

School Administrators' Role in Promoting the Level of Job Satisfaction among Private Secondary School Teachers in Molo Township, Kenya.

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ABSTRACT

The study sought to investigate the role of school administrators in promoting the level of job satisfaction among private secondary school teachers in Molo municipality, Molo district, Rift Valley Province in Kenya. Specifically, the study endeavoured to establish the level of job satisfaction among private secondary school teachers, find out the role played by school administrators in promoting the level of job satisfaction, establish the extent at which specific administrative factors influenced job satisfaction, investigate administrative factors hindering job satisfaction as well come up with measures of enhancing job satisfaction. This research was descriptive in nature and it employed both qualitative and quantitative approaches. A sample of 135 teachers was randomly selected from a sample frame of 202 teachers from all the 10 private secondary schools in Molo municipality. Data collection strategies, that is, questionnaire and observation were selected as data gathering tools to enhance triangulation. To ascertain reliability, the test retest technique was employed by the researcher where the questionnaire was administered to 20 teachers in private schools from Elburgon and Njoro towns, which are neighbouring towns of Molo not included in the study. The responses from the questionnaire were statistically analysed. This was done by means of the Statistical Package for the Social Sciences (SPSS) and the results were presented appropriately. For the analysis of the questionnaire data, descriptive data was first of all presented by computing the frequencies of selected relevant studied variables and analysed using the SPSS. On the other hand, qualitative data was evaluated, classified into logical thematic categories based on the objectives and then coded. The study adopted a theoretical framework based on Frederic Herzberg's Motivational Theory also referred to as Satisfaction Theory. The study

found out that the level of job satisfaction among teachers was low because of lack of motivation, interference from senior, lack of good relationship with school administrators and freedom of autonomy. Moreover, school administrators provided low level support especially on salaries, allowances and incentives, provisions of facilities, good communication channels and support towards seminars. The regression analysis established that interpersonal relationships, working environment, motivation and job security factors greatly influenced job satisfaction.

Keywords: School Administrators/ Job Satisfaction/ School Management/ School Administration/ Teacher Satisfaction/ Private Schools

1. INTRODUCTION AND STUDY BACKGROUND

Education plays a fundamental role in the social, political and economic growth and development of any country. As such, teachers play a critical role in education since they are the vessels of knowledge from one generation to another. This makes teaching an indispensable and most respectable profession that cannot be ignored as a citadel and pivot of societal development. Teachers shoulders the responsibility of guiding learners attain knowledge and information for the development of themselves, the society and the nation at large. As such, the nation considers teachers as the mainstays of the society (Nagar, 2012; Ahsan *et al.*, 2009). But since teachers are humans too, they need certain prerequisites such as security, recognition, new experience and independence for them to discharge their mandate efficiently. Unfulfillment of these crucial needs cause tension and job dissatisfaction among the teachers. Job is not only a

main source of income but also an important component of life (George & Badenhorst, 2008). Job satisfaction therefore is an important component for overall wellbeing of the teachers considering the central role of teachers in many people's life (Khatoon & Hassan, 2000; Natarajan, 2001; Suki, 2011)

Various studies have revealed that investment in a good teacher is quickly returned through the effectiveness of the persons he teaches over the years that (Republic of Kenya, 1996; Elpers & Westhuis, 2008). Therefore, even the best facilities cannot be substituted for the teachers' roles as these facilities require well trained instructors to make good use of them (Ahindukha, 2005). This implies that measures should be put in place to ensure that teachers work within environments that are conducive and enriching to enable them discharge their duties efficiently and effectively.

Therefore, there is need for one to question which key and prerequisite elements are important in ensuring teachers render effective service delivery (Kumari & Jafri, 2011). Of particular importance is an environment that creates and maintains job satisfaction amongst the educators. Study results in areas of job satisfaction have established that a more satisfied teachers in and with their job are less likely to leave their positions (Gleasonwynn & Mindel, 1999). The area of job satisfaction provides benefits to educators as well as allows for job satisfaction to be embedded in the values of the institution in which they are working. When job satisfaction is engrained among the standards, values and all tenets of any education institution, it translates to enhanced services offered especially to learners based on job satisfaction sustained among the educators (Fisher, 2009).

Job satisfaction therefore is a key determiner of educational achievement. As a matter of fact, all teachers work in order to satisfy their needs in life. Therefore they constantly agitate for better salaries and higher remuneration. Studies have established that teachers who are satisfied in their workplace usually hold jobs longer, are more responsive to work, have positive and consistence interactions with children. In this case, teachers who are satisfied with their job can readily work extra hours, are punctual to duty and are always present in order to improve students' performance (Maslach & Leiter, 1999).

Since private schools are purely managed by school administrators, with very minimal government interference, the role of school administrators in promoting job satisfaction among teachers cannot be

overemphasized. Studies have revealed that several administrative problems are caused by the fundamental conflict between administrators and teachers. Okoth (2003) asserts that there is a strong interplay between teachers' attempt to personalize their roles so that they actualize their individual desires and wants and that of the schools attempting to pattern and fit them into the prescribed roles in order to achieve the educational and institution objective. There is a claim that most private schools and their systems are not led in ways that enables them to respond appropriately to the emerging teachers' needs and demands (Elmore, 2000). This implies that if school administrators are to respond to the emerging educational demands, they have to do two things. One, they should redefine how they employ their managerial skills and practise to enhance job satisfaction among teachers, and two, they need to mitigate an attendant loss of public confidence and serious consequences for public education.

When administrators employing teachers avail environments that foster and maintain job satisfaction, their institutions will yield satisfaction among teachers and consequently positively affect learners. Therefore, if administrators ignore to put priority in issues that promote job satisfaction among their staff, teachers in particular become dissatisfied, and negative consequences such as turnover and burnout among others may occur (Jayaratne & Chess, 1986).

Globally, within a period of four years of beginning to teach, over one half of all teachers in private schools either leave the profession altogether or transfer to other jobs. More importantly to note, during this same four-year period, those who remain in teaching private schools frequently migrate from one school to another seeking a more satisfying role and better working conditions (Park, 2008). Teachers who are not satisfied with their job has low morale which has led to apathy, poor job performance, increased value for material rewards, dissatisfaction with school authorities, low turnover and constant shortages. The rate of attrition of private school teachers who are not satisfied with their job is particularly excessive especially in high poverty urban schools due to fewer resources and poorer working conditions (Okpara, 2004). Inadequate support from school administration and limited staff input into school have been cited as the major cause of dissatisfactions among teachers hence high rate of turnover and low retention rates.

A report by Institute of Policy Analysis and Research (IPAR) on fundamental restructuring for Kenya's education sector has revealed that the

current education system is facing numerous challenges in terms of human, infrastructural and financial resources. Of these, human resource factor has hit private schools the most. Workforce problems that characterize the current system include poor teaching environment, poor governance, underpayment and remuneration, demotivated teachers, to mention but few of the factors. The report points out that teachers are experiencing low job satisfaction, hence unwilling to work harder to improve the current results, which are quite dismal (IPAR, 2008). Rediscovering the importance of the significance of job satisfaction is very critical if at all the long term growth of the educational system in Kenya is to be realised.

Moreover, there is a widely held belief in Kenya that there is generally low teacher satisfaction and low optimism amongst most Kenyan private school teachers. Furthermore, most Kenyans believe that teacher satisfaction is directly related to teachers' remuneration in terms of salaries and rewards. Better said in other words, the belief is that the major factor that contributes to teacher job satisfaction is the monetary quality and quantity teachers take home (Select Committee, 2004). This explain why even the teachers' unions have ever been campaigning for better salaries and remuneration of teachers. As such, less attention has been directed towards the role school administrators' play towards enhancing job satisfaction among teachers especially in private secondary schools.

With the rapid expansion of private secondary schools in Kenya, administrative related factors require urgent and critical appraisals to ascertain their influence on teachers' job satisfaction. It is true that most private secondary schools are relatively new and are faced with financial and infrastructural challenges. This problem is obviously compounded with high turnover rate of teachers and those still left in these schools are expressing great desire to transfer to other schools, a thing they will do once opportunity avails itself.

2. STATEMENT OF THE PROBLEM

Every organization has its own objectives which guides how work is carried out. In a secondary school, fulfilment of objectives is measured by the performance especially in the national examinations, co-curriculum activities and the general enthusiasm

and the attitude teacher has towards his or her job obligations. That is why the government of Kenya and other educational stakeholders have put in place measures and policies aimed at fostering job satisfaction among educationists. However, the number of teachers moving out of teaching profession citing poor school administration policies to join other professional jobs is still alarming in secondary schools in Kenya. Private schools are the worst affected. Internal strife among teaches with their school managers has reaching an alarming proportions leading to job boycotts. Subsequently, observed job dissatisfaction among teachers in Molo municipality has been attributed to various generalised factors. Such personal inclinations may remain hypothetical and isolated if not concretely based on researched and compiled issues that factually hinder teachers' job satisfaction. Even though there are a number of interrelated factors that come into play to promote the level of job satisfaction among teachers, it is not gainsaying that administrators have an indispensable role to contribute towards the same (Katou, 2008). It is in the above context, therefore, that the researcher decided to carry out this study to find out the role played by school administrators in promoting work satisfaction among private secondary school teachers in Molo municipality, Rift Valley Province, Kenya. This is important because issues raised by many researchers clearly indicated that more still needed to be done in order to improve the level of job satisfaction among private secondary school teacher in for better performance of schools.

3. OBJECTIVES OF THE STUDY

The study aimed at finding the role played by school administrators in promoting the level of job satisfaction among private secondary school teachers.

3.1 Specific Objectives

This study specifically endeavoured to; -

1. Establish the level of job satisfaction among private secondary school teachers in Molo Township.
2. Find out administrative factors affecting job satisfaction of teachers in privates schools in Molo Municipality
3. To establish to what extent specific factors influence job satisfaction among teachers in privates schools in Molo Municipality
4. To ascertain administrative factors hindering job satisfaction among teachers in privates

schools in Molo Municipality

5. To suggest measures that can be taken to enhance job satisfaction among teachers privates schools in Molo Municipality

4. RESEARCH METHODOLOGY

This study was carried out in Molo municipality which lies in Molo district about 204km from the Capital Nairobi and 47km from Nakuru Town. A descriptive research of the survey type with both qualitative and quantitate approaches was adopted for this study. The study sample was 135 teachers using the formula suggested by Taro Yamane (1970). Data was collected using questionnaire and observation tools in order to meet the objectives of this study and enhance triangulation. To ascertain reliability, the test retest technique was employed by the researcher where the questionnaire was administered to 20 teachers in private schools from Elburgon and Njoro towns which neighbour Molo town. The results from the two test administrations were analysed using Pearson's Product

Independent Variables

- School Administration
- Interpersonal Relationship
- Job Security
- Working Environment
- Motivation

11.

12.

Moment Correlation. Correlation coefficients of .768 and .844 established for the questionnaire from the two pretest studies respectively were considered satisfactory to declare the instrument reliable for the study (Orodho, 2010). The quantitative data collected using questionnaires was coded and entered in the computer for analysis using Statistical Package for Social Science (SPSS). Qualitative data collected through open ended questions and observation was transcribed, analyzed thematically and reported in narrative.

5. CONCEPTUAL FRAMEWORK

This study sought to investigate the role played by administrators in promoting the level of job satisfaction among private school teachers. Therefore, the study came up with variables that were to be investigated in a bid to meet both the overall aim and specific objectives of the study. The variables were dependent and independent as shown in the chart below.

Dependent Variables

- Job Satisfaction

Figure 1. Conceptual framework

6. THEORETICAL FRAMEWORK

The theoretical framework adopted for this study was based on Frederic Herzberg's Motivational Theory. This theory, also referred to as *Satisfaction Theory*, distinguishes two sets of work factors. One set relates to the satisfiers or motivators (these are intrinsic to the job). The other set relates to the dissatisfiers or hygiene factors. The motivators have to do with the work itself, and include achievement, recognition, responsibility and advancement. The hygiene factors have to do with the environment or conditions of work. The hygiene factors include salary, possibility of growth, interpersonal relationships, administration, school policy, working conditions, personal life, status and

job security (Herzberg & Grigaliuma, 1971).

Wilson (1999) suggests that, intrinsic factors such as pride in their work can motivate educators for professional development and increased performance. The dissatisfiers are extrinsic in their nature and refer to the circumstances under which the work is done. The extrinsic factors are seen as factors that bring about dissatisfaction in the work environment and include: lack of support, poor salary, poor infrastructure and an inferior reward system. Salary has become more significant because academic income has failed to keep pace with increases in the cost of living and levels of compensation as have been the case in other professions. This study sought to look

into the factors promoting the level of job satisfaction of teachers which fall within the roles of administrators. This was to be achieved by assessing the factors or needs that the administrators have to bring into play; mentioned within this theory as shown in this conceptual framework above.

7. LITERATURE REVIEW

7.1 The Concept of Job Satisfaction

Spector (1997) asserts that job satisfaction is the extent to which people like satisfaction or dislike dissatisfaction their jobs. Job satisfaction is a positive orientation of an individual towards the work role, which he is presently occupying. He further states that variables related to job satisfaction include achievement, advancement, job enhancement, job enrichment and teamwork. One of the most challenging tasks in management today is keeping the most qualified employees satisfied and being able to retain them on the job. Armstrong (2009) defines job satisfaction as the attitudes and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes indicate job dissatisfaction. Morale is often defined as being equivalent to satisfaction. Guion (1958) defines morale as the extent to which an individual's needs are satisfied and the extent to which the individual perceives satisfaction stemming from his total work situation. Lawler (1971) defines job satisfaction as the favorableness or unfavorableness with which employees view their work. Satisfaction is an aspect of motivation.

Okoth (2003) asserts that job satisfaction is a positive state, resulting from the appraisal of one's job experiences. Job satisfaction is a collection of feelings and beliefs that employees have about their jobs. She further argues that managers, who are high in job satisfaction generally like their jobs, feel that they are being fairly treated and believe that their jobs have many desirable features such as interesting work, good pay and job security. According to Gumato (2003), job satisfaction is the extent to which employees favourably perceive their work. High job satisfaction indicates a strong correlation between an employee's expectations of the rewards accruing from a job and what the job actually provides.

Job satisfaction and motivation of teachers has been a topic of emphasis and focus of attention for many scholars and researchers. This is because of the

strong correlation between job satisfaction and teachers' behavior such as commitment, efficiency and productivity. Teachers are concerned with their working atmosphere for their personal satisfaction and comfort since this effect directly influences and facilitates their efficiency at work place.

7.2 Factors Promoting Job Satisfaction among educators

According to Elpers & Westhuis (2008) major items that greatly contribute to increase of job satisfaction include pay and benefits, opportunity for promotion, supportive and empowering work environment, clarity of job role, recognition, participative decision making and adequate resources which allow employees to provide positive outcomes for clients. Barber (1986) cites almost similar factors to those mentioned above. They include the work itself, a sense of achievement, responsibility, recognition, praised for efforts and work contributed, achievement or promotion, workers accomplishments are recognized, salary level, job security and relationship with supervisor.

Armstrong opines that rewards are the best motivators among the employees of medium and low income like teachers. Reward can either be intrinsic or extrinsic. Intrinsic rewards are the internal satisfactions a person receives in the process of performing a particular action which normally bestows a pleasant inner feeling of accomplishment to an employee. Extrinsic rewards on the other hand, are given typically by the administrators, supervisors or managers to their employees. They include promotions, marginal benefits and even pay increases (Armstrong, 2009). Osei (2006) notes that extrinsic rewards provided form of monetary benefit help to entice, attract and retain employees and for limited periods. However, they may increase effort and minimize job dissatisfaction for a long time when implemented alongside intrinsic rewards.

It is true that motivating teachers is majorly a job of administrators. They are therefore required to ensure that the rewards, especially intrinsic rewards, are sustainable to teachers. However, as much as extrinsic motivation fosters job satisfaction, the idea that pitiable work conditions are compensated for by higher pay does not concur with the reality of the labour market (Whawo, 1993). This calls for changes in recognition and rewards in order to bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009).

Rewarding teachers with competitive salaries and benefits equal to or higher than the school's geographical competitors is a mechanism that contributes greatly to job satisfaction. Competitive benefits include paid time off, health insurance, transport allowances, as well as retirement plan. However, due to complexity of human behaviour and contribution of myriad of factors contributing to job satisfaction, studies on the effects of salaries on job satisfaction demonstrate mixed reactions. There is therefore need for school administrators to evaluate and consider each school setting as a unique case in a bid to know the best mechanism to employ to enhance job satisfaction of their teachers.

Administrators in many performing private schools in Kenya have developed various approaches and strategies on rewarding their respective teachers on their performance. These strategies range from paying for quality grades attained by students in the national examinations, remedial teaching and teaching extra lessons. Other strategies for rewarding include providing with free or subsidized lunch and provision of staff trips among many other incentives as may be decided upon by school management bodies to enhance job satisfaction (Ali & Ahmed, 2009). This study therefore seeks to establish whether the administrative and institutional based reward strategies put in place contribute towards teachers' job satisfaction in private secondary schools.

According to Zilli & Zahoor (2012), school administrators can employ several strategies to enhance job satisfaction. One, they can allow teachers have control over their work. This gives teachers the independence and authority to make decisions as well as freedom to plan and organise their tasks. Secondary, they should provide opportunity for professional growth. This can take place within the institution through promotion or outside the organization through support it attend to educational opportunities. Other studies have established that there is a positive significant correlation between teachers' job satisfaction and institution opportunities for professional growth. Thirdly, school managers should can provide flexible work schedules to their staff. This enables teachers have control of their work hours in terms of planning, flexibility, creativity and stability of their work schedule (Sargeant & Hannum, 2003).

Studies have revealed that school administrators should intend to raise job satisfaction through raising the status and reward of teaching, attract more able and intelligent people to the field and

allow teacher greater control over the content and conduct of their work. This will highly improve special education teachers' retention (Oyaro, 2008; Okpara, 2004; Gumato, 2003).

Lack of administrative support, less professional development, problem with teachers roles, greater diversity on case load, isolation and inadequate resources all contribute to less job satisfaction and attrition of special educators in addition young special educators are more likely to leave than older teachers (Vesallo, 2014). Also, personal reasons arising from working conditions like family move, child rearing, illness and retirement unrelated contribute to special educators' attrition. These are issues that can be handles well if good working policies are put in place and implemented by school administrators (Giacenti, 2005).

Unfortunately, job dissatisfaction in most Kenyan private schools has led the status of teachers so low that most teachers are ashamed to identify themselves as teachers. Unable to eat properly, live and dress properly, receive proper medical care and experience leisure, many teachers are becoming increasingly hopeless about enhancing their live. Most of these talents are leaving the teaching profession and are randomly looking for better paid and higher status elsewhere. To add to this, the state tendency to continue to treat teachers as objects of manipulation through authoritarian decrees and techno-bureaucratic logic, then one understands why teacher education not the best attractive option for most bright young people (IPAR, 2008).

The foregoing discussion shows that job satisfaction is considered as an important theme worldwide as it is necessary for the growth of educational system and development of society (ZilliAS, 2012). In this context, the administrators of educational institutions plays a central role in ensuring that teachers live up to full satisfaction by meeting their needs and demands in order to motivate and improve their efficiency. This is because knowledge and competencies of teachers depends upon the satisfaction of their needs and behaviours (Mehta, 2012). Therefore, school administrators must endeavour to employ all strategies and resources to in making sure teachers are satisfied so that they can perform their duties with commitment, dedication and hard work to provide up-to-date knowledge and information to learners for their growth and development (Chen, 2010).

In brief, is not gainsaying that schools'

administrators must consider and manage schools as corporate organizations. They must understand that realization of educational institution objectives purely depends on every teacher's positioning at team work level within a school. Both schools administrators and the teachers are obliged to act responsibly and collectively in discharging their duties with flexibility to adapt change to be able to remain in line with the changing trends in education sector and society at large and finally achieve quality results effectively and efficiently. This study therefore seeks to establish the role of schools administrators in terms of good governance, remuneration/salary, recognition, promotion and working conditions among others influences teachers' job satisfaction of private secondary school teachers in Molo Municipality.

Nonetheless, it is arguable that successful job satisfaction must be build bottom up, that is, ascertaining causes of intentional turnover, explanations for retention and addressing identified causes of turnover and dissatisfaction as well as reasons for retention. Literature on job satisfaction is also prolific and shows that teachers are increasingly dissatisfied with their work and this prompted the researcher to investigate into this concept with a view to shedding light on the effect of administrators' role towards enhancing job satisfaction among teachers in private secondary schools in Molo Municipality.

8. STUDY RESULTS AND DISCUSSIONS

The researcher presents the results obtained from analysis of data obtained from the questionnaire and observation. The results are analysed and discussed in relation to the objectives and questions with consideration of the relevant literature.

8.1 Level of Teachers' Job Satisfaction

Objective one of the study was to find out the level of job satisfaction among private secondary school teachers in Molo Township. Table 4.1 indicates the average mean of responses of the items provided on different aspects of the job satisfaction.

Table 2: Mean table showing level of job satisfaction

| Variable | Mean |
|--------------------------------------|------|
| Interference from the administrators | 2.62 |

| | |
|-----------------------------------|------|
| Desire to quit to public schools | 3.99 |
| Leaving the teaching profession | 3.81 |
| Relationship with administrators | 3.53 |
| Relationship with fellow teachers | 4.04 |
| Collaborative decision making | 2.72 |
| Freedom | 2.24 |
| Teachers' level of satisfaction | 2.82 |

n=135

The findings in table 4 reveal that there was a very high level (4.04) of satisfaction of the relationship that existed between the teachers and their fellow teachers but the relationship between them and their seniors was of high dissatisfaction (3.53). The results also reveal that there was a medium level of satisfaction of collaborative decision-making (2.72) and teachers' overall level of satisfaction was medium (2.82). The level of freedom given to participate in the collaborative management of school was of low level (2.24). The level at which teachers were considering to leave teaching in private school and join government school was high (3.99) and also same in leaving teaching profession (3.81).

The analysis of the results shows that teachers were not satisfied in their job because there was no collaborative decision making in schools and teachers were not given freedom to participate in the management of the school. Even though interference from the school administrators was minimal, this however combining with the other factors prompted the teachers to consider quitting private schools and even teaching profession. Ultimately, this greatly affected the level of their satisfaction because majority 59.6% (n=67) of them said that they had failed to realize any satisfaction in their job.

The findings concurred with a study conducted by Evans (2001) who says that, about half of all new private school teachers in private schools in Kenya, due to lack of job satisfaction, leave the field during the first five years, and approximately 85% after 10 years citing negligence by their administrators

to provide job security, poor working conditions, diminishing autonomy, and absence of motivational support. Rural secondary schools are the worst hit by this seemingly universal problem. Moreover, promoting satisfaction among teachers in private schools has become a fact that has been proved difficult to attain despite the efforts employed (Hill, 2009). The findings also upheld the literature by Smith & Bourke (2005) who argued that job dissatisfaction affects the teachers' personal and professional lives to a greater or lesser degree. In the worst case, however, teachers are forced to leave the profession to escape the impact of teaching stress in their lives. The findings further concurred with the argument of Pretorius (2006) who says that factors responsible for dissatisfaction among teachers range from intrinsic to extrinsic. He adds that cases of the number of educators moving out of teaching profession to join other professional jobs is still alarming. Private school are worst affected. Internal strife among teachers with their school managers has reaching an alarming proportions leading to job boycotts.

The study findings reveal that the massive exodus of teachers from private secondary schools in Molo Municipality is due to their extrinsic and intrinsic needs not met to motivate them in their job. Because of interference from their seniors, lack of collaborative decision making organs and freedom of autonomy in their schools, the teachers have failed to realize a considerable level of job satisfaction which can make them remain in the teaching. This explains why most of them have an experience of less than 3 years.

8.2 Administrators Role in Promoting Job Satisfaction

Objective two of the study was to find out the administrators role in promoting the level of job satisfaction among private secondary school teachers in Molo Township.

Table 3: Administrators roles promoting job satisfaction

| Variable | Mean |
|---------------------------------|------|
| Job Security | 2.10 |
| Clear Channels of communication | 2.61 |
| Supporting teachers | 3.01 |

| | |
|---------------------------------------|------|
| Assigning manageable responsibilities | 2.93 |
| Motivation from the seniors | 2.41 |
| Adequate salary | 1.75 |
| Adequate allowances | 1.80 |
| Conducive environment | 2.70 |
| Adequate facilities | 2.52 |
| Provision of incentives | 2.44 |
| Attending workshops and seminars | 2.20 |

n=135

The analysis of the results in table 6 shows that there was a low level contribution of school administrators toward providing job security (2.10), clear channels of communications (2.61), motivation (2.41), adequate facilities like libraries and sports (2.52), incentives (2.44) and support to attend workshops and seminars (2.20). Worse still, the teachers were poorly paid because their responses show a very low payment of salaries (1.75) and allowances 1.80). However, they had tried to provide conducive environment because the level was medium (2.70). Teachers also acknowledged to have received high level of support (3.10) to enable them do their work well.

The findings are in line with the literature of Molly (2002) who says that educators in independent schools are expected to work hard and produce good results in spite of their problems. It is, however, a fact that has been proved difficult to attain because of the conditions under which these schools operate. Sometimes they go for months without salaries. This affects their morale.

The findings also concur with Mitchell (2003) who concludes in his studies of private schools that there is a mushrooming shift of educators from private schools to public schools. Most educators have put the blame on school managers who put less value on professionalism of teachers, misuse of funds and lack of managerial skills that promote school development to create an environment that can foster satisfaction of educators. Moreover, the findings agrees with the findings of Evans (2001) which shows that, about half of all new private school teachers in private schools in Kenya, due to lack of job satisfaction, leave the field during the first five years, and approximately 85%

after 10 years citing negligence by their administrators to provide job security, poor working conditions, diminishing autonomy, and absence of motivational support.

Both the findings from the analysis of the results and literature review shows that school administrators had failed to meet the intrinsic and extrinsic needs of teachers in general especially in Molo Township private schools. This is because teachers received only support to do their work well in schools and I think this is because the school managers were doing this in order to improve on the students' performance. On the contrary, these teachers were poorly paid, worked in uncondusive environmental conditions and they did not receive adequate facilities and support to improve on their livelihood hence they were de-motivated. Apart from support given to teachers to do their work well, the level of contribution of administrators in various aspects was still either low or very low.

8.3 Extent to which Administrative Factors Contribute towards Job Satisfaction

The third objective sought to find out the extent at which administrative factors contribute towards job satisfaction among teachers in private secondary schools in Molo municipality. The analysis was done using regression.

The regression analysis was carried with the independent variables being interpersonal relationship, job security, environment and motivation. The dependent variable was job satisfaction, as shown in the subsequent regression analysis below.

Regression model used;

$$Y_s = a + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + E$$

Y is the dependent variable which is job satisfaction.

a is the constant or the intercept .

β_1, \dots, β_4 are the independent variables.

X_1, \dots, X_4 are the regression coefficients or the random variables to be observed or predetermined chosen fixed values.

E is the error term; captures all the other variables or factors which influence the dependent variable other than the regression coefficients.

Regression analysis results of interpersonal relationship factors

Table 4: Coefficient of determination, R²- individual interpersonal relationship variables

| Variables | R | R ² | Adjusted R ² | Std. Error of the Estimate |
|------------------------|-------|----------------|-------------------------|----------------------------|
| Managerial support | 0.005 | 0.000 | 0.009 | 1.00113 |
| Communication channels | 0.161 | 0.037 | 0.021 | 0.98961 |
| Leadership style | 0.318 | 0.101 | 0.086 | 0.94928 |

n=135

The results indicate that managerial support, communication channels and leadership style influence job satisfaction but at different levels. The information indicates that individually, leadership styles had the biggest influence on job satisfaction with adjusted R² of 0.086, then communication channels with R² of 0.021 and lastly managerial support with R² of 0.009. These findings show that on interpersonal relationship factors, leadership style was the major factor mainly influencing job satisfaction followed by communication channels. Managerial support had the least influence on job satisfaction among teachers.

Studies on effect of school environment indicate that, visionary leadership is the fundamental necessary ingredient for enhancing effectiveness of the teaching staff (Madrid, 2002). Mitchell (2003) argues that, the school managers set the tenor in the school, and cultivates the quality of the school climate through collaborative decision making. Coupled with his/her distinctive leadership style, his/her influence will be of strategic importance to facilitate a learning community.

8.4 Regression analysis results of school working environmental factors

The regression analysis was carried with the independent variables being collaborative decision making, adequate resources and assigning of manageable responsibilities. The dependent variable was job satisfaction as shown in the regression analysis below.

Table 5. Coefficient of determination, R²- individual environmental variables

| Variables | R | R ² | Adjusted R ² | Std. Error of the Estimate |
|-------------------------------|-------|----------------|-------------------------|----------------------------|
| Manageable responsibilities | 0.003 | 0.212 | 0.091 | 1.96845 |
| Collaborative decision making | 0.421 | 0.107 | 0.155 | 0.83661 |
| Adequate resources | 0.342 | 0.122 | 0.103 | 0.85326 |

n=135

The results indicate that collaborative decision making, adequate resources and assigning of manageable responsibilities influenced job satisfaction but at different levels. Further, these findings indicate that individually, collaborative decision making had the biggest influence on job satisfaction with adjusted R² of 0.155 followed by availability of adequate resources with R² of 0.103 and lastly assigning of manageable responsibilities with R² of 0.091. These findings show that on environmental factors, collaborative decision making was the major factor mainly influencing job satisfaction, followed by availability of adequate resources and lastly assigning of manageable responsibilities to teachers. This implies that teachers in schools can take up many responsibilities satisfactorily provided there is good and collaborative communication from the school administrators as well as availability of teaching and learning resources.

8.5 Regression analysis results of motivation factors

The regression analysis was carried with the independent variables being support of teachers to attend workshops and seminars, giving of incentives and adequate allowances. The dependent variable was job satisfaction, as shown in the regression analysis below.

Table 6. Coefficient of determination, R²- individual motivation variables

| Variables | R | R ² | Adjusted R ² | Std. Error of the Estimate |
|------------------------|-------|----------------|-------------------------|----------------------------|
| Workshops and seminars | 0.258 | 0.052 | 0.079 | 0.91501 |
| Incentives | 0.351 | 0.143 | 0.108 | 0.87002 |

| | | | | |
|---------------------|-------|-------|-------|---------|
| Adequate allowances | 0.344 | 0.119 | 0.114 | 0.94544 |
|---------------------|-------|-------|-------|---------|

n=135

The results indicate that workshops and seminars, giving of incentives and adequate allowances influence job satisfaction but at different levels. Further, this information indicates that individually, adequate allowances had the biggest influence on job satisfaction with adjusted R² of 0.114 followed by incentives with adjusted R² of 0.108. This was followed by supporting teachers to attend workshops and seminars with R² of 0.079. This implies that giving teachers adequate allowances was the major factor mainly influencing job satisfaction in this category; followed by giving of incentives and the factor with least influence was support of teachers to attend workshops and seminars.

8.6 Regression analysis results of job security factors

The regression analysis was carried with the independent variables being retirement benefits, employment status and adequate salary. The dependent variable was job satisfaction, as shown in the regression analysis below.

Table 7. Coefficient of determination, R²- individual job security variables

| Variables | R | R ² | Adjusted R ² | Std. Error of the Estimate |
|---------------------|-------|----------------|-------------------------|----------------------------|
| Retirement benefits | 0.256 | 0.048 | 0.078 | 0.91543 |
| Adequate salary | 0.483 | 0.277 | 0.194 | 0.70451 |
| Employment status | 0.372 | 0.241 | 0.187 | 0.85543 |

n=135

The results indicate that retirement benefits, employment status and adequate salary influence job satisfaction but at different levels. Further, this information indicates that individually, adequate salary had the biggest influence on job satisfaction with adjusted R² of 0.194 followed by employment status with R² of 0.187, then lastly retirement benefits with R² of 0.078. These findings show that on job security factors, adequate salary was the major factor mainly influencing job satisfaction, followed by employment status and last on the list is availability of retirement benefits.

Table 8. Coefficient of determination – R² combined

| R | R Square | Adjusted R Square | Std. Error of the Estimate |
|------|----------|-------------------|----------------------------|
| .746 | .573 | .567 | .65965 |

n=135

The regression model's adjusted R-squared was 0.567. The model therefore explains 56.7% of job satisfaction using the four major independent variables. This therefore translates to the four independent variables (interpersonal relationships, working environmental, motivation and job security factors) which explain 56.7% of the job satisfaction of teachers in Molo municipality. The remaining 43.3 % should be explained by other factors not assessed in this study.

Table 9. Test of Significance of Independent Variables – Regression Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|------------------------------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | | | |
| (Constant) | .258 | .569 | | .430 | .778 |
| Motivation factors | .083 | .042 | .193 | 2.966 | .004 |
| Job security factors | .520 | .080 | .538 | 5.174 | .000 |
| Interpersonal relationship factors | .175 | .155 | .087 | 1.211 | .344 |
| Environmental factors | .163 | .037 | .331 | 4.587 | .000 |

n=135

The significance test of the independent variables in the model was done using t-tests. Motivation factors had a positive coefficient if and when used as a predictor of job satisfaction ($\beta = 0.193$) with a t-statistic of 2.966 at a significant level of 5%. This indicates that motivation factors are significant predictor of job satisfaction in private secondary schools. A positive coefficient does indicate that motivation factors including support for teachers to attend workshops and seminars, adequate allowances and incentives among others contribute towards job satisfaction among teachers.

Job security factors had a positive coefficient ($\beta = 0.538$) indicating that the more there is job security the higher the chances of teacher job satisfaction. The t-statistic was 5.174 at 5% significance level. This indicates that job security factors (adequate salary, employment status and retirement benefits) strongly influence job satisfaction among teachers in private secondary schools in Molo municipality.

Interpersonal relationship factors also had a positive coefficient in the model ($\beta = 0.087$) indicating that when the interpersonal relationship factors including good leadership styles, clear channels of communication and better managerial support are availed, they will have a positive influence on job satisfaction. The t-statistic was 1.211 which was significant at 5% significance level. This indicates that interpersonal relationship factors influence job satisfaction.

Finally, environmental factors had a positive coefficient ($\beta = 0.331$) indicating that the more the environmental factors are enhanced, the higher the chances of job satisfaction. The t-statistic was 4.587 at 5% significance level. This indicates that environmental factors including availability of adequate resources, collaborative decision making and assigning of manageable responsibilities to teachers strongly influence job satisfaction among teachers.

8.7 Factors Hindering Job Satisfaction

The fourth objective of the study was to find out factors that were hindering job satisfaction among private secondary school teachers in Molo Township.

Table 10: Factors hindering job satisfaction

| Variable | Percentage |
|----------------------------|------------|
| Poor payments | 83(61.0) |
| Lack of job security | 74(54.8) |
| Lack of motivation | 69(51.1) |
| Bureaucratic leadership | 62(45.9) |
| Lack of clear policies | 53(39.3) |
| Too much responsibilities | 51((37.8) |
| Delayed salaries and wages | 46(34.1) |
| Lack of facilities | 45(33.3) |

n=135

Among the major factors cited include poor or low payments 61.0% (n=83), lack of job security 54.8% (n=74), lack of proper motivation 51.1% (n=69), bureaucratic or harsh leadership characterised by dictatorship 45.9% (n=62), lack of clear governing policies especially on payments and communication channels 39.3% (n=53), assigning too much responsibilities without payments of increment in salaries and wages 37.8% (n=51), delayed payment of wages and salaries 34.1% (n=46) and lastly lack of adequate facilities especially in sports, libraries and teaching aids 33.3% (n=46). Other factors which were recorded from the respondents even though their percentage was below (30.0%) include poor housing conditions, lack of enough running capital, lack of professionalism within the school administrators, lack of or poor meals given to teachers, lack of allowances and incentives, lack of enrichments programs, ignorance of teachers' needs, over-supervision, lack of collaborative decision making bodies in the schools and prevalence of untrained school managers.

The study findings agrees with the literature of Gumato (2003) who affirms that the principal cannot afford to disregard the expectations of the teachers as there are too many benefits to be derived from satisfied staff. He adds that school leaders play a key role in creating an environment that can promote job satisfaction or dissatisfaction among its educators. The findings also upheld the discovery of Manthei & Gilmore (2005) who argues that, organisations do not change; only individuals change. It is only when enough of the people within an organisation change that the organisation can be transformed. If this premise that people are the key to school improvement is correct, then it follows that the fundamental role of the school managers is to help create the conditions which enable staff to discover their potential, develop and reach a satisfactory level so that the school can achieve its goals more effectively.

During data collection exercise, the researcher observed that most buildings were not up to standard and most teachers lacked enthusiasm in their work. Several of them were absent during data collection exercise implying that due to lack of factors in place which enhance satisfaction, teachers had opted to absentee themselves from the schools to seek satisfaction somewhere else. In three schools, the researcher discovered that the teachers were demanding over three months' dues which they had not been paid. These factors explains why most teachers, even though they Bachelors' degree holders, they had worked in private schools for less than three

years indicating a sign of exodus of teachers from private schools in Molo Township.

8.9 Suggestions on Ways of Promoting Job Satisfaction

The firth objective sought to establish ways of enhancing teacher satisfafaction among the teachers. Lastly on the questionnaire instrument, teacher respondents were asked to give their views by suggesting some of the ways through which school administrators can promote teachers' level of job satisfaction basing on the hindrances. The respondents therefore suggested the following as shown in the table 8 below.

Table 11: Suggestions on factors promoting job satisfaction

| Variable | Percentage |
|----------------------------------|------------|
| Good Salaries | 96(71.1) |
| Motivation | 69(51.1) |
| Job Security | 68(40.4) |
| Prompt payment | 61(45.2) |
| Good communication channels | 59(43.7) |
| Provision of learning facilities | 55((40.7) |
| Responsibilities | 47(34.8) |
| n=135 | |

The analysis of the findings revealed that teachers had various divergent views regarding promoting the level of their job satisfaction. Among the major factors they suggested include provision of good salaries 71.1% (n=96), motivation 51.1% (n=69), job security 40.4% (n=68), prompt payment, good communication channels 43.7% (n=59), provision of learning facilities especially teaching aids 55((40.7%) and assigning manageable responsibilities 34.8% (n=47) which teachers can finish in time without overworking themselves. Other suggestions that they gave although in minimal percentage include giving of incentives to teachers, provide free interaction and freedom of expression and work, give teachers allowances, provide enrichment programs by supporting them to attend seminars and workshops, involve them in decision making especially in the management of the school and running of school

programs, leaders be democratic and employing more man power in school who are qualified to ease the problem of overloads.

9. CONCLUSION

From the analysis of the study findings, it was found out that the level of job satisfaction among teachers in private secondary schools in Molo Township was still low because there was lack of motivation, interference from seniors, and lack of good relationship with school administrators and freedom of autonomy. Moreover, they school administrators, even though they had tried to provide support towards teachers' work, their level of support was still low especially on salaries, allowances and incentives, provisions of facilities, good communication channels and support towards seminars and workshops.

The administrators had also contributed greatly towards lowering the level of job satisfaction among teachers because they were bureaucratic, they delayed in paying teachers, lacked good school governing policies, assigned teachers too much work which they could not accomplish, did not offer job security neither did they motivate their teachers. However, teachers felt their job satisfaction can be raised if school administrators can reverse the above hindering factors in a bid to meeting the need of the teachers.

10. RECOMMENDATIONS

Based on the study findings, the study recommends that because there was low level of job satisfaction among private secondary school teachers, a problem which had been greatly caused by school administrators, several measures have to be implemented to curb the problem.

The study found out that most school administrators had no clear channels of communications, a factor accelerated by lack of clear governing policies. The study thus recommends that the government should come up and force school to establish clear policies especially regarding hierarchical leadership to enhance clear communication channels and also on payments of school workers.

The findings also revealed that teachers were underpaid hence the study recommends that the government should set a standard amount of money that educators in private schools should earn.

It was also found out that teachers were not paid in time and sometimes their salaries delayed for

months hence the study recommends that school manager should endeavour to clear salary arrears in time so that teachers can have money for their upkeep and get time to concentrate in school work. The study also discovered that many school lacked adequate facilities like those needed in sports. The study hence recommends that the government should cheap in and provide subsidiaries to enable private schools have these facilities in place and even a running capital at all times.

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