT**

Telegrams:
Email: countycommissionertanariver@gmail.com
Telephone: HOLA (046)62448 and 6221
When replying please quote

OFFICE OF THE COUNTY COMMISSIONER
TANA RIVER COUNTY
P.O. BOX 1- 70101
HOLA

REF. NO. TCC/ADM.37/93

DATE: 13TH NOVEMBER, 2020

MS.MERCY MUTHONI
P.O BOX 30623-00100
NAIROBI

RE: RESEARCH AUTHORIZATION – MS.MERCY MUTHONI OF ID 528498

Reference is made to a letter Ref.E55/EC/MSA/34787/2016 dated 26TH OCTOBER, 2020 from National Commission for Science, Technology & Innovation on the above subject matter.

This office wish to state that, it has no objection in your undertaking research activities as stated in the above letter. We further wish you a good stay and success in your research endeavors.

Thank you.

**CHARLES MUSILA
FOR: COUNTY COMMISSIONER
TANA RIVER COUNTY.**

CC.

**Appendix D: Research Authorization from County Director of
Education**



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**

Email: cdetanariver@gmail.com
Telephone:
When replying please quote

COUNTY DIRECTOR OF EDUCATION,
TANA RIVER COUNTY,
P.O BOX 13 – 70101,
HOLA.

REF:TRC/ED/GEN/VOL.1/30

DATE:17TH /11/2020

MS. MERCY MUTHONI
P.O.BOX 30623-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION – MS. MERCY MUTHONI OF ID NO: 528498.

Reference is made to a letter Ref.E55/EC/MSA/34787/2016 dated 26th October,2020 from National Commission for Science, Technology & Innovation on the above subject matter.

This office wish to state that, it has no objection in your undertaking research activities as stated in the above letter. We further wish you a good stay and success in your research endeavors.

Thank you.


JAMES N. NYAGA
COUNTY DIRECTOR OF EDUCATION
TANA RIVER COUNTY.

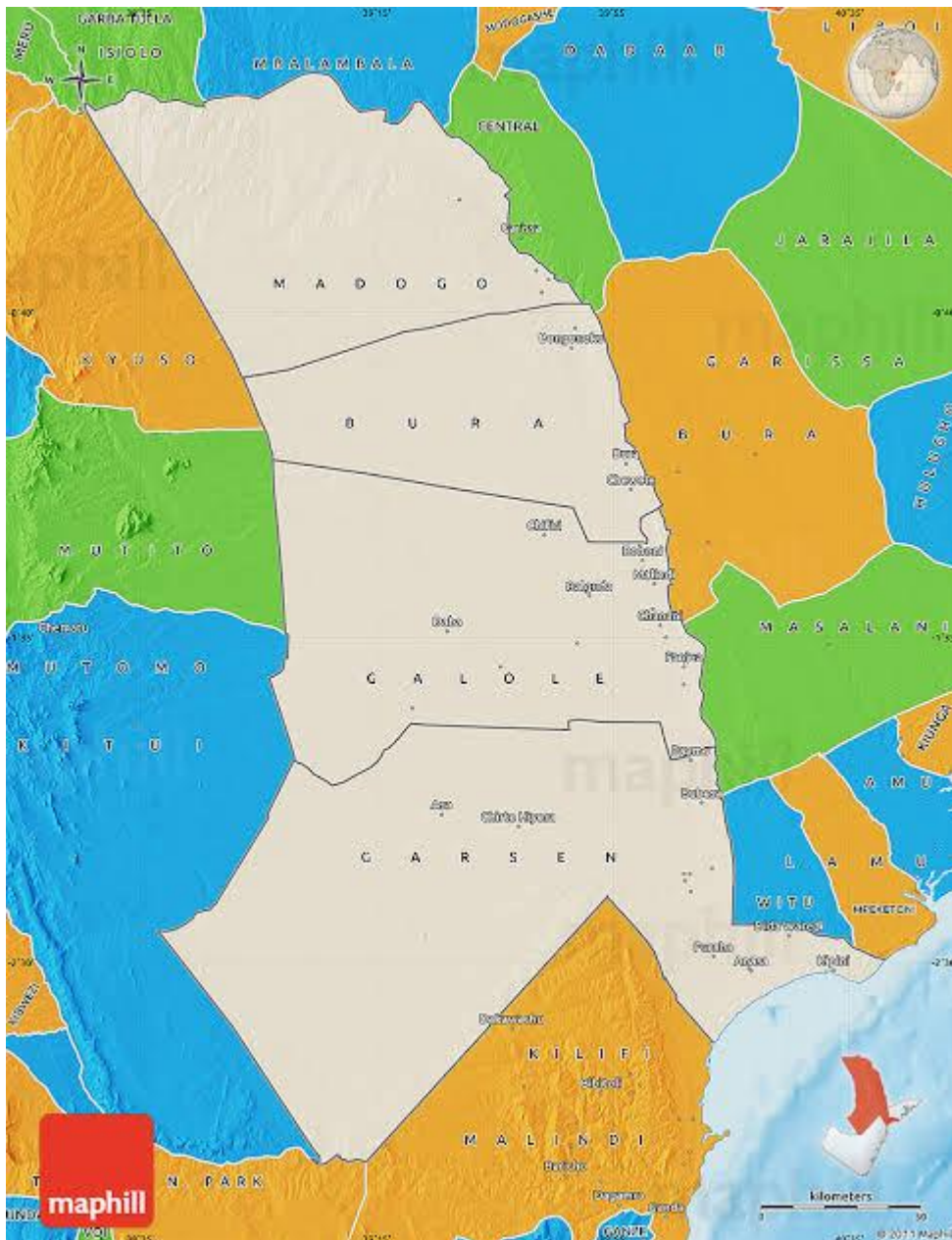
Appendix D: Work Plan

MONTHS/ EVENTS	December 2019- September 2020	November 2020- December 2020	January 2021- February 2021
identification of research title preparing concept paper			
Developing the research proposal			
Defending the research proposal			
Amendments to the research Proposal			
Data collection			
Data analysis			
Defense of ultimate project document Graduation			

Appendix E: Budget

SN	Items	Cost in KSHS.
1	Costs of binding	4,500.00
2	Communicating as well as internet Services	7,350.00
3	Collection of Data	21, 100.00
4	Typing papers, stationery, flash disk, pens	11,200.00
5	Printing	6,500.00
6	Secretarial services	4,300.00
7	Sundry expenses	5,495.00
TOTAL		60,445.00

Appendix F: Tana River County Map



Source: <http://en.wikipedia.org> >Tana River – (Kenya

Appendix G: Public secondary schools in Tana River County

1. Huruma mixed day secondary school
2. Hirimani mixed day and boarding
3. Madogo mixed boarding school
4. Mororo mixed day secondary school
5. Bangale mixed day and boarding
6. Kora mixed day secondary school
7. Singwaya mixed day secondary school
8. Nanighi mixed day and boarding
9. Ndura mixed day and boarding
10. Wenje mixed day and boarding
11. Maumau girls' secondary school
12. Hola boys' secondary school
13. Daku mixed day secondary school
14. Kitere mixed day secondary school
15. Minhanji mixed day secondary school
16. Galole model mixed day and boarding
17. Waldena mixed day secondary school
18. Majengo mixed day secondary school
19. Tarassa boys' secondary school
20. Ngao girls' secondary school
21. Garsen mixed day secondary school
22. Sane girls secondary school
23. Marifano mixed day secondary school
24. Garden day secondary school
25. Oda mixed day secondary school
26. Kipini mixed day secondary school
27. Mapunga mixed day secondary school
28. Hashaka mixed day secondary school
29. Hurara mixed day secondary school
30. Kipao mixed day secondary school
31. Chanani mixed day secondary school
32. Buyani mixed day secondary school
33. Wachakone mixed day secondary school

Source: Tana River staffing data 2019.

Appendix H: Letter of Introduction

To whom it may concern

Dear Sir/Madam,

REF: COLLECTION OF RESEARCH DATA

I am a student pursuing a master of education degree at Kenyatta University. As part of my course work, I am required to submit a research project report on influence of remuneration, working conditions, promotion procedures and recognition on job satisfaction of deputy principals in public secondary schools in Tana River County, Kenya. In this regard I humbly request you to help me in filling the appended survey as best as you can.

You are hereby guaranteed that the data you give will be utilized exclusively to scholarly purposes and all responses will stay private. Much gratitude for your time.

Yours Faithfully,