



**FACTORS LEADING TO JOB SATISFACTION OF PUBLIC SECONDARY SCHOOL TEACHERS IN NAIROBI COUNTY;
KENYA**

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ABSTRACT

Globally, the job satisfaction of public school teachers has been a major problem. This has led to poor performance in public schools. With education being the key to the development of any country, it is in the interest of the stakeholders of education to establish the causes of dissatisfaction and thereby come up with measures towards improving it. The Kenyan government spends substantial funds in the training and placement of teachers, only to have a large percentage of the teachers leave the profession prematurely. This research was carried out in Kenya, particularly Nairobi County. The choice of Nairobi County was informed by the fact that after a review of literature a large proportion of teachers in this County were found to be dissatisfied with their jobs. The study focused on the factors leading to job satisfaction of public secondary school teachers. The specific objective of the study was to determine the factors that influence of job satisfaction of public secondary school teachers in Nairobi County. The respondents consisted of the public secondary school teachers. A total of 125 questionnaires were administered of which only 95 were completed and returned. This translated to a percentage of 75.4. The returned questionnaires were edited and coded before being analyzed using the Statistical Package for Social Sciences. Both descriptive and inferential statistics were used to analyze data. In view of the findings the researcher made recommendations that the government should improve factors that influence the job satisfaction of teachers in public schools.

Key Words: Job Satisfaction, Public Secondary School Teachers

INTRODUCTION

Background

This research study sets out to determine the factors that lead job satisfaction among public secondary school teachers in Nairobi County. Among the reasons why employees leave employment are job dissatisfaction and lack of organizational commitment. Job satisfaction is a person's evaluation of his or her job and work context. It is an appraisal of the perceived job characteristics, work environment and emotional experiences at work. Satisfied employees have a favourable evaluation of their jobs, based on their observation and emotional experiences.

Job Satisfaction

Hoppcock (1935) defined job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say that they are satisfied with their job. The author further stated that a person may try to balance the specific satisfactions against the specific dissatisfactions and therefore arrive at a composite satisfaction with the job as a whole. Herzberg, et al. (1967) claimed that one of the major reasons for measuring job satisfaction is to answer the question "What does the worker want from his/her job?" and that the answer to this question will assist management in discovering new methods of motivating employees. Bagozzi (1980) argues that job satisfaction is the pleasurable emotional state salesmen derive from a positive appraisal of their interactions and experiences on the job. Satisfied workers are more likely to experience high internal work motivation, give high quality work performance and have low absenteeism and turnover. Organizations that have instituted programs to improve job satisfaction have found them to be a success in terms of both human and economic standards (Bruce & Blackburn 1992). The belief that job satisfaction leads to productive employees is naturally appealing. Managers and workers alike pursue job satisfaction in the often naïve

assumption that it leads directly and surely to 'high job performance'. However it has been found that sometimes satisfied employees perform better, and sometimes they do not (Bruce & Blackburn 1992).

Teachers in Kenyan Public Schools

Since Kenya's independence in 1963, job satisfaction has remained a major concern amongst tea development of Sessional paper number 1 of 2005 which forms the current education, tchers. Commissions such as the Ominde Commission (Republic of Kenya, 1964) were formed to survey the existing education resources of Kenya and advise the government on the formation and implementation of national policies for education (Eshiwani, 1993). In Kenya free primary education was introduced in January 2003 by the government. This led to an increase of enrolment in public schools which has continued to increase. A national education conference organized in November 2003 led to the training and research policy. The Sessional paper has introduced some reforms including free day secondary education introduced in 2008. There has been an increase in student enrollment in public secondary schools without much improvement of resources needed. This has led to increased job dissatisfaction among teachers. This has resulted in recurring teacher strikes as they demand for better improved employment terms. Teacher job satisfaction has been the focus of research agenda in various developing countries for a long time. Teachers are the key resource in the school organization and the development of any country depends on their work because every country needs educated citizens (Ayodo, 2009).

Today, teachers in Kenya are under tremendous pressure from politicians, parents, and local communities to deliver quality education to all children (Sirima and Poipoi, 2010). It has however been very difficult to respond to this challenge because of the difficult current work environment

facing teachers. Teachers have a critical role to play in the schools along with supporting development activities in the wider community. They are central to the realization of national and international educational goals. According to (GoK, 2007), numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction. Most governments and other key stakeholders recognize the crucial importance of improving the living and working conditions of teachers. This is expected to achieve the desired improvements in the quality and access to basic education. The necessity of adequately remunerating teachers has been a constant refrain of education commissions and other reviews over the last forty years (Sirima and Poipoi, 2010).

Olando (2004) in a study on job satisfaction of teachers found that many teachers had intentions to leave their job because of job dissatisfaction. She also found that the major causes of this dissatisfaction were inadequate salaries, lack of promotion and low prestige among others. Njue (2003) on the other hand found that teachers source of dissatisfaction included the working environment, low remuneration, promotion opportunities, job security, supervision, inadequate recognition, and interpersonal relationships. Lukuyani (2003) concurs with the findings by Orlando and also include autonomy as an additional factor to satisfaction, while (Sirima and Poipoi, 2010) hold that the satisfaction of public secondary school teachers in Busia District was influenced by workplace conditions, education policies promotion opportunities, work load, training opportunities and interpersonal relationships.

The Research Problem

Teacher's commitment and effectiveness solely depend on motivation, morale and job satisfaction (Shann, 2001). This implies that teacher motivation and job satisfaction are important phenomena for

all schools in any country. A survey conducted recently on teacher's motivation and job satisfaction in twelve countries in Asia and Sub-Saharan Africa raises concerns about the influence of low teacher job satisfaction on teacher's absenteeism, lateness and lack of commitment to their work (Bennell & Akyeampong, 2007). Shann (2001) pointed out that teacher satisfaction has been shown to be a predictor of teacher retention, determinant of teacher commitment, and in turn, a contributor to school effectiveness. This implies that teacher job satisfaction is an important phenomenon for public school teachers, their employers and students at large. Many studies in Kenya have been done to investigate the factors leading to job satisfaction and dissatisfaction among teachers; examples of these were done by Lukuyani (2003) and Njue (2003). They found that most teachers were dissatisfied with working conditions, remuneration, inadequate promotion opportunities, supervision, inadequate job factor recognition and poor interpersonal relations. Orlando (2004) carried out a study on teacher retention in Nairobi and found that more than 65% of the teachers intended to leave the profession because they were dissatisfied with their job. This implied that many teachers were not committed to remain in the teaching profession.

Sargent and Hannum (2005) studied job satisfaction of primary school teachers in Rural North west China. They concluded that teachers were more satisfied with first; schools that had more resources for teaching and learning; where they were paid on time and where they had opportunity for professional collaboration and discussion. From the background information and earlier studies reviewed, it appears that studies investigating factors contributing to job satisfaction of public secondary school teachers in Nairobi County have not been done. This study seeks to answer the broad research question "what factors lead to job satisfaction of public secondary school teachers in Nairobi County of Kenya.

Research Objective

The overall research objective is “to study the factors that lead to job satisfaction, of public secondary school teachers in Nairobi County”

Significance of the Study

- i. The study will create awareness about the phenomena of job satisfaction of public school teachers to educational policy makers and school administrators, with the hope that it will provide possible solutions to teacher turnover problems facing the Kenyan public schools.
- ii. The study will also add on to the body of knowledge in human resource management in matters concerning job satisfaction of workers generally.

LITERATURE REVIEW

Theoretical Foundations of Job Satisfaction

Lynch and Verdin (1993) determined that there are three schools of thought regarding job satisfaction. The first school is the physical economic school; It has its bases in the works of Taylor and others working in the 1920s who considered the influence of the physical arrangement of work, fatigue, and pay on job satisfaction; The second is the human-relations school; This was shaped by the Hawthorne studies and the later work of the universities of Michigan and Ohio State. This school emphasizes the relationships of good supervision, informal groups, and friendly employer-employee relationships for job satisfaction; the third school is the work-itself school of thought. It investigates the effects of challenging work on the attainment of job satisfaction.

The Two Factor Theory of Satisfiers by Herzberg

The main theoretical foundation for this study is the Two Factor Theory of satisfiers and dissatisfiers which was proposed by Herzberg in (1959). The two factor theory was the result of an investigation

into the sources of job satisfaction and dissatisfaction of accountants and engineers. The subjects were asked to inform their interviewers about the times during which they felt exceptionally good and when they felt exceptionally bad about their jobs. It was found that accounts of ‘good’ periods most frequently concerned the content of the job, particularly achievement, recognition, advancement, autonomy, responsibility, and the work itself. Accounts of ‘bad periods’ most frequently concerned the context of the job. Company policy and administration, supervision, salary and working conditions more frequently appeared in these accounts of ‘bad’ periods (Armstrong, 2008).

Certain characteristics tend to be consistently related to job satisfaction and others to job dissatisfaction. Intrinsic factors such as advancement, recognition, responsibility and achievement seem to be related to job satisfaction. Respondents who feel good about their work tend to attribute these factors to themselves. On the other hand, dissatisfied respondents tend to identify extrinsic factors, such as supervision, pay, company policies, and working conditions as the cause. The researchers noted that removing dissatisfying characteristics from a job does not necessarily make the job satisfying. However the two factor theory has not been well supported in literature (Robbins & Judge, 2008).

Empirical studies

Job Satisfaction

While there is no single definition of job satisfaction, it is typically considered an affective or emotional reaction to one’s job, or as an attitude towards their job (Weiss, et al. 1999). Locke and Latham (1990) define job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of the job or job experience. Job satisfaction is as a result of an employee’s perception of how well their job provides those things they view as important. Job satisfaction is

taken to be a predictor of job performance (Gregory, et al, 2001). Therefore, as organizations put effort to increase job performance, they may employ interventions that increase job satisfaction. Locke (1969), further adds that job satisfaction results from the appraisal of one's job as achieving or facilitating the achievement of a person's job values. This evaluation is generally considered to be a function of work-related rewards and values (Mottaz, 1986). Scholars have defined job satisfaction as the extent to which an employee expresses a positive affective orientation towards their job (Smith, et al.1969). Job satisfaction is the degree to which the employee is satisfied with his current work, based on how much it satisfies his needs and wants (Finn, 2001). Job satisfaction can also be described as the agreeable emotional condition as a result of the assessment of one's job in as far as it attains and facilitates the accomplishment of one's job values (Yang, 2010).

Job satisfaction is a complex phenomenon with multifacets (Fisher and Locke, 1992; Xie and Johns, 2000); which is influenced by factors like salary, working environment, autonomy, communication, and organizational commitment (Lane, et al. 2010). Luthans (1998), found three important dimensions to job satisfaction; the first is that job satisfaction is an emotional response to a job situation which cannot be seen but can only be inferred; secondly job satisfaction is often determined by how well outcomes meet or exceed expectations; and thirdly that job satisfaction represents several related attitudes emanating from work itself, pay, promotion opportunities, supervision and coworkers.

(Lane, et al, 2010) found that job satisfaction is important when people have to make a choice about where to work, and whether to leave or to stay with the organization. (Al-Husseni, 2008), pointed out that satisfaction in employee's enhances their ability to be innovative and productive and it is also directly correlated with

customer satisfaction. The researcher went on to argue that in some cases though the employees were not satisfied with their job they remained committed to the organization. Reed et al. (1994), confirmed that, if an employee is satisfied with the supervisor, coworkers, pay policies and future chances of promotions' they are more likely to be committed to the organization and satisfied with their job.

In his article for "Science Educator", Ingersoll (2003), focused on the problem secondary school principals face in securing and retaining qualified Science and Mathematics teachers who have more and better paying opportunities in other fields. Science and Mathematics teachers represent 11 % of the entire teaching force in elementary and secondary schools in the U.S.A. Although they gave similar reasons for leaving teaching as other teachers did, 40% of Mathematics and Science teachers said they left teaching due to dissatisfaction with their jobs; whereas, 29 % of all teachers listed job dissatisfaction as their main reason for leaving. The most common reasons for their dissatisfaction include low salaries; discipline problems with students, lack of administrator support, lack of student motivation, and lack of input in school decision making. Factors such as large classes, interruptions of instruction, lack of planning time, and few opportunities for professional advancement, on the other hand, were not commonly related to teacher turnover (Ingersoll, et al. 2009).

Over 20 % of public school teachers in America leave teaching within their first three years (Dove, 2004). Johnson (2004) distinguishes between the expectations of contemporary teachers and those who entered the profession in the 1960s and 1970s. He found that contemporary teachers expected to be well paid for the crucial work they do. They also expected variety in what their job, with differentiated roles and opportunities to advance in the profession. The teachers wanted a

chance to collaborate with colleagues and to work in organizations that support them. Schlichte, et al. (2005) interviewed five novice special education teachers about their first year teaching experiences. Their findings indicated that to be successful, new teachers need strong relationships with an experienced mentor teacher as well as supportive administrators.

Intrinsic motivation is defined as performing an activity for its intrinsic satisfaction rather than for some distinguishable consequence (Deci and Ryan, 1985). When an individual is intrinsically motivated he or she will work for the challenge or the enjoyment instead of the promise of rewards (Deci and Ryan, 1985). Robbins (2003) posits that intrinsic motivation is the desire to work on something that is interesting, challenging, satisfying, exciting or involving. Intrinsic motivation is the innate and natural propensity to engage an individual's interests and exercise an individual's skills and capabilities, and in so doing, to look for and achieve optimal opportunities and challenges (Deci and Ryan, 1985). This motivation comes from internal tendencies and can direct and motivate behavior without the presence of constraints or rewards. In translating intrinsic motivation to the work environment, it holds that employees genuinely care about their work, that employees search for better ways to get their work done and that employees are enthusiastic and committed to perform well at their jobs (Thomas, 2000). According to Amabile (1993), intrinsic motivators are bound up with work itself.

The intrinsic rewards refer to the inherent features of work and characteristics associated with the task itself, for instance the capacity to give the workers a sense of achievement, interest, responsibility and accomplishment (Kalleberg, 1977). Valuation of this dimension hence reflects the workers' desire to be stimulated and challenged by the job and to be able to make use of acquired skills at work. According to previous research, intrinsic rewards

have important implications for social workers' overall satisfaction at work and desire to commit to their job (Papadaki, et al. 2006).

Hackman and Oldham, (1980) defined autonomy as the degree to which the job provides substantial freedom, independence, and discretion to the individual in scheduling the work and choice of the procedures to be used in carrying it out. According to (Hackman and Oldham, 1980) the work autonomy characteristic elicits the psychological states of experienced responsibility. It has been proven that work autonomy plays a major role in the design of work. Research has come up with different terms explaining autonomy, which include industrial democracy, participative management, employee involvement, employee engagement, employee discretion, self-managing teams and empowerment (Becker and Gerhart, 1996).

Oshagbemi, (2000) indicates that some scholarly studies have found that job satisfaction is influenced by the levels of income while others noted that the level of the salary is a secondary variable that cannot stand alone thus its influence may be limited when the work quality is unsatisfactory. A study conducted by (Brown et al, 2007) supports this notion. Clark, et al. (1996) found that there was a direct correlation between job satisfaction and salary after controlling the age variable. This means that job satisfaction increases with increased remuneration. This however increases with age due to the fact that financial responsibilities increase with age. Employees enjoy performing jobs which demand higher levels of skills and knowledge (Guthrie, 2001). Enrichment of jobs to make them challenging and interesting is an intervention towards achieving job satisfaction. Mishra and Spreitzer (1998) have identified job variety and autonomy as part and parcel of empowerment and job redesign. Empowerment and job redesign have been found to be effective organizational interventions for employee

retention (Ugboro, 2006). Griffin (1991) found positive association between job redesign and employee attitudes; and job satisfaction and commitment. Redundancy of skills has been found to be a one of the major reasons for employee turnover, thereby indicating the necessity for training, re-training and multi-skill training. Much value is attached by employees to the availability of training opportunities which improve their skills and would prepare them for future roles.

Extrinsic rewards often refer to job characteristics that are external to the tasks themselves; providing benefits or rewards like pay, job security and a good working environment (Herzberg, 1959, Kalleberg, 1977). The extrinsic dimension also includes the more symbolic rewards in terms of client recognition and public approval and the social support in relationship with co-workers. This dimension reflects a workers desire for the satisfaction of social needs from the work activity. Extrinsically motivated behaviours cause the attainment of rewards that are externally imposed, including material possessions, salary, additional bonuses, positive feedback and evaluations from others, fringe benefits, and prestige (Ryan and Deci, 2000b).

RESEARCH METHODOLOGY

Research Design

This study used the cross sectional survey. Cross sectional survey is used to gather information on a population at a single point in time. The study also used descriptive design.

Target Population

The target population consists of all public secondary school teachers in Nairobi County. The total number of secondary school teachers in Nairobi County as at 2012 was 1328 teachers (Teachers Service Commission records 2013).

Sample Design

The unit of analysis was the individual teacher. A sample was drawn using simple stratified random sampling procedure.

Sample Size

A sample of 125 teachers in Nairobi County was selected using a stratified random sampling technique. The sample was stratified according to the different types of schools found in Nairobi County, which are; Girls schools 38%; Boys schools 25%; and Mixed schools 37%. The stratified sampling ensured that the sample size was divided proportionately into the different types of schools. This gave rise to a sample made up of 48 teachers from girl's schools, 31 teachers from boy's schools and 46 teachers from mixed schools. Therefore the sample size was 125 respondents who were public secondary school teachers in Nairobi County.

Data Collection

The research instrument used to collect data was a questionnaire. The first section of the questionnaire consists of short questions exploring the demographic features of the respondents. In this section a five point Likert type scale technique was used.

Data Analysis and Interpretation

Data analysis was done through descriptive analysis. Data analysis was carried out using the Statistical program for social sciences (SPSS).

Reliability and Validity Tests

Using Cronbach Alpha coefficient for internal reliability of each variable, Cronbach Alpha was tested for variables on Job satisfaction, organisational commitment and retention. The findings indicated that job satisfaction had a Cronbach Alpha value of (0.9255). According to (Bryman 2008), if the computed alpha coefficient is greater than 0.80, then it is an acceptable level of internal reliability. This information is explained in table 1: The findings imply that the scales

measuring the objectives met the reliability criteria ($\alpha > 0.8$). This therefore indicated that the research

tools were sufficiently reliable and valid and needed no amendment.

Table 1. Cronbach's alpha coefficient for the variables

	No. of items	Cronbach	Mean	Standard Deviation
Job satisfaction	60	0.9255	3.315	0.0594

The validity of an instrument relates to its ability to measure the constructs as purported. Validity concerns the accuracy and meaningfulness of inferences which are based on the research results (Bryman & Cramer 2005). It is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study (Mugenda & Mugenda, 2003). The study sought the opinions of experts in the field of study especially the supervisors. The study also made corrections according to the supervisor's guidelines and ensured that the questions were in accordance to the objectives of the study.

The respondents were asked to indicate their age bracket. According to the findings, 37.9% of the respondents reported that they were aged between 25 and 30 years, 10.5% indicated that they were aged below 25 years and between 31 and 35 years respectively, 9.5 % indicated that they were aged between 36 and 40 years and 46–50 years respectively, 17.9% indicated that they were aged between 41 and 45 years, 3.2% indicated that they were 51-55 years and only 1.1% indicated that they were over 50 years. These findings clearly show that most of the teaching staff in public secondary schools in Nairobi County was aged between 23 and 30 years. These findings also indicate that majority of the teachers in public secondary schools were young people. The implication is that many teachers leave the profession when they are still young as only 1.1 % of the teachers were in the retirement age bracket.

RESEARCH FINDINGS AND DISCUSSION

Response Rate

The sample of the study comprised of 125 respondents. The researcher administered 125 questionnaires 95 of which were dully filled and returned. This translates to 75.4% response rate. This response rate is excellent and conforms to assertions by Mugenda and Mugenda (2003) which states that a 50% response rate is adequate for analysis; a 60% response rate is good, while a response rate of 70% and over is excellent.

It was paramount for the study to determine the respondent's gender to ascertain gender parity in the public secondary school teachers in Nairobi County. According to the analysis, majority of the respondents were female represented by 63.2% while 36.8% were male.

General Information

The general information that was sought from the respondents included their age, gender, academic qualifications, work experience, job groups and their monthly salaries.

The level of education obtained by the majority of the teachers is a Bachelor of Education degree (60%). This was arrived at by summing up those who had a Bachelors of Education Arts (38.9%) and those who had a Bachelor of Education Science degree (22.1 %). In addition a further 5.3 % of the

teachers had either a Bachelor of Arts degree or a Bachelor of Science degree. Further findings indicated 4.1% had S1, Diploma and Education, B.A /Bsc and Diploma in education. It was evident that quite a number of teachers had gone for further studies after their degree course. Hence 5.3 % have B.A/ Bsc and PGDE each respectively and 16.8% of the respondents had a Masters degree. The general finding was that a majority of public secondary school teachers in Nairobi County have been trained up to University level.

The findings on job experience showed that 20% of the teachers had less than 2 years teaching experience. 27.4% of the respondent had 2-5 years, 13.7% had 6-10 years teaching experience, 5.3% worked for 11-15 years, 14.7% had worked for 16-20 years, while 18.9% of the respondents had over 20 years teaching experience. From these findings it is clear that 33.5 % of the respondents had over 15 years of teaching experience. However the majority of the teachers (61.1 %), had less than ten years' experience, 47.4 % of who had less than five years teaching experience. This could be an indication that there is high turnover of public secondary school teachers in Nairobi County during the early years of employment.

The findings on the monthly income showed that majority of the respondents 21 % had a monthly income of between Ksh 10001-20000, 16% of the teachers had income of between Ksh 50001-60000, 10% earned between Ksh 20001-30000, 10% between Ksh 30001-40000. 14% of the respondents earned income between Ksh 40001-50000, similarly 14 % earned over Ksh 70000. Only earned 6 % of the teachers earned less than Ksh

10000 while a further 9 % earned between Ksh 60001-70000. These findings clearly show that majority of the teachers earned low income of between Ksh 10001 and 20000. This could imply a reason for poor teacher retention.

Study Variable

Job satisfaction

The results of descriptive statistical analysis for job satisfaction are presented in various tables representing the different factors of job satisfaction. These factors are remuneration, promotion, recognition, interpersonal relationships, supervision and job security, work environment and work itself which are presented in the following pages.

Descriptive statistics of items on remuneration

The findings indicated a low satisfaction extent when it came to remuneration. The items were measured on a five point likert-type scale. In this (scale 1) represented "to a very low extent" while (scale 5) represented "to a very great extent". The measurement on remuneration gave rise to overall mean of 1.796 implying that the majority of teachers were very dissatisfied with remuneration. The findings were that the salary met the daily needs of the teachers, to a very low extent at a mean of 1.99. The teachers indicated that it was to a very low extent that they found their salary was fair and equitable at a mean of 1.69. They indicated that the salary was not equitable to their job neither did they feel that the salary was based on performance. The general findings indicate that that majority of the respondents were dissatisfied with remuneration. This is further illustrated in the table 4.7.

Table 2: Descriptive Statistics

Remuneration	Mean	Std Deviation
My present salary meets my daily needs	1.99	.905

My present salary is fair and equitable as compared to people with similar qualifications	1.69	.851
The benefit package we have is equitable	1.59	.831
My present salary is equitable to my job	1.53	.836
I am satisfied with the bonuses or incentives available to me	1.58	.882
My Salary increment is based on performance	1.83	1.117
My Salary increment is based on upgraded education or specialty training	2.05	1.133
There is a connection between my pay and performance	1.67	.939
I feel I am being paid a fair amount for the work I do.	1.60	.927
Raises are too few and far between.	2.43	1.541
Overall mean	1.796	
Overall standard deviations	.654	

Promotion and job security

This section sought to measure the extent of satisfaction in regard to promotion and job security. From the findings the majority of the respondents were of the opinion that it is to a low extent that they had opportunities for promotion and mobility, giving rise to a mean of 2.37. It was also to a very low extent that they got rewards for their performance giving rise to a mean of 1.97.

Many of the respondents were of the opinion that it is to a low extent that promotion is based on qualification, experience, length of service, exam performance or competence. Based on the study results, the overall mean is 2.3171 with the standard deviation is 0.982. The findings indicate that respondents were dissatisfied with the way in which their promotion is conducted. The illustration of these findings is presented in table 3.

Table 3: Promotion and job security

Promotion	Mean	Std. Deviation
I have opportunities for promotion and mobility	2.37	1.321
I get rewards for my performance	1.97	1.106
Promotion is based on the qualification	2.48	1.295
Promotion is based on experience	2.36	1.271

Promotion is based on the length of service	2.42	1.357
Promotion is based on the exam performance	2.38	1.370
Promotion is based on the competence	2.24	1.294
Overall mean	2.3171	
Overall standard deviation	.982	

Recognition

Section 4.5.3 sought to measure items of recognition in job satisfaction. The overall mean score was 3.25 with a standard deviation of 0.961, indicating that teachers were satisfied with recognition to a moderate extent. The highest score was recognition of the teachers work by students with a mean of 3.58, followed by

recognition by colleagues with a mean of 3.4. Recognition of the teachers work by supervisors and parents gave rise to a mean of 3.06 and 3.04 respectively. Recognition by non-teaching staff scored 2.91. The overall results imply that teachers are only moderately satisfied with recognition of their work. This is further illustrated in table 4.

Table 4: Descriptive statistics of items on recognition

Recognition	Mean	Std. Deviation
My supervisor recognises my work	3.06	1.236
My students recognises my work	3.58	1.163
Parents recognises my work	3.04	1.246
Non-teaching staff recognises my work	2.91	1.392
Colleagues recognises my work	3.40	1.241
Overall mean	3.25	
Overall standard deviation		.961

Interpersonal relationships

This section sought to measure the extent of satisfaction as a result of interpersonal relationships at work. The findings indicated that majority of the respondents were satisfied to a

very great extent with their relationship with students at a mean of 4.05, their supervisors at a mean of 3.83, the non-teaching staff at a mean of 3.85, their fellow teachers 4.08 and the parents 3.97. The overall mean of 3.956 showed that the

teachers were satisfied with interpersonal relationships at work to a great extent. The

illustrations of these findings are presented in table 5.

Table 5: Interpersonal relationships

Interpersonal relationship	Mean	Std. Deviation
I am satisfied with my relationship with my fellow students	4.05	1.308
I am satisfied with my relationship with my fellow supervisor	3.83	1.260
I am satisfied with my relationship with my fellow non-teaching staff	3.85	1.304
I am satisfied with my relationship with my fellow teachers	4.08	1.381
I am satisfied with my relationship with my fellow parents	3.97	1.340
Overall mean	3.956	
Overall standard deviation	.984	

Supervision and job security

This section indicates the results of the measure on the level of satisfaction with regards to supervision and job security. From the findings the overall mean score was 3.25 indicating that teachers were satisfied with supervision to a moderate extent. The majority of the respondents were satisfied with supervision to a great extent; this was observed with support and cooperation from the supervisor with a mean score of 3.52 and 3.79 respectively, as well as supervisor’s competence

with a mean of 3.72. The results indicated that the teachers found their supervisors fair. Teachers also indicated they had job security to a moderate extent. In this the means for protection by the supervisor and the employer were 3.19 and 3.16 respectively. A mean of 3.32 was achieved for protection of tenure in the teacher’s jobs. This implies that generally teachers were moderately satisfied with supervision and job security. The findings are presented in table 6

Table 6: Supervision and job security

Supervision and job security	Mean	Std. Deviation
My supervisor is supportive	3.52	1.210
My supervisor is co-operative	3.79	3.128
My head teacher/ supervisor communicates with all teachers on all official matters concerning the school	3.50	1.216
I am satisfied with the way my work is supervised	3.51	1.071
My head teacher is considerate and fair to all teachers	3.87	4.430

My supervisor is quite competent in doing his or her job	3.72	1.155
My supervisor is unfair to me	1.82	1.238
I am satisfied with the protection by my supervisor	3.19	1.205
I am satisfied with the protection by my employer	3.16	1.114
There is protection of tenure in my job	3.32	1.257
Overall mean	3.25	
Overall standard deviation		.781

Work environment

This item presents the findings on the measurement of the level of satisfaction on items of the work environment. Overall the research findings were that teachers were satisfied with their work environment to a moderate extent. This gave rise to a mean of 2.896 and a standard deviation of 1.04287. Satisfaction with the work

environment gave rise to a mean of 2.97, personal space provided scored a mean of 2.68, while satisfaction with tools and equipment provided, scored a mean of 2.86. Teachers indicated that it is to a moderate extent that they believe the government ministry is willing to improve the working conditions. This information is further illustrated in table 7.

Table 7: Work environment

Work environment	Mean	Std. Deviation
I am satisfied with my work environment	2.97	1.143
I am satisfied with the personal space provided for work	2.68	1.178
My supervisors provide tools and equipment to facilitate my work	2.86	1.117
The government ministry is interested and willing to improve my work conditions	3.34	1.126
I am satisfied with the space provided for the staffroom	2.63	1.185
Overall mean	2.896	
Overall standard deviation		1.04287

Work Itself

Section 4.5.7 sought to measure the teacher's satisfaction with the work itself. The overall mean was found to be 2.8968 indicating that teachers were only satisfied with the work itself to a moderate extent. In view of work the teachers were satisfied to a moderate extent with the content of the syllabus at a mean of 3.42, the

content of the text books at a mean of 3.43, school administration at a mean of 3.37. They also found that their work was interesting to a moderate extent at a mean of 3.4. Teachers were less satisfied with communication on the job at a mean of 2.05, the things they did at work at a mean of 2.16 and the sizes of the classes at a mean of 2.56. The findings are illustrated in table 8.

Table 8: Work itself

	Mean	Std. Deviation
I am satisfied with the content of the syllabus	3.42	1.107
I am satisfied with the content of text books	3.43	1.058
I am satisfied with the content with the curriculum	3.41	1.067
I am satisfied with the school administration	3.37	1.082
I am satisfied with the standard and quality of the secondary school examinations	3.37	1.042
I am satisfied with the opportunity I am given to participate in decision making	3.04	1.097
I am satisfied with the introduction of changes in my teaching subjects	3.11	1.057
I am satisfied with the attitude of students	2.65	1.174
I am satisfied with the size of the classes	2.56	1.218
I am satisfied with the professional challenges in my job	2.82	1.235
My work is interesting	3.34	1.205
I like doing the things I do at work	2.16	1.230
The goals of this job are not clear to me	3.15	1.319
I have too much to do at work	2.66	1.300
My efforts to do a good job are seldom blocked by red tape	3.12	1.125
Communications seem good within this job	2.05	1.101
I sometimes feel my job is meaningless	2.56	1.196
Many of our rules and procedures make doing a good job difficult	3.56	1.445
Mean	2.8968	
Std deviation		0.83430

Conclusion

This study sought to establish the factors that lead to job satisfaction among public secondary schools teachers in Nairobi County. The study findings indicated that;

The study found that generally public secondary school teachers were dissatisfied with their job especially with remuneration and promotion opportunities. Teachers were satisfied to a low extent with interpersonal relationships,

recognition, supervision and job security, the work itself and the work environment. The study also found that the teachers had organisational commitment to a low extent. This is mainly due to job dissatisfaction. This implied that improved compensation would increase the job satisfaction of public secondary school teachers in Nairobi County.

Recommendations

This study is a justification that job satisfaction and organisational commitment significantly affects employee retention. With due regard to the ever increasing desire to have high employee retention in learning institutions, there is need to invest in various strategies. With the findings of this study the researcher made the following recommendations.

1. The remuneration of public secondary school teachers should be improved. The study found that this is the strongest factor that causes dissatisfaction among teachers and leads to turnover. The teachers indicated their remuneration did not meet their needs and neither was it fair.
2. The management of public institutions should take efforts to improve the work of the teachers by making work more interesting and challenging. The work environment should also be improved ensuring that it is conducive to both teaching and learning.
3. Work/life balance should be improved for teachers in terms of sufficient holidays, leave and specific time tables to enable teachers attend to other core responsibilities.
4. Training and career advancement opportunities should be provided for teachers. This could be through providing study leave for teachers and ensuring that promotion is based on qualifications as well as performance.

5. The researcher recommends that the government takes steps to improve the general job satisfaction of public secondary school teachers. The study findings indicate that satisfaction levels ranged from a low extent to a moderate extent. The mean on satisfaction was therefore generally low and this leads to turnover of teachers.

Recommendations for further research

The satisfaction of teachers in public schools in Kenya is of major interest to stakeholders especially since the inception of free primary education and day secondary education. However it has led to a major increase in enrollment of pupils in primary schools and secondary schools. This has not been coupled with improvement of the facilities or addition of teachers. This has led to an increase of dissatisfaction in teachers, leading to increased turnover.

The researcher would recommend further studies on job satisfaction, commitment and retention covering other counties in Kenya in both secondary and primary schools. Studies focusing on job satisfaction, organizational commitment and performance should also be done to determine how job satisfaction and commitment affect performance. Results from such studies would help the stakeholders of public education to improve performance.

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