RELATIONSHIP BETWEEN TEACHERS' JOB SATISFACTION, EMPLOYMENT FACTORS AND ACADEMIC PERFORMANCE IN HIGH AND LOW PERFORMING PUBLIC SECONDARY SCHOOLS IN HOMA-BAY COUNTY, KENYA

BY

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A THESIS PRESENTED TO THE INSTITUTE OF POSTGRADUATE STUDIES OF KABARAK UNIVERSITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION (ADMINISTRATION AND MANAGEMENT)

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;

DECLARATION

I declare that this thesis is my original work and has not been previously presented for the award of a degree at any other university.

SIGNATURE----------DATE----------

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RECOMMENDATION

To the Institute of Postgraduate Studies:

The thesis entitled "Relationship Between Teachers' Job Satisfaction, Employment Factors and Academic Performance in High and Low Performing Public Secondary Schools in Homa-Bay County, Kenya" and written by Joshua Odhiambo Ogal is presented to the Institute of Postgraduate Studies of Kabarak University. We have reviewed the thesis and recommend it in partial fulfillment of the requirement for the degree of Doctor of Philosophy in Education (Administration and Management)

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DEDICATION

I dedicate this work to my dear wife Rhoda Atieno and our three children: Victor Ochieng', Mitchell Kasandra and Nicholas Oduor and to all teachers in Homa-Bay County who responded to my questionnaire. Above all, I dedicate this work to the Almighty God whose grace has been more than sufficient.

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ABSTRACT

The study analyzed relationship between teachers' job satisfaction, employment factors and academic performance among secondary schools in Homa-Bay County. Ministry of Education Report (2012) indicates that Homa-Bay district, now a County used to perform well in National Examinations up to the year 2008 with teachers recording high job satisfaction. But this is now on a downward trend. The purpose of the study was to establish the relationship between teachers' job satisfaction, employment factors and academic performance in high and low performing public secondary schools in the County. The study adopted descriptive survey and correlation research designs. The population was 266 teachers and 202 principals. Data was collected through questionnaire and interviews. Validity and reliability of the instrument were established through expert opinion and Cronbach's Alpha Coefficient of 0.80 reliability test respectively. Data was analyzed using Pearson's Product Moment Coefficient, Multiple Regression, Coefficient of Determination, Analysis of Variance, frequency counts and percentages. The study established that most teachers were not satisfied with their teaching profession as was signified by low job satisfaction indices. Employment factors contributed only 22.5% and 9.7% to job satisfaction in high and low performing secondary schools respectively. The relationship between teachers' job satisfaction and academic performance was statistically not significant. Job satisfaction contributed 10.2% and 14.4% to academic performance in high and low performing secondary schools respectively. From the study, it was evident that recognition by management, working age, salary and allowance were the factors which increased most teachers' job satisfaction and their absence accounted for poor retention of teachers in the County. The study recommended that the Ministry of Education Science and Technology review teachers' salary upward, proper recognition mechanisms of teachers put in place and working age re-evaluated. The findings of this study are significant to the Ministry of Education Science and Technology and to the realization of Kenya Vision 2030.

Key words*: *Job satisfaction, employment factors and academic performance.

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LIST OF ACRONYMS

BOG	Board of Governors
BOM	Board of Management
CEB	County Education Boards
CDF	Constituency Development Fund
CHE	Commission for Higher Education
CIM	Critical Incidence Method
DEB	District Education Board
DEO	District Education Officer
DQASO	District Quality Assurance and Standard Officer
EFA	Education for All
ERC	Education Resource Centre
FPE	Free Primary Education
GOK	Government of Kenya
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KNUT	Kenya National Union of Teachers
KSSHA	Kenya Secondary Schools Heads Association
MEST	Ministry of Education Science and Technology
MoE	Ministry of Education
MSQ	Minnesota Satisfaction Questionnaire
NCST	National Council for Science and Technology
PTA	Parents Teachers Association
SDA	Seventh Day Adventist
ST& I	Science, Technology and Innovations Grant Funds
TPC	Teacher Proficiency Course
TPR	Teacher Pupil Ratio
TQM	Total Quality Management
TSC	Teachers Service Commission
UNESCO	United Nations Educational, Scientific & Cultural Organization
US	United States of America

CHAPTER ONE

1.0 INTRODUCTION

1.1 Background to the Study

Sergiovanni (2005) argue that teachers' job satisfaction and academic performance are variables that go hand in hand in the teaching profession. According to Porter and Steers (2010), job satisfaction represents the mutual beliefs, perceptions and informal obligations between an employer and employee. Hoppock (2007) reiterates that job satisfaction sets the dynamics for the relationship and defines the detailed practicality of the work to be done. He says the employer is obligated to provide a favorable work environment, while the employee is obligated to exhibit behaviors that should lead to high productivity at the work place.

According to Collinson (2006), a teacher is a worker whose job satisfaction study is inevitable due to his enormous role in nation building. The study of teachers' job satisfaction and academic performance in teaching and learning should become imperative to administrators, academicians, school principals and government if they are to be productive. The World Bank Report (2010) established that teachers are the most important group of professionals in a Nation's education sector. This is because teachers inculcate knowledge, attitudes and skills in students and prepare them to take up roles in national development. This makes education to be one very important factor in socio-economic development of any country. Nyongesa (2007) observed that teachers cannot be substituted with even the best of facilities since facilities require well trained instructors to make good use of them. Kooi (2010) contends that the teaching profession is in serious jeopardy if the majority of its members is not satisfied and does not regard matters pertaining to their work as being of central concern. In his opinion, by providing teachers with tasks and conditions that foster job satisfaction, academic performance can be enhanced.

Sergiovanni (2005) discovered that should teachers experience considerable work dissatisfaction, their performance is likely to fall below the fair day's work level, and are likely to become detached, even alienated from their jobs. Everard (2004) established that teachers in leadership

positions maintain that if managers would recognize the importance of their employees, they would treat them well to obtain better service from them. Ochieng' (2014) argues that when workers have high job satisfaction, they like their jobs, feel good about it and value the jobs highly. Hence, job satisfaction among teachers is critical to their long term success. Okumbe (2008*)* asserts that job dissatisfaction among teachers robs them of a sense of internal security and makes them feel unsuccessful, resulting in poor school performance. Okumbe observes that job satisfaction can only be inferred and not seen. He purports that if teachers feel they are working harder to achieve the organizational goals than employees with similar or compatible qualifications in other sectors of the economy but are receiving fewer rewards, they will most likely experience low levels of satisfaction with their job. According to Shakeshaft (2006), if the teachers receive their rewards equitably, then they will feel satisfied with their teaching jobs and opt to remain in the schools so as to achieve the objectives of the schools.

Studies by Herzberg, Mausner and Snynderman (1959) showed that when people including teachers begin work, they appear to do so with a considerable degree of enthusiasm. This enthusiasm begins to wane giving way to a steady decline in job morale which results in low performance. Armstrong (2010) points out that Herzberg's two-factor theory; motivation- hygiene or dual factor theory is based on the assumption that dissatisfaction leads to the avoidance of work and does not represent the end points of a single continuum. He argues that according to Herzberg, the hygiene factors present dissatisfaction, and do not lead to satisfaction. They only bring dissatisfaction to a theoretical zero and therefore present dissatisfaction.

Everard, Moriris and Wilson (2004) argue that job dissatisfaction is the possible cause of the current teacher crisis in Kenya resulting in disparity in academic achievement and national teachers' strikes. They further argue that teaching jobs contain elements of management, and that every head teacher is a manager. Head teachers have the responsibilities for planning, organizing, directing and controlling the work of their fellow teachers. Mutiso (2005) asserts that teachers do play both classroom and management roles.

Nyongesa (2007) reiterates that teacher's interaction with students is crucial for motivation and performance. Effective teaching motivates students' productivity and self impelled learning.

Nyongesa posit that the management in its part gets satisfied with the employees when the return is encouraging. He argues that for teachers to be satisfied, positive re-enforcers should be used to motivate them so as to improve productivity. Such re-enforcers include; pride, team effort, enthusiasm, praise and listening. Dissatisfaction among teachers occurs when their personal needs are not met. He identifies four major factors causing dissatisfaction which includes; terms of employment, school administration, the physical and social environment, and the attitudes of employees themselves. Terms of employment include factors such as poor remuneration, delays in payment of salaries, lack of an objective system of promotion, poor posting and forcing teachers to teach subjects they are not trained in. Autocratic heads of institutions and managers are another major cause of dissatisfaction. Mutiso (2005) affirms that if teachers are not given an opportunity in the decision making process then they become very poorly motivated and ineffective. Sergiovanni (2005) suggests that a harsh geographical environment can affect a teacher's health. Similarly a hostile community can make teachers feel insecure and ineffective in their work. He argues that attitudes that employees bring to bear on the job can adversely affect performance. Foskett & Lumby (2003) reiterate that negative attitudes to authority or to the profession affect the quality of teaching in schools.

White (2013) points out that there is no best way known to determine job satisfaction or dissatisfaction. She asserts that when teachers are dissatisfied the first step is for the administrator to determine the reasons for it. She adds that there may be several causes, namely poor working conditions, lack of security, unfair pay, lack of opportunities for advancement, personal conflict among teachers and unfulfilled needs. White observes that other causes may include unnecessary restrictions and delays in salary payments and insufficient authority to deal with employees' problems. D'Souza (2009) argues that for teachers to do their best they have to have a feeling of personal worth and the knowledge of being appreciated.

Porter and Steers (2010) suggest that the nature and style of managerial leadership greatly influence job satisfaction and school performance. They assert that effective leaders show consideration for employees and enable them to have a sense of participation in decisions that affect them. They further argue that consideration or concern obviously does not mean a happy go lucky attitude, or a quick pat – on – the – back approach but to work in tandem with employees.

Filack and Sheldon (2003) posit that the relevance of job satisfaction and school performance are very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and academic performance. Ubom and Joshua (2004) observe that teachers are expected to render a very high quality performance for the learners. The Ministry of Education Science and Technology also demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers. UNESCO (2012), Matiru, Mwangi and Schelette (2005) observe that secondary schools in Kenya are currently experiencing crisis of ever – increasing students due to Free Primary Education (FPE) and dwindling resources, caused by economic recession which contribute to lower academic standards. They also point out that the quality of teachers and school performance, which are declining, are crucial elements in ensuring that schools retain their tradition of good performance academically, transmitting and preserving knowledge. They established that Academic performance is related to job satisfaction of secondary school teachers. Shakeshaft (2006) observes that teachers' experience at work is crucial to their job satisfaction and academic performance. Ololube (2005) conducted a study on teachers' job satisfaction and performance for school effectiveness among secondary school teachers in Nigeria and established that teacher related sources of job satisfaction seem to have a great impact on teaching effectiveness and academic performance. Nyongesa (2007) reiterates that teachers close interaction with students and high job satisfaction are crucial for better academic performance.

According to Mutiso (2005), the role of teacher management includes staffing and remunerations in public schools, in Kenya it is the sole function of the Teachers Service Commission (TSC). Ministry of Education (1999) asserts that TSC has the power to promote teachers to administrative or professional grades (codes of regulations for teachers 1986) when posts are advertised. Yet all promotional posts for administration are deployment posts like principals, deputy principals, HOD (Ministry of Education 2005).

Homa-Bay County comprises of six Sub Counties was once known as Homa-Bay district. It became famous due to its outstanding academic performance, employment opportunities and high teachers' job satisfaction both in primary and secondary schools up to the year 2008 (Nyongesa

2008). He argues that these trends are now on a down ward spiral and this is likely to cause education wastage and poor teacher retention in the County. This research investigated the cause of academic disparity in relation to teachers' job satisfaction and employment factors. To build a strong case for the study the researcher sampled 20 schools within the County showing academic disparity during the year of the study (Appendix 4). However, during the time of data collection the researcher did not include the schools to avoid monotony. The study was conducted in the year 2011 when the schools in the county performed poorly generally in KCSE examinations and the Ministry of Education Science and Technology and Innovation raised issues. According to Kenya National Examination Council the national average mean score was 6.0 out of a possible standard mean score of 12.00.

The researcher therefore feels that job satisfaction is a crucial area for attention if teachers in Kenya are to provide the services bestowed upon them with a high integrity for maximum productivity, necessitating his choice for the study. The studies reviewed above have shown that if the employee perceives that the employer has breached the job satisfaction and terms of employment work morale is affected adversely, resulting to decreased performance where employees have no favorable options out of their current employments, they would also have low morale and equally set low goals for themselves in work, this would lead to underperformance. The researcher seeks to establish if indeed the low and high performance in Kenya Certificate of Secondary Education (KCSE) in secondary schools in Homa-Bay County is as result of reduced teachers' level of job satisfaction and what permitted employment factors that teachers feel need immediate attention from their employer a gap this study seeks to fill.

1.2 Statement of the Problem

The study was conducted among public secondary school teachers in Homa-Bay County. Secondary schools in the County have continued to register low performance in KCSE examinations. Appendix 4 shows the sample mean grades posted by the twenty schools in the County for the last three years before the study started. Okumbe (2008) observes that Homa-Bay district used to perform highly with KCSE examinations performance index ranging from 37.0534 to 38.0213 up to the year 2007 with teachers recording high level of job satisfaction as was signified by index 7. Nyongesa (2008) reiterates that the performance index for the district

increased to 39.9021 with job satisfaction index decreasing by a small margin to 6 in the year 2008. The finding is supported by the Ministry of Education Report (2012) which indicates that Homa-Bay district, now Homa-Bay County, used to perform well in National Examinations up to the year 2008 with teachers recording high level of job satisfaction and with better terms of employment. But this record is on a downward trend and declined seriously in the year 2011 with the performance index in KCSE examinations coming down to 33.7987 while the performance index in the year 2012 continued to decline to 33.6619, teachers in the County recorded low job satisfaction index of 4, prompting DEOs and political leaders in the County to express concerns during the political caucus (Ochieng 2014). He adds that even though there are many causes of academic disparity, it is clear from the report of the Ministry of Education Science and Technology that low level of teachers' job satisfaction is the problem causing academic decline in the County.

Based on the scenario described above, the researcher felt the need to investigate the relationship between teachers' job satisfaction and academic performance in high and low performing secondary schools in Homa-Bay County.

1.3 Purpose of the Study

The purpose of the study was to establish the relationship between teachers' job satisfaction, employment factors and academic performance in high and low performing public secondary schools in Homa-Bay County, Kenya.

1.4 Objectives of the Study

The specific objectives of the study were to:

1. Establish levels of job satisfaction among public secondary school teachers in high and low performing schools in Homa- Bay County.
2. Identify the employment factors that influence job satisfaction among public secondary school teachers in high performing schools in Homa- Bay County.
3. Identify the employment factors that influence job satisfaction among public secondary school teachers in low performing schools in Homa- Bay County.
4. Establish the relationship between teachers' job satisfaction and academic performance in high performing secondary schools in Homa-Bay County.

5. Establish the relationship between teachers' job satisfaction and academic performance in low performing secondary schools in Homa-Bay County.

1.5 Research Question

The study was guided by the following research question:
What are the levels of job satisfaction among public secondary school teachers in high and low performing secondary schools in Homa- Bay County?

1.6 Hypotheses

The study tested the following hypotheses:

$H0_1$ There is no statistically significant relationship between the employment factors and job satisfaction among public secondary school teachers in high performing secondary schools in Homa-Bay County.

$H0_2$ There is no statistically significant relationship between the employment factors and job satisfaction among public secondary school teachers in low performing secondary schools in Homa-Bay County.

$H0_3$ There is no statistically significant relationship between the teachers' job satisfaction and academic performance in high performing secondary schools among public secondary school teachers in Homa-Bay County.

$H0_4$ There is no statistically significant relationship between the teachers' job satisfaction and academic performance in low performing schools among public secondary school teachers in Homa-Bay County.

1.7Assumptions of the Study

In this study the researcher made the following assumptions:

1. There is disparity in academic achievements among public secondary schools in Homa-Bay County.
2. The level of job satisfaction among public secondary school teachers in Homa-Bay County is not the same.

3. There is a relationship between teachers' job satisfaction, employment factors and academic performance in high and low performing public secondary schools in Homa-Bay County.

1.8 Significance of the Study

This study is significant in that it reveals the extent to which teachers' job satisfaction influences secondary school achievement in Homa Bay County. The findings of this study would be useful to the Ministry of Education Science and Technology and the achievement of Kenya Vision 2030.

1.9 Scope of the Study

The study focused on form four teachers' job satisfaction, employment factors and academic performance in high and low performing public secondary schools in Homa-Bay County. The school performance specifically relates to the teachers as they teach, while job satisfaction is examined as in Herzberg's two factor theory (Herzberg et al, 1959). The research examined the results of KCSE examination of the year 2011 because this examination was closer to the year of study and it was when the report from the Ministry of Education Science and Technology was released on 8 March, 2012.

1.10 Definition of Operational Terms

In the context of this study, the following operational terms were used as defined below:

Academic performance: Performance refers to the act of performing something successful using knowledge as distinguished from merely possessing it (Normala, 2012). Performance in this study was limited to academic achievement in KCSE examinations mean score as this was the standard measurement of academic performance nationally.

Administration and management: Refers to the set of activities of the school administrators employed by TSC and involved in four general functions, including planning, organizing, leading and coordinating activities of other teachers in the school (Nyongesa, 2007).

County: An administrative unit as provided for in the Constitution of Kenya 2010.

Examination: Summative test set and administered by a class teacher or authorized body at the end of a course of study for certification in a secondary school in Homa Bay County.

Terms/Factors of employment: Means secondary school teachers' employment agreement and conditions of service which relate to their job satisfaction in the teaching profession.

High performing school: A school with a mean score of 7.0 and above out of a possible 12.0 from KCSE examinations.

Job Satisfaction*:* It is the positive or negative perception or emotional feelings that teachers in Homa Bay County have in their profession or the feelings teachers have about their work.

Low performing school: A school with a mean score below 6.0 out of a possible 12.0 from KCSE examinations.

School performance: The school performance in the KCSE examinations.

Public school: A secondary school supported by public funds through ministry of Education Science and Technology and allocated teachers appointed by TSC.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter reviews publications related to teachers' job satisfaction, employment factors and academic performance. Literature review includes Levels of Job Satisfaction, employment factors and their influence on job satisfaction, Theories of Job Satisfaction, Academic Performance and Conceptual Framework.

2.2 Levels of Job Satisfaction

Employees all over the world would want to satisfy their basic needs for them to perform their duties in the organization. Santos (2008) observed that since the 1930s, Organizational Psychology has been devoting attention to the study of teachers' job satisfaction. He argues that this has happened for a variety of reasons including historical and/or cultural reasons. From both a historical and a cultural viewpoint, increasing value has been attached to the quality of life at work. Ololube (2005) reiterates that workplace has come to be regarded more and more as a space of personal development, not only for its intrinsic value as a psychological variable directly affecting behavior, but also because job satisfaction is a construct with implications and consequences on other attitudes, at individual as well as at organizational level.

Hackman and Oldham (2014) argue that practically, job satisfaction is a variable which can be easily measured and used in any organization. Davis and Lofquist (2009) posit that for a number of years teachers' job satisfaction has been recognized as important concept for implementing any type of education reform, which may involve the teacher in life-long learning. Such reforms are improving the quality of the teaching-learning process and for satisfaction with life in general. Peretomode (2011) and Whawo (2012) established that the higher the prestige of the job, the greater the job satisfaction. Spector (2007) observes that job satisfaction has been the most frequently investigated variable in organizational behavior. He posits that job satisfaction is an individual's state of mind. Warr (2008) argues that job satisfaction can be influenced by a variety of factors, for example, the quality of one's relationship with their supervisor and the quality of the physical environment in which they work. Purcell (2009) established that the level of job

satisfaction is affected by intrinsic and extrinsic motivation factors, the quality of supervision, social relationships with the workgroup and the degree to which individual succeeds or fails in their work.

Crockett (2005) observes that the key factors affecting job satisfaction of teachers were career opportunities, job influence, teamwork and job challenge. His argument is that there is strong acceptance among researchers and consultants that increased teachers' job satisfaction results in improved school performance. British and American findings highlighted by Beecher (2013) established that secondary school teachers in those two countries have been marginalized in a number of ways. Beecher confirms that the teaching job is less prestigious and promotion chances are few. He observes that teachers' situations arise from unconscious prejudice, accumulative disadvantages, self – imposed discrimination, low self-evaluation and non-competitiveness among employees in other sectors of the economy all of which cause low school performance.

UNESCO (2012) listed challenges facing African post primary schools as: coping with large numbers of students graduating from Free Primary Education (FPE) against declining budgets, high students – teacher ratio hence little individual attention to learners, deteriorating infrastructure due to lack of maintenance, insufficient attention to resources for research, lack of long term vision in planning and management of teaching activity, insufficient pedagogical training, lack of training for institutional and systems wide management, proliferation of memorization in learning, teaching procedures and neglect of analytical problem solving skills needed for solving societal problems. These challenges also face secondary schools in Kenya (Matiru et al 2005). Sheldon, Ryan and Reis (2009) have also underscored the role of secondary school teachers as authorities in their area of expertise which inspires confidence and earns high rating by students. Similarly, adequate preparation, appropriate delivery techniques, sensitivity to the expectations of students, and time management, evaluation, academic guidance to students are equally important. Ladd and Lipset (2006) reiterate that US teachers spent more time teaching for better school performance, but were not motivated and earned less according to the type of school they taught at, and the geographical area of the school. Sheldon et al (2009) argue that job satisfaction and school performance may be reduced or enhanced by these factors.

Nicholson and Miljus (2011) observed that the effect of environmental constraints on job satisfaction has received attention in Kenya. Physical constraints include inadequate equipment and lighting. They posit that general systemic constraints which apply to all types of jobs include the inability to obtain relevant information or advice from colleagues or superiors, and complex or inappropriate company policies. Spector (2007) asserts that particular reference to teachers' job satisfaction can be affected by a number of different environmental, psychological and demographic factors. According to Armstrong (2010), the significant environmental factors are those related to the working environment and the nature of the job. Scott and Dinham (2003) argue that recognition, support and respect from colleagues and superiors can also cultivate a feeling of job satisfaction.

Barasa (2003) observes that a number of theorists have argued that it is the degree to which the job fulfills or allows the fulfillment of the individuals' needs that determines his degree of job satisfaction. This means that satisfaction or dissatisfaction with an area in life is a function of the degree to which a person finds satisfaction for major needs in that area of living. Lofquist& Davis (2009) posit that the study of job satisfaction has recently intensified, especially in the western society, because the quality of work life in many organizations is causing concern. Long and Swortzel (2007) emphasize that one of the reasons for measuring job satisfaction is to answer the question 'What does the worker want from his/her job?' The answer to this question will assist education managers in discovering new methods of motivating teachers or workers in the Ministry of Education. This is because teachers or employees who have a high level of` job satisfaction care more about the quality of their work and therefore, are more committed to their organization.

Research about job satisfaction and employment factors in education as argued by Scott (2004) has largely ignored the relationship between the importance of individual job facets and job satisfaction. Only when an individual teacher feels that a job facet is important, does he aspire to fill it. Ololube (2005) argues that in contrast, when a job facet is perceived to be unimportant, no one is attracted to it. Therefore it was important to investigate the factors responsible for this movement, and if it is related to job satisfaction and academic performance or dissatisfaction then appropriate measures be taken in order to minimize undesirable outcomes. There is need to recognize the various factors that determine job satisfaction. Mutiso (2005) concurs that to ensure

high level of job satisfaction, administrators need to understand what their employees want from work in order to develop better and appropriate in training programs designed to enhance job satisfaction.

Wafubwa (2010) established that not only is there a shortage of qualified science teachers in Kenya secondary schools, but also teachers are leaving the profession to take up non teaching employment. A substantial number of qualified graduate teachers leave the profession soon after entering it. He argues that this loss from the profession affects academic performance of most of the schools in Kenya and consequently, Kenya's economic development, particularly in the scientific, technological and professional sectors. A growing number of employers have as a result started looking at job satisfaction issues with a lot of seriousness. According to Mutiso (2005), the collective goal of an advanced society is to have employees who are happy with their jobs as well as being productive.

Karugu (2008) argues that studies have shown that teachers' job satisfaction and employment factors have some relationship with academic performance which is reflected in the teachers' high morale, quality and quantity of output, reduction in absenteeism and turnover. Johnson and Holdaway (2010) concur that low job satisfaction appears to be one of the surest signs of deteriorating conditions in an organization. Their views, call for educational and administrative accountability. Social environment has been associated with growing frustration, stress and declining quality of work life. Johnson and Holdaway (2004) established a direct relationship between job satisfaction, school performance and school effectiveness. Their findings indicated that organizations with members, who are highly satisfied, committed, adjusted and not highly stressed, have high levels of organizational performance than organizations with members who are less satisfied, committed and more stressed.

According to Karugu (2009), few organizations place job satisfaction and employment factors as top priority because they fail to understand that satisfied employees tend to be more productive, creative and more committed. However, satisfaction usually occurs when employees feel an obligation to the customers or clients and have a positive attitude towards their jobs and receive the necessary recognition from within the organization. He adds that in the case of the school set up

students are the clients who need to be served well by the teachers whose satisfaction levels should be high. It is therefore very important for the TSC to understand that there is relationship between satisfaction and productivity. For teachers to produce students who perform well and who are morally upright in character, they need motivation and hygiene factors in their job (Ng'ang'a, 2009).

Lawler (2003) emphasizes that job satisfaction should also be viewed as a desirable condition in itself, especially as it is closely related to the overall quality of life in a society. Okumbe (2008) observed that the quality of life should be maintained or improved because it is important in its own right and because there is an assumption that satisfied workers perform better than unsatisfied ones. Furthermore the nature of modern work with its increasing emphasis upon technology and accountability, it's true that higher stress and associated feelings of alienation indicate need for attention to job satisfaction. Ochieng' (2014) argues that administrators should try to conduct periodic assessments to determine job satisfaction levels. In conclusion, teachers need to satisfy their basic needs for them to perform the duty of the organization. There is acceptance among researchers and consultants that increased teachers' job satisfaction produces improved school performance. The researcher interrogates whether this is the case with teachers in Homa Bay County.

In summary, from the foregoing review it is the researchers' contention that level of job satisfaction either increases or decreases the value attached to the quality of life at work of an employee in any organization. It means that satisfaction or dissatisfaction with an area in life is a function of the degree to which a person finds satisfaction for major needs in that area of living. Hence, members, who are highly satisfied, committed, adjusted and not highly stressed, have high levels of organizational performance than organizations with members who are less satisfied, less committed and more stressed.

2.3 Employment Factors and their Influence on Job Satisfaction

Sergiovanni & Carver (2014) argue that every school in Kenya has employment factors that influence teachers' job satisfaction and these factors should create a positive influence on the

teacher's motivation levels. Researchers have devoted considerable efforts in identifying and testing the relationships between job satisfaction and a variety of job related facets. Lawler (2003) observed that one important reason for distinguishing between facet satisfaction and overall job satisfaction is determined by a combination of peoples' effective reactions to the various facets of their jobs. Each facet or aspect of the job contributed differently to the overall job satisfaction. He conceived satisfaction in terms of particular facets of an individual's job, and he regarded overall job satisfaction as a compilation of feelings of satisfaction on an array of facets. Karugu (2008) concurs and adds that there is a relationship between job factors and motivation.

Long and Swortzel (2007) found out that a person may be satisfied with one aspect of his/her job and very dissatisfied with another, and that it is the responsibility of the individual to balance the specific dissatisfaction and arrive at a composite satisfaction with the job as a whole. According to Herzberg the following factors have been identified as factors that influence job satisfaction: achievement, recognition, work load, responsibility, and advancement. However, these factors are dependent on other factors such as: conditions of work, salary and allowances, staffing policy and administration, interpersonal relationship, and relationship with supervisors. Okumbe (2008) reiterates that demographic factors (sex, age, school size and environment/location) and experience in teaching also played a role in teacher job satisfaction. Sergiovanni & Carver (2014) emphasizes that these factors can broadly be divided into categories such as Hygiene factors (extrinsic factors) and Motivation factors (intrinsic factors).

In short, from the literature reviewed above on employment factors and their influence on job satisfaction, it was evident that a person may be satisfied with one aspect of his/her job and very dissatisfied with another, and that it is the responsibility of the individual to balance the specific dissatisfaction and arrive at a composite satisfaction with the job as a whole. The researcher will relate the two variables with an aim of finding out whether or not, in the absence of these factors the secondary school teachers in Homa Bay County will still remain effective and committed to achieving the objectives of the teaching profession.

2.3.1 Salary and Allowances

Mutiso (2005) observes that Education International (EI) resolved that a precondition for successfully combating corrupt practices among teaching staff, principals and education workers in general is the provision of adequate salaries enabling all education personnel to make a decent living from their regular work. Sargent & Hannum (2000) argue that in the U.S.A, salary and allowances are some of the most important reasons for leaving teaching profession especially for those teachers with alternative career options. Mbugua (2008) observes that in China, both the level and reliability of remuneration are important. He adds that most teachers quit their jobs because of heavy loads and low pay.

Karuga (2013) discovered that Kenyan educators are affected by concepts of both satisfaction and dissatisfaction. He looked at the urban setting and showed that teachers in Kenya are more motivated by extrinsic factors such as salaries and allowances. He argues that in the U.S.A, teachers associated their job satisfaction with intrinsic factors. Teachers' integration of financial and non financial rewards could enhance their job satisfaction. According to Barasa (2003), most teachers do not recognize the TSC as a caring employer that provides for their needs in terms of security and sometimes their requirements for special financial assistance.

Kimengi (2001) and Karuga (2013) found out that majority of the Kenyan educators indicated that inadequate pay is one of the reasons that would make them resign. According to Mutiso (2005), poor pay is among the many problems faced by the Kenyan secondary school teachers that have seen many, mostly young energetic and better trained teachers opt for better paying jobs elsewhere, thereby denying the education sector the best of their efforts.

Akala (2012) observes that the low pay among teachers in Kenya resulted in to a long standing row over pay deal that was reached between the government and teachers through their union (KNUT) that has lasted for some ten years. He reiterates the fact that the union is always agitating for teachers' higher salaries and the many strikes that result is a clear indication that teachers are not satisfied with the salary and allowances they earn. In Shiundu's (2004) opinion, one way to attract the best brains into the teaching profession is by offering better terms of service, especially,

remuneration, better working conditions, and removal of elements that will harm the status and lower the morale of teachers.

Shiundu (2004) posits that underpaid teachers are not likely to improve learning. Instead, they will concentrate on nursing their grudges or acquiring material supplements. He contends that teaching, and especially at secondary school level, is being used or misused as a way of providing jobs to the unemployed. Therefore, there are many people without initial motivation and orientation joining the teaching profession. UNESCO and ILO (2014) proposed that salary scales should be reviewed periodically to take into account factors like rising cost of living, increased productivity leading to higher standards of living in the country, or a general upward movement in wage or salary levels. Ochieng' (2014) argues that salary and allowances would help people satisfy their many basic needs like existence, security and status.

In short, low pay among teachers in Kenya is the main cause of dissatisfaction, and so ways of attracting the best brains into the teaching profession is by offering better terms of service, especially, remuneration, better working conditions, and removal of elements that will harm the status and lower the morale of teachers. Otherwise, teachers will concentrate on nursing their grudges or acquiring material supplements.

2.3.2 Work Environment

Johnson &Holdaway (2004) found out that for the elementary and junior high school principals of Alberta, the factors with satisfaction scores involved the principal's management approaches, working conditions, occupations, role and involvement in the district. Nyongesa (2007) concurs that general working conditions such as a clean work place, adequate equipment, proper housing and infrastructure, according to can also lead to acceptable level of job satisfaction.

Kimengi (2001) found out that poor working conditions and terms of service were described as depressing the public image of the teachers and reduced the profession to a lower status. Most of the respondents reported that they were only in the profession due to lack of alternatives. He adds that teachers seek jobs and stay on the jobs if physical, social status, economic and security

dimensions associated with conditions of work are satisfactory and " if work conditions are not perceived as satisfactory, then high turnover can be expected" (Sergiovanni& Carver 2014:110).

Sogomo (2003) established that a large number of Kenyan secondary school principals were satisfied with their total work role with the greatest source of overall job dissatisfaction being fringe benefits, followed by the working environment. Sogomo observes that the fact that hardship allowance and higher house allowance are being given to teachers in certain regions of the country is a clear indication that these teachers face certain challenges not experienced in other regions. Shiundu and Omulando (2002) observed that wastage as experienced in most developing countries result from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to a more lucrative and satisfying job. In their opinion, many trainees in teacher training colleges are there because it is the only profession where employment is readily available.

Nyongesa (2007) established that secondary school teachers have been the victims of this negligent attitude by the government and the public alike. He posits that their work environment is not considered as important. Kimengi (2001) argues that things are made worse if the teachers work in the rural areas. Mutiso (2005) established that teachers in the rural areas are worse hit because they always lack basic facilities like libraries, banking services, housing, clean water, telephone services and electricity. He adds that such teachers may find their jobs unpleasant especially when they compare themselves with their counterparts in the urban areas who are better off in terms of the availability of these facilities. Ng'ang'a (2009) observed that the sources of satisfaction are many and diverse and depended on the specific environment. Derlin (2009) explored various factors that affect teachers and administrators in urban and suburban settings. His findings showed that teachers and administrators perceive their jobs differently and that differences also exist within these groups when urban and suburban contexts in which they work were considered. His findings were that job satisfactions are determined by both role and context. Ngare (2008) supports these views and adds that geographical location plays a major role in teachers' job satisfaction. Sargent and Hannum (2000) also concur with the above findings in their research carried out in China, which showed that teachers serving in rural communities in developing countries face particular challenges.

Ellis and Dick (2002) suggest that the status and working conditions of teachers had to be improved in ways comparable to other college or university graduates. For example, most primary and secondary school teachers have limited access to an office, computer or secretary. Compensation is also not comparable to jobs requiring similar levels of education and activity. Mutiso (2005) posits that the work load is often so large that it denies many, if not most teachers the right to excel in teaching without undue hardship and personal sacrifices. Ngare (2008) and Irungu (2006) both are in agreement that better pay, good working conditions and faster career advancement are likely facilitators of job satisfaction. Howson, et al (2008) suggested that the status of secondary teachers must be improved and that new appointments and increased resources are vital. Due to the foregoing study, it is clear that there has been a general dissatisfaction in different careers. Irungu (2006) confirms that the nationwide teachers' strike in Kenya in the recent past which paralyzed learning in public schools left hundreds of students to read on their own. He adds that this impasse that has been as a result of poor salary and working conditions is an indicator that teachers have a very low and lack commitment to their career.

The Public Health Act (Cap 242) and safety and security manuals specify the conditions for establishment and maintenance of school buildings and grounds. Porter (2013) reiterates that Maslow in his hierarchy of needs theory classified these characteristics as safety needs, while according to Okumbe (2008), Glayton P. Alderfer classifies these factors under existence factors, concerned with sustaining human existence. Mutiso (2005) argues that a good environment for the secondary school teacher includes: adequate classrooms with enough space for 40 students, adequate dormitories with enough space for each student, acceptable laboratories- number and size, work space for the teacher, playing ground for the students and library, machinery and automobiles. He observed that Nairobi secondary school teachers, work conditions are a major cause of dissatisfaction.

Ministry of Education Science and Technology (2014) support that Health- sanitary facilities should be adequate and properly maintained waste and refuse properly disposed and proper drainage system maintained.

In conclusion, scholars reviewed here tend to point out that good work environment can lead to acceptable level of job satisfaction. They portray the fact that teachers seek jobs and stay on the jobs if physical, social status, economic and security dimensions associated with conditions of work are satisfactory. This implies that if work conditions are not perceived as satisfactory, high staff turnover or burn out can be expected resulting in poor academic performance.

2.3.3 Job security

Porter (2013) observed that job security is relatively important to any employee. According to Derlin (2009), it is the knowledge that one's job is permanent as long as he wants it to be. Mutiso (2005) argues that a teacher who is in permanent employment has a feeling of belonging to the organization than one who is not, and so the teacher will be satisfied with the teaching profession. Hackman and Oldham (2014) reiterates that how satisfied individuals are with certain aspects of their work context may affect their willingness to respond positively to enrich work. Porter (2013) observes that those who are relatively satisfied with job security, pay, co-worker relations, and supervision tend to respond more positively to job characteristics, thus having a high level of context satisfaction. Okumbe (2008) argues that the job provides at least some sufficiency for a teacher's basic needs and often for much more, even though may or may not provide adequate security. Hackman and Oldham (2014) posit that people seek a secure job although there are others who seek high pay for a limited period of time with limited security.

2.3.4 Teaching Experience

Sogomo (2003) argues that there is usually a strong relationship between teacher experience and job satisfaction. Creemers (2013) argues that there is also growing evidence from the literature that points to the fact that teacher behavior and experience in classroom is related to students' academic achievement. Barasa (2003) posit that there is a strong recognition that the teacher's experience is an important contributing factor that determines school effectiveness.

Lawler (2003) posits that teachers' motivation and work experience are among the most important factors affecting academic achievement. He argues that experience is not always in the work itself, but is determined by personality, family, and alternative opportunity factors. Nias (2006) pointed out that understanding the orientation of an individual's commitment is crucial because a teacher

may behave differently according to those aspects of the profession and organization to which they are committed.

Irungu (2006) suggested that there are numerous important factors that are necessary and conducive for job satisfaction, such as mentally challenging work, which the individual can cope with successfully, personal interest in the work, work which is not too physically tiring, rewards for performance which are informative, and in line with the individuals personal aspirations. According to Okumbe (2008), teacher experience in the profession will enable them complete the syllabus in time so that students are properly prepared before they sit for their final examination. This will in turn improve the academic performance of the school.

In short, teaching experience is important in the teaching profession as asserted by the above reviewed literature and there is usually a strong relationship between teacher experience and job satisfaction. There is also growing evidence from the literature that points to the fact that teacher behavior and experience in classroom is related to students' academic achievement. Teacher's experience is an important contributing factor that determines school academic performance.

2.3.5 Further Training

When a teacher is given a chance to advance his education he performs better in his work. Porter (2013) says that the Master Plan on Education of 1997 recommended that the Ministry of Education should develop and implement criteria for teachers' professional progression in order to raise their motivation. He adds that the paper cited lack of teachers' professional progression and promotion as some of the drawbacks in educational development. Owen (2004) observed that advancement was a major force in motivating administrators to lift their performance. According to a UNESCO Report (2012), teachers will always move to places where they can find opportunities in terms of further training and promotion.

Owen (2004) observes that advancement, frequently an important motivator in studies conducted in private sector corporations, was missing in the study of teachers. According to Ngare (2008), opportunities for enrichment and personal advancement are often more limited in the rural areas as

compared to those available in towns and cities. This is because teachers in big towns have a chance to enroll for evening classes where they can attend part time learning sessions, unlike their counterparts in the rural areas.

Ng'ang'a (2009) reiterates that if one wished to advance in teaching, he must leave teaching for related education profession such as administration, supervision and counseling.
According to Okumbe (2008), teachers should be allowed by the Ministry of Education to further their studies and grow their knowledge in their subjects of instruction, so that a teacher remains well read and informed to deliver to the students new knowledge pertaining to the subject enrolled for.

In conclusion, the reviewed literature reflects the importance of further training for a teacher in his/her profession. It is maintained that teachers will always move to places where they can find opportunities in terms of further training and promotion. The review done here tend to show that well trained teachers perform better academically and high training usually attracts better pay.

2.3.6 Recognition by Management

A teacher should be recognized for his contribution to academic success in the school. Johnson and Holdaway (2004) assert that recognition is a very important motivator for both principals and teachers, and contribute to high job satisfaction. Sogomo (2003) found out that the principals' overall job satisfaction was based on the high performance by students in their work. Teachers need to have their hard work recognized both by management and the parents. Mutiso (2005) concurs with these researchers, but observes that the motivational needs by managers and subordinates are not the same. Also the motivational needs of teachers in primary schools are different from that of their counterparts at the secondary school level.

2.3.7 Challenging Responsibility

Okumbe (2008) asserts that money and fringe benefits alone will not automatically lead to high productivity as many employers might think. Their primary effects may be to encourage employees to stay on the job, and to be happy. Nyongesa (2007) concurs that responsibility and accountability are important in the teaching profession for students' academic achievement. "It is

not possible to satisfy the need for money for it is the source that satisfies many of the human needs and desires" (Mutiso, 2005:51). According to Karuga (2013), administrators and policy makers should begin thinking of how to satisfy psychological needs such as feelings of responsibility and accomplishment, which make people work harder.

The research here reveals that responsibility and accountability are important in the teaching profession for students' academic achievement hence, administrators and policy makers should begin thinking of how to satisfy psychological needs of teachers such as feelings of responsibility and accomplishment.

2.3.8 Positive Achievement

Achievement is a cause for a sense of satisfaction. Johnson and Holdaway (2004**)** assert that the significance of recognition for achievement, advancement and responsibility are significant variables. They extended their analysis to include positive achievement and a sense of accomplishment in connection with satisfaction of teachers. Their findings showed that true job satisfaction is derived from gratification of high order needs. Their studies revealed that improvement in teacher motivation in these areas have benefits for students as well as teachers Kimengi (2001) while examining the factors determining commitment and non commitment to teaching among secondary school teachers in Homa-Bay District made similar observations and concluded that both intrinsic and extrinsic factors are equally important motivators in Kenya.

The aspects of positive achievement reviewed here are useful as they play an important role towards motivation of teachers and students.

2.3.9 Work Load

Holdaway (2004) defines work load as the number of periods taught per week, number of learners in the classes taught, time spent in co-curricular activities and relations with students.

Richardson (2002) found out that 75% of (457) elementary and high school of Chicago teachers and principals surveyed were overwhelmed by the administrative demands of their jobs. Forty per cent reported that they planned to leave their positions within five years, while 75% expected to quit in ten years or less due to incredible increase in work load with no corresponding equity in

salary and allowances. Lack of appreciation for the contributions they made in their schools was reported as another contributing factor for their intention to quit. According to Hackman and Oldham (2014), and Peter& Waterman (2014) workers are satisfied when they find their work lively, meaningful, sensible and significant, and when they view the work as being worthwhile and important. Rao & Sirdhar (2003) argue that should teachers achieve job satisfaction, they will be in a position to fulfill the national education goals and vision 2030 on education. According to Nyongesa (2007), employees are satisfied when they have reasonable control over their work activities and affairs are able to exert reasonable influence over their work events, as well as experience personal responsibility for the work. The nature of the teaching job is quite demanding. Ochieng' (2014) remarked that teaching is a tough job, whereby apart from having to walk the whole day, one has to prepare lessons which is demanding, one has to mark examinations and homework. He asserts that teachers are overworked compared to people in the civil service. Irungu (2006) asserts that workload affects job satisfaction which is a prerequisite for all professionals.

Kiplagat (2012) observes that in Kenya, there was a change from the 7.4.2.3 structure of education to the 8.4.4 system which was established in 1985. He asserts that this increased the workload at the primary school level. He argues that when the system was introduced, the teachers were not prepared for it. In addition, he says the larger class enrollment as a result of the introduction of Free Primary Education (FPE) in 2003 and the acute shortage of instructional materials and teaching aids hamper teachers' effort to achieve the educational goals. Said (2004) affirms that these factors make it difficult for the teachers at this level to be committed and satisfied with their job. Teachers do teach their assigned lessons, mark exams and assignments, are involved in co-curriculum activities, supervisory duties and counseling of students. Said argues that all these duties make teachers to be over worked and hence may not give their best output.

Akala (2012) found out that understaffing in most public secondary schools has positive relationship with poor morale and despair among teachers. This has the effect of lowering the quality and relevance of education. Mutiso (2005) posits that schools should be provided with auxiliary staff to perform non-teaching duties so that teachers concentrate on their professional tasks. Mutiso argues that from the foregoing discussion, it is evident that teachers are not satisfied with certain aspect of the teaching job. According to Mutiso (2005), what makes a classroom

teacher happy and satisfied with his teaching job is not the same as what makes an educational administrator satisfied with his administrative work. He asserts that this is because these categories of educationists have different duties and responsibilities as well as privileges.

2.3.10 Age

Kiplagat (2012) observes that studies on job satisfaction have shown a relationship between job satisfaction and personal characteristics such as age. Younger teachers have been seen to be less satisfied than their older counterparts, and those teachers who stay in the profession are those who have had successful teaching experiences. He also observes that male and married teachers are more satisfied with their job than their female or unmarried counterparts. Eichinger (2000) found out that female special education teachers had balanced social orientation, and were associated with higher level of job satisfaction and lower level of stress and job satisfaction. Immonje (2011) carried out a study on factors that contribute to job satisfaction and dissatisfaction between teachers in private and public schools in Kilimani zone in Nairobi County and argued that job satisfaction was a key element to the organization success and could only be secured by careful multidisciplinary study of physiological, sociological, political, age and economic aspects of the employees.

In summary, the reviewed literatures have found out that job satisfaction has shown a relationship with personal characteristics such as age. Younger teachers have been seen to be less satisfied than their older counterparts, and those teachers who stay in the profession are those who have had successful teaching experiences.

2.3.11 Learners' Performance in Examinations

According to Good (1985) academic achievement is knowledge attained or skills developed in the school subjects usually designated by test scores or marks assigned by a teacher at the end of a course. Connell and Ryan (2004) posit that the meaning of academic achievement differs from one school to another. Norris (2003) observes that academic achievements are so universally used that they are recognized. Firestone and Pennel (2005) add that among the most common symbols of academic achievement are proportion, grades, honors, higher education diploma and degree.

Ayot and Briggs (2002) argue that administrators are hard put to decide whether to look at certificates obtained and their quality as outcomes of education or just numbers graduating at each level. And even if this is done, how the love of learning inculcated in an individual through learning can be measured is not an easy task. According to Said (2004), in the absence of a better measure of academic performance, educationists settled on cognitive tests. Okumbe (2008) asserts that examinations have the serious drawbacks of not being able to measure returns of schoolings such as values and attitudes acquired, but it is the only one of the practical methods so far devised to measure academic performance.

Norris (2003) observes that that in Kenya, the only acceptable measure of academic achievement is the examination score as discussed earlier. Shiundu (2004) argues that a school with a high achievement score is judged to be more efficient than one with low examination scores. He observed that, examinations measure a system's goal, record change and provide information relevant for judging the efficiency of a system. Good grades posted by learners are known to contribute greatly to teachers' job satisfaction, since it enhances recognition.

2.4 Academic Performance in High and Low Performing Secondary Schools

Gokul (2013) and Filak (2003) have identified socio – economic status of the students as being a factor positively correlated with academic achievement at any category of schools. Armstrong (2010) and Sagma (2014) pointed out that popularity, intelligence, economic income of parents and academic achievement of high school students were positively correlated and do influence academic achievements.

Dessler (2007) says achievement was found to have a positive relationship with background factors such as father's occupation, hobbies, and future educational and vocational plans of a student, school location from students' home or the attitude of a student towards education. It was also found out that for boys' socio-economic achievement and father's occupation influenced their academic achievement. Lewy (2013) observed that a study in academic achievement from developed and developing countries revealed that average reading and academic performance of

children whose parents immigrated from developing countries were above the range of the national averages of the developing countries.

However, Nyongesa (2007) says that teacher effectiveness in schools can influence academic achievement both in high and low performing schools. He defines it as ability of a teacher to perform his / her role well leading to satisfaction. According to Rubin (2014), teacher effectiveness is the holistic approach for improving teaching task for better output in the school.

Cheng and Tsui (2007) give three levels of teacher effectiveness. They reiterate that individual teachers, groups of teachers, and all teachers as a whole in the school represent different levels or organizational units of teachers who can play different roles and make different contributions to the functioning of the school, including educational processes and management processes. Bryman and Cramer (2014) posit that there are three levels of teacher effectiveness including individual level, and the school level. They assert that individual- level teacher effectiveness refers to the effectiveness of individual teachers in performing their own assigned tasks such as teaching in classroom, evaluating students' educational outcomes, and managing students in their classes. The traditional studies often focus on teacher effectiveness at this level.

Collinson (2006) emphasizes that group- level teacher effectiveness in a school refers to the effectiveness of a group or team of teachers in performing their group tasks and achieving group objectives. He argues that different functional groups, their tasks may be different. For example, discipline committee, extra- curricular activities committee, staff development, science subject panel, mathematics panel, and English language panel are typical groups of teachers. Irungu (2006) reiterates that in Kenya, the only acceptable measure of academic achievement is the examination score as discussed earlier. Owiye (2010) argues that Kenyan schools are undergoing tremendous, social, political and democratic challenges and this has had negative effects on student's academic performance. This is because good academic results are anticipated by parents, teachers and community at large. Sifuna (2010) observes that education is expected to prepare the youth for national development and eradicate elitism among many other objectives. For this reason, examination is viewed as a very important tool for achieving these objectives. He asserts that academic performance is the only factor perceived to determine actual learning in secondary

schools country wide. Mutiso (2005) assessed that school with a high achievement score is judged to be more efficient than one with low examination scores. He defines a high performing school as one with a mean score of 7.0 and above out of a possible 12.0 from KCSE examinations while low performing school as one with a scale below 6.0 out of a possible 12.0 from KCSE examinations.

In short, the literature reviewed on academic performance in high and low performing secondary schools has explained that teacher effectiveness in schools can influence academic achievement. From the foregoing review it seems that a school with a high achievement score is judged to be more efficient than one with low examination scores.

2.5 Theories of Job Satisfaction and Academic Performance

According to Ifinedo (2004), a model that narrowed the scope of Disposition Theory was the Core self-evaluations Model. He argues that that there are four Core self Evaluations that determine one's deposition towards job satisfaction; self esteem, general self-efficacy, locus of control, and neuroticism. This model states that higher levels of self esteem (the value one places on him/herself) and general self-efficacy (the belief in one's own competence) leads to higher work satisfaction. Ifinedo (2004) adds that on the broader perspective, job satisfaction falls under motivation studies in administration as a discipline according to Owen (2011). He defined work motivation as what makes employees want to stay and do the job they do at the work place. Motivation at work did not arise in early historical times according to Okumbe (2008) and Desler (2007) since work was then still a survival means for the fittest, it only became more evident at the onset of the industrial revolution of the 19th century and has calumniated in the 20th century when people attempted to meet rising demands from a changing economic, social and technological world environments.

According to Porter and Steers (2010), it is a very general theory that suggested that people have innate disposition that cause them to have tendencies toward a certain level of satisfaction, regardless of one's job. They reiterate that this approach becomes an explanation of job satisfaction in light of evidence that job satisfaction tends to be stable overtime and across career and jobs.

Another theory of job satisfaction and academic performance is Herzberg two-factor theory. Herzberg, Mausner and Snynderman (1959) emphasize that when people including teachers begin work, they appear to do so with a considerable degree of enthusiasm. This enthusiasm begins to wane giving way to a steady decline in job morale which results into low performance. Armstrong (2010) points out that Herzberg's two-factor theory; motivation- hygiene or dual factor theory is based on the assumption that dissatisfaction leading to the avoidance of work does not represent the end points of a single continuum. He adds that according to Herzberg, the hygiene factors present dissatisfaction, and do not lead to satisfaction, they only bring dissatisfaction to a theoretical zero and therefore present dissatisfaction.

Earliest theorists were the classical scientific management thinkers such as Taylor (2011), Fayol (2010) and Max Weber in Owen (2011) who contended that job satisfaction was the ultimate reward for efficient employees. Human relations researchers such as Mayo (2011) posited that job satisfaction and employment factors were extremely essential to work organizational mindfulness of the worker's social welfare.

The theory proposed two sets of mutually exclusive factors, which in a unipolar direction acted towards either maximum satisfaction or dissatisfaction from the continuum zero. Motivation researchers before Herzberg had held the view that motivation or lack of it was merely opposite of one factor on a continuum. Lewis, Goodman and Fandt (2005) pointed out that Herzberg's new viewpoint held that the two sets of factors were separated and not obverse of each other to explain, the presence of satisfiers would act to increase job satisfaction although their absence would not necessarily produce job dissatisfaction. Conversely, the presence of dissatisfiers (hygiene) acted to increase dissatisfaction but again, their absence would not necessarily produce job satisfaction. Ukeje, Okorie and Nwagbara (2010) concluded that this postulate marked profound revolutionary thinking and has hence become a stimulus for lots of new research on job satisfaction. Sergiovanni and Carver (2014) have corrected job satisfaction indicated by the satisfiers on the Herzberg model with high levels of educational worker's performance while dissatisfaction indicated by dissatisfies has been correlated with low performance if such factors were not addressed for hygiene. Herzberg in Luthans and Kreitner (2005) has suggested a positive correlation between job satisfaction and secondary school performance in Nigeria.

The Herzberg studies in Kenyan schools by Hoppock (2007), Muchira (2010), Immonje (2011) and Gatheru (2014) indicate general agreement with the postulate with only a few trans-cultural variations in the perception of job factors by teachers. From these theories it can be concluded that though the Herzberg postulate may have had some weaknesses, it has served as food for thought to many researches. Since the study of job satisfaction and academic performance among secondary school teachers in the County is likely to be a pioneer attempt and the Herzberg perspective need extension in the Kenya School settings; it will continue to offer useful tips for administrative practice. Efforts to understand relations between job satisfaction and academic performance have thus become ever more necessary. Even though little interest has been expressed in this matter in educational settings, with regards particularly to secondary school teachers. This research is geared towards finding out how the discussed theories relate and affect job satisfaction and academic performance among schools in Homa Bay County.

2.6 Conceptual Framework

The conceptual framework, illustrates the relationship between the independent, dependent and intervening variables. Teachers' level of job satisfaction is the independent variables while academic performance of students is the dependent variable. The intervening variables include the work settings. Independent variables are employment factors. Designation may positively influence academic performance when a principal of a school works hard to achieve the school objectives by making all teachers in the school commit themselves to class work and aim at completing the syllabus in time. Teaching experience is important in handling the learners in case of those who have special cases and ability of a teacher to enforce mastery of the learning content to the learners. Job security and work environment boost a teacher's morale and love for his/her teaching profession promoting good academic performance. Challenging responsibility, terms and conditions of service can positively affect mean score if employers do address them to favor a teacher at his/her work place. These were measured by asking respondents to answer levels of job satisfaction on a six Likert scale ranging from extremely satisfied to least satisfied. Figure. 1 shows the conceptual framework.

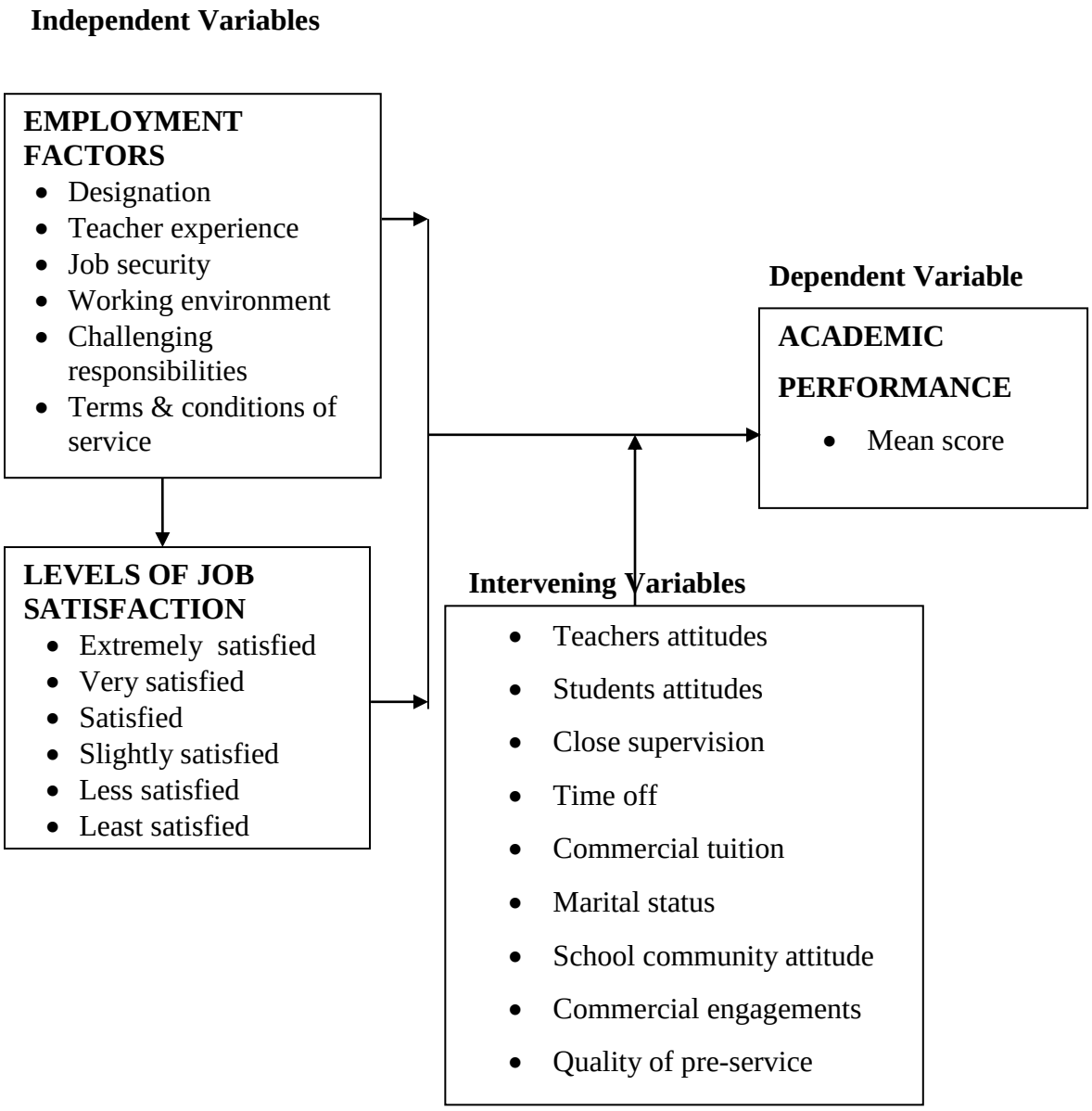

Figure 1: Conceptual Framework showing Relationships between Teachers' Job Satisfaction, Employment Factors and Academic Performance in Schools

The arrows represent the relationship between the independent, dependent and intervening variables. In this study intervening variables include: teachers' attitudes, students' attitudes, close supervision, time off, commercial tuition, marital status, school community attitude, commercial engagements and quality of pre-service training. These variables can positively or negatively affect both teachers' job satisfaction and academic performance. However, if job satisfaction is manifested in effective teaching, it may result in high academic achievement. The conceptual

framework is in agreement with Capezio Total Quality Management (TQM) model of 1995, which argues that committed teamwork of people who are satisfied with their jobs leads to high quality performance. It is in line with Capezio contention that when teachers experience a consistently high rate of job satisfaction, they produce their best work and deliver high quality education for their students.

2.7 Summary of the Literature Review

From the review of literature it is evident that teachers need to satisfy their basic needs for them to perform the duty of the organization because there is strong acceptance among researchers and consultants that increased teachers' job satisfaction produces improved school performance. No study categorized employees' level of job satisfaction as high or low in data provision. The level of teachers' job satisfaction supplemented the information which was provided by the respondents, this helped the researcher to evaluate factors that can enhance employees' performance. Concerning employment factors and their influence on job satisfaction, no study directly related any employment factor with job satisfaction. The researcher therefore related the two variables with an aim of finding out whether in the absence of these factors an employee still remains effective and committed to achieving the objectives of the organization. On academic performance in high and low performing secondary schools, no study categorized examination performance index for low and high performing schools and have not related teachers' job satisfaction and school academic performance. These were the gaps the ongoing study sought to fill as well as how theories discussed relate and affect job satisfaction and academic performance among schools in Homa-Bay County.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This section outlines the methodology which was used to study the teachers' job satisfaction and academic performance in high and low performing secondary schools in Homa-Bay County. The research design and procedure, sample population, sampling procedure and sample size, validity and reliability of the tools, instrumentation and data collection methods as well as data analysis procedure are described.

3.2 Research Design

Descriptive and correlation research designs were used to analyze teachers' employment factors, job satisfaction and academic performance of teachers in high and low performing public secondary schools in Homa- Bay County. Descriptive research design determines and describes the manner in which conditions are. Cohen, Manion & Morrison (2000) emphasize that this type of research design is normally useful for investigating a variety of issues and problems. For example, in this study the researcher looks for what is expected as a result of academic performance when teachers are satisfied with their jobs or not satisfied. They argue that the descriptive research design has an advantage for the study of this nature due to the following reasons: It has an advantage of measuring current practices; it provides required information within a short time and the design is descriptive in its features and can help in describing the nature of what is to be correlated and can validate theoretical assumption concerning what is being investigated. Nassiuma (2000) reiterates that correlation research design is a design which the researcher gathers information without changing the respondents' experiences and examines relations between variables. He says it is useful for this research in the following ways: it refers to the degree of relationship between two or more variables, two variables can be correlated to predict one another, one can study relationships between variables and examine relationships between variables for predictions

3.3 Research Location

The research was done in Homa-Bay County in western Kenya. The County is comprised of the following Sub Counties: Homa-Bay, Mbita, Ndhiwa, Rachuonyo South, Rachuonyo North and Suba. The map of Homa-Bay County (Appendix 1) shows the area of the study. The County was chosen for the study because of the notable disparity in academic performance and teachers' job satisfaction among secondary schools teachers in the County as reported in the Ministry of Education report (2012).

3.4 Study Population

According to the statistical records from office of the Director of Education, Homa-Bay County, the total number of teachers in high and low performing public secondary schools at the time of the study was 1122. However, only teachers who taught form four classes at the time of the study and school principals were sampled for the study.

3.5 Sample and Sampling Techniques

All the principals and teachers of high and low performing schools were included in the study apart from 29 teachers and 21 principals who participated in the pilot study. The total number of teachers in high and low performing public secondary schools who participated in the study was 266 and 202 school principals. That is, 50 principals and 129 teachers for high performing secondary schools, 152 principals and 137 teachers for low performing secondary schools were selected for the study. Table 3.1 shows the sample frame of the respondents.

Table 3.1: Sample Frame

CATEGORY OF RESPONDENTS	TARGET POPULATION (N)	ACCESSIBLE POPULATION (N)	SAMPLE SIZE F	%
Principals of High Performing Schools	55	50	11	22
Principals of Low Performing Schools	168	152	17	11.2
Form IV teachers of High performing schools	143	129	129	90.2
Form IV teachers of Low performing schools	152	137	137	90.1

Source: field

3.6 Data Collection Instrument

The researcher used a teacher questionnaire and interview schedule for the school principal (appendix 9). According to Trophim (2006), a questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The instrument is the tool the researcher used to collect data from the secondary school teachers in Homa-Bay County and later tested to investigate their opinion and recommendations made on the findings from the analysis of the study. There were two categories of research instruments as explained below.

3.6.1 Teachers Questionnaire on Job Satisfaction (TQJS)

Job satisfaction of an employee remains an important area of research in any organization around the world. This is because it aims at increasing employee performance while they are satisfied. In this research (TQJS) was a questionnaire meant to measure the level of teachers' job satisfaction so as to determine whether it was low or high. The questionnaire was structured with closed ended items (Appendix 8).

3.6.2 Minnesota Satisfaction Questionnaire (MSQ)

Minnesota satisfaction questionnaire was developed by the School of Psychology, University of Minnesota to test whether an employee is either satisfied or dissatisfied with the working organization by answering a set of items (Hoy and Miskel 2011:65). The researcher modified the questionnaire by only using the items that suited his study. It was in three-parts, Part one of the questionnaire includes demographic information as well as the respondents' achievement profiles. Part two consisted of the Minnesota Satisfaction Questionnaire (MSQ) consisting of 60 items describing both job content and context; all derived from the entire 16 job factors in the Herzberg Model. Part three had open ended items comprising of questions on factors affecting teachers' job satisfaction and how it could be enhanced.

3.6.3 Principals' Interview Schedule (PIS)

The principals were interviewed on the details about the relationships between teachers' job satisfaction, terms of employment and academic performance in high and low performing public secondary schools in Homa-Bay County (Appendix10).

3.7 Validity of the Instrument

According to Patton (2002), validity refers to the extent to which an instrument can measure what ought to be measured. It is the extent to which an instrument asks the right questions in terms of accuracy and meaningfulness which are based on research results (Mugenda and Mugenda2003). In designing an instrument that would yield content valid data, the researcher identified the domain of indicators which were relevant to job satisfaction, terms of employment and academic performance, to ensure that they contained all possible items that would be used in measuring the variables. This process was used to establish the content validity of the instruments.

3.8 Reliability of Instrument

According to Mugenda and Mugenda (2003), the reliability of the instrument is the measure of degree to which a research yields consistent results after repeated trials. In order to test the reliability of the instrument that was used in the study, piloting was done using the split half method. This was preferred because it has a major advantage of eliminating chance error caused due to differing test conditions. Score on the odd numbering items were correlated with the scores on the even numbered items. Cronbach's Alpha Coefficient of 0.80 confirmed the reliability of the instruments. The researcher randomly administered the questionnaire to fifty respondents in Rachuonyo North Sub- County, Homa-Bay County. Fourteen teachers and five principals for high performing schools, fifteen teachers and sixteen principals for low performing schools participated in answering the questionnaire and interviews respectively. Those teachers and principals, who participated in the piloting of the research tools, did not participate in the main study.

3.9 Data Collection Procedure

With the introductory letter from the Institute of Postgraduate Studies and Research, Kabarak University (Appendix 5), the researcher applied for and got the permit from the National Council of Science, Technology and Innovation (Appendix 7). The researcher then sought permission from

the office of Director of Education, Homa-Bay County to carry out the research and was issued with a letter introducing him to all high and low performing schools in the County (Appendix 6). He further sought permission from the school principals prior to commencement of data collection. The researcher and two research assistants visited the schools, interviewed the principals and distributed the questionnaire to the teachers. The researcher wrote down responses from the interviewees himself, with their consent. Instructions on how to fill the questionnaire was also done and later collected them from the respondents for analysis and discussion.

3.10 Data Analysis Procedure

Data was analyzed using Pearson's product moment coefficient, Coefficient of determination, analysis of variance and multiple regression, percentages and frequencies. To find the correlation of variable (r), Pearson's Product Moment Coefficient formula was used which is given as: r =N ∑xy - (∑x)(∑y)

$$\sqrt{([N\sum x^2 - (\sum x)^2 \quad][\sum y^2 - (\sum y)^2 \quad])}$$

t- Value was calculated by using the formula: t= r $\frac{\sqrt{n-2}}{1-r^2}$

The researcher presented results in tables and employed content analysis in analyzing qualitative data from interview schedules and open ended sections of questionnaires. The researcher wrote down the results in summary form and presented according to emerging sub-themes (Kerlinger, 2003). The analytical tools that were used in this study were as shown in Table 3.2

Table 3.2: Summary of Statistical Analytical Tools

Objective	Independent variable	Dependent variable	Statistical Tools
Establish levels of job satisfaction among public secondary school teachers in high and low performing schools			Descriptive statistics inform of frequency counts, and percentages
Determine employment terms that influence job satisfaction among public secondary school teachers in high performing schools in	Employment factors	Job satisfaction	Pearson Product Moment Correlation coefficient. Coefficient of determination. Analysis of Variance Multiple regression analysis
Determine employment terms that influence job satisfaction among public secondary school teachers in low performing schools	Employment factors	Job satisfaction	Pearson Product Moment Correlation coefficient. Coefficient of determination. Analysis of Variance Multiple regression analysis
Establish the relationship between teachers' job satisfaction and academic performance in high performing secondary schools	Teachers' job satisfaction	Academic performance	Pearson Product Moment Correlation coefficient. Coefficient of determination. Analysis of Variance Multiple regression analysis
Establish the relationship between teachers' job satisfaction and academic performance in low performing secondary schools.	Teachers' job satisfaction	Academic performance	Pearson Product Moment Correlation coefficient. Coefficient of determination. Analysis of Variance Multiple regression analysis

3.11 Ethical Considerations

The researcher sought informed consent from the respondents, after explaining to them the purpose of the research. Before the questionnaires were administered, the respondents were assured of confidentiality in the treatment of their information and that the responses collected would be used only for the purpose of the research.

CHAPTER FOUR

4.0 RESULTS AND DISCUSSION

4.1 Introduction

The results of data analysis on relationship between employment factors, teachers' job satisfaction and academic performance in high and low performing public secondary schools in Homa-Bay County, Kenya was analyzed using SPSS system version 20 software. The results of the analysis which were carried out using descriptive and inferential statistics are represented in this chapter according to research objectives.

The demographic data gathered from the respondents, are also included to supplement the quantitative findings. This chapter is organized into two main sections. The first section deals with demographic information, while the second section presents the results of the study question on level of job satisfaction in high and low performing secondary schools. It then tests the hypotheses on school academic performance in relation to teachers' job satisfaction, factors that influence employment factors and school academic performance in both high and low performing secondary schools in Homa-Bay County.

The return rate of questionnaire was one hundred per cent as shown in Table 4.1.

Table 4.1: Return Rates of Questionnaire

Respondents	**No. Issued**	**No. Returned**	**Percentage (%)**
Teachers of high performing public secondary schools	129	129	100
Teachers of low performing public secondary schools	137	137	100
Total	266	266	100

4.2 Demographic Characteristics of Teachers

The teachers' demographic data were as shown in Table 4.2.

Table 4.2: Demographic characteristics of teachers in High and Low performing public secondary schools (n=266)

Demographic characteristics	Frequency	Percentage
Age (years)	136	51.1
20-30	90	33.9
31-40	36	13.5
41-50	4	1.5
> 50	**266**	**100**
Teaching experience (years)		
1-10	180	67.7
11-20	60	22.5
21-30	21	7.9
>30	5	1.9
Total	**266**	**100**
Terms of employment		
Temporary	60	22.5
Permanent	186	70.0
Contract	20	7.5
Total	**266**	**100**
Education Level		
O-level certificate	8	3.0
Diploma	37	13.9
Graduate	221	83.1
Total	**266**	**100**

.

From Table 4.2 it can be observed that 136 (51.1%) teachers were aged between 20 and 30 years and 90 (33.9%) were aged between 31 to 40 years, 36 (13.5%) were aged between 41 to 50 years while only 4 (1.5%) were aged above 50 years, this shows that teaching service is dominated by young and recent graduates. However, Terms of Service and level of education always have a bearing on academic achievement. During an interview a principal said that teachers who are not permanent usually work hard hopping they would be recommended for confirmation. For age, gender, and length of service he opined that it was usually not an important issue. This in support of Mutiso (2005) who observes that a teacher who is in permanent employment has a feeling of belonging to the organization than one who is not, and so the teacher will be satisfied with the teaching profession. Nevertheless, Chaplain (2013) and the National Union of Teachers (2001) have provided contradictory evidence regarding the relationships between teachers' age and job satisfaction. Chaplain indicates that teachers between the ages of 35 and 45 are the least satisfied; whereas the National Union of Teachers (2001) identifies higher dissatisfaction among those aged 25- 29.

4.3 Public Secondary School Teachers' Levels of Job Satisfaction

This study was guided by the following question: What are the levels of job satisfaction among public secondary school teachers in high and low performing schools? The responses on the levels of job satisfaction among public secondary school teachers in high and low performing schools are as shown in Table 4.3 and Table 4.4.

Table 4.3 Levels of Job satisfaction among Public Secondary School Teachers in High Performing Schools

Teachers		School	Level of Job satisfaction Index	KCSE 2011 performance Index
F	%			
4	40	A	1	9.49
6	60		3	9.49
6	67	B	3	9.22
2	22		2	9.22
1	11		1	9.22
8	72.7	C	3	9.17
2	18.2		1	9.17
1	9.1		2	9.17
2	18.2	D	2	9.00
6	54.5		3	9.00
3	27.3		1	9.00
10	58.8	E	3	8.98
5	29.4		1	8.98
2	11.8		2	8.98
8	72.7	F	3	8.22
2	18.2		1	8.22
1	9.1		2	8.22
8	80	G	3	7.62
2	20		1	7.62
3	21.4	H	1	7.27
9	64.3		3	7.27
2	14.3		2	7.27
3	33.3	I	1	7.10
6	66.7		3	7.10
4	40	J	**3**	7.05
1	10		2	7.05
5	50		1	7.05
8	47.1	K	3	7.02
9	52.9		1	7.02

KEY: F = Frequency % = Percentage

Level of Job Satisfaction Index 1 = Extremely Low / Least satisfied

Level of Job Satisfaction Index 2 = Very Low / Less satisfied

Level of Job Satisfaction Index 3 = Low/ slightly satisfied

Level of Job Satisfaction Index 4 = High/ Satisfied

Level of Job Satisfaction Index 5 = Very High / Very Satisfied

Level of Job Satisfaction Index 6 = Extremely High / Extremely Satisfied

From Table 4.3 it can be observed that in the high performing public secondary school "A" with KCSE performance index of 9.49, six (60%) of the teachers reported a low level of job satisfaction while 4(40%) reported an extremely low of job satisfaction. This means that on the whole, the teachers in this school had low levels of job satisfaction. The finding is in line with Long and Swortzel (2007) who emphasized that one of the reasons for measuring job satisfaction is to answer the question 'what does the worker want from his/her job?' and the answer to this question will assist education managers in discovering new methods of motivating teachers or workers in the ministry of education. This is because teachers or employees who have a high level of` job satisfaction care more about the quality of their work and therefore, are more committed to their organization. However, during the interview with a school Principal, he claimed that teachers were satisfied with their jobs. His argument was based on the fact that all teachers were performing their tasks without complaints and were committed to institutional objectives.

High performing public secondary school "B" with KCSE performance index of 9.22, six (67%) of the teachers were slightly satisfied, 2 (22%) were less satisfied and 1 (11%) was least satisfied. This means that generally teachers in this school were slightly satisfied.

High performing public secondary school "C" with KCSE performance index of 9.17, had eight (72.8%) of the teachers slightly satisfied, 1 (9.1) was less satisfied and 2 (18.2%) least satisfied. This means that teachers in this school were generally less satisfied.

High performing public secondary school “D” with KCSE performance index of 9.00, had six (54.5%) of the teachers were slightly satisfied, 2 (18.2) less satisfied and 3 (27.3%) were least satisfied. This means that teachers in this school were generally less satisfied.

High performing public secondary school “E” with KCSE performance index of 8.98, ten (58.8%) of the teachers were slightly satisfied, 2(11.8) were less satisfied and 5 (29.4%) were least satisfied. This means that teachers in this school were generally less satisfied.

High performing public secondary school “F” with KCSE performance index of 8.22, eight (72.7%) of the teachers were slightly satisfied, 1 (9.1) was less satisfied and 2 (18.2%) were least satisfied. This means that teachers in this school were generally less satisfied.

High performing public secondary school “G” with KCSE performance index of 7.62, eight (80%) of the teachers were slightly satisfied and 2 (20%) were less satisfied. This means that teachers in this school were generally less satisfied. According to White (2013), there is no best way known to determine levels of job satisfaction, or dissatisfaction. However, when teachers are dissatisfied the first step is for the administrator to determine the reasons for the dissatisfaction. She reiterates that there may be several causes, namely poor working conditions, lack of security, unfair pay, lack of opportunities for advancement, personal conflict among teachers and unfulfilled needs. Other causes may include unnecessary restrictions and delays in salary payments and insufficient authority to deal with employees problems.

High performing public secondary school “H” with KCSE performance index of 7.27, nine (64.3%) of the teachers were slightly satisfied, 2 (14.3%) were generally less satisfied and 3(21.4%) were least satisfied. This means that teachers in this school were generally less satisfied.

High performing public secondary school “I” with KCSE performance index of 7.10, six (66.7%) of the teachers were slightly satisfied and 3 (33.3%) were least satisfied. This means that teachers in this school were generally less satisfied. This is in line with Everard, Moriris and Wilson (2004) who argue that less satisfaction among teachers is the possible cause of the

current teacher crisis in Kenya resulting in disparity in academic achievement and national teachers' strikes.

High performing public secondary school "J" with KCSE performance index of 7.05, four (40%) of the teachers were slightly satisfied, 1 (10%) was less satisfied and 5 (50%) were least satisfied. This means that generally teachers in this school were less satisfied.

High performing public secondary school "K" with KCSE performance index of 7.02, eight (47.1%) of the teachers were slightly satisfied and 9 (52.9%) were less satisfied. This means that generally teachers in this school were less satisfied. This is in line with Mutiso (2005) who points out that to ensure high level of job satisfaction, administrators need to understand what their employees want from work in order to develop better and appropriate in training programs designed to enhance job satisfaction.

Overall thirty nine (30%) teachers were least satisfied, 12 (9%) were less satisfied and 78 (61%) were slightly satisfied in high performing schools in Homa-Bay County. The principals of high performing public secondary schools were of the view that generally teachers were satisfied in their teaching service. They explained that this was based on the fact that teachers hardly complained as they went about their duties. One principal from a high performing school claimed: "In my school teachers and particularly those preparing Form Four students for KCSE examinations are normally highly motivated as evidenced in the workaholic mannerisms". The District Quality Assurance and Standard Officer (DQASO) was also of the same view when he added in high performing schools everybody, students inclusive, manifest high level of integrity, focus and hard work that characterize a satisfied workforce. It is clear that school managers in Homa Bay County are not aware of the job satisfaction levels of the teachers they manage. Dweck (2009), Sergiovanni and Carver (2014) assert that job satisfaction and work motivation are synonymous as they are both based on employee needs and subsequent performance by the need seekers. The managers seem unaware of the real needs of their subordinates.

Table 4.4: Level of Job Satisfaction among Public Secondary School teachers in low Performing Schools

Teachers		School	Level of Job satisfaction Index	KCSE 2011 performance index
F	%			
3	37.5	L	1	5.80
1	12.5		2	5.80
4	50.0		3	5.80
1	14.3	M	1	5.73
6	85.7		3	5.73
5	62.5	N	3	5.64
2	25.0		1	5.64
1	12.5		2	5.64
4	57.1	O	2	5.34
3	42.9		3	5.34
2	50	P	3	5.32
1	25		1	5.32
1	25		2	5.32
3	33.3	Q	3	5.01
2	22.2		2	5.01
4	44.4		1	5.01
7	77.8	R	3	5.00
1	11.1		1	5.00
1	11.1		2	5.00
3	33.3	S	1	4.82
5	55.6		3	4.82
1	11.1		2	4.82
2	33.3	T	3	4.79
3	50.0		2	4.79
1	16.7		1	4.79
8	42.1	U	2	4.75
8	42.1		3	4.75

3	15.8		1	4.75
3	30		1	4.21
6	60	V	3	4.21
1	10		2	4.21
3	50		3	4.10
3	50	W	1	4.10
2	22.2		1	4.01
2	22.2	X	2	4.01
5	55.6		3	4.01
2	50		1	4.00
2	50	Y	2	4.00
3	42.9		1	3.42
1	14.2	Z	2	3.42
3	42.9		3	3.42
3	60		3	3.40
1	20	ZA	1	3.40
1	20		2	3.40
4	40		1	3.04
3	30	ZB	3	3.04
3	30		2	3.04

KEY: **F** = Frequency **%** = Percentage

Level of Job Satisfaction Index 1 = Extremely Low / Least Satisfied

Level of Job Satisfaction Index 2 =Very Low / Less Satisfied

Level of Job Satisfaction Index 3 = Low / Slightly Satisfied

Level of Job Satisfaction Index 4 = High / Satisfied

Level of Job Satisfaction Index 5 = Very High / Very Satisfied

Level of Job Satisfaction Index 6 = Extremely High / Extremely Satisfied

From Table 4.4, it can be observed that in low performing public secondary school "L" with KCSE performance index of 5.80, four (50%) of the teachers were slightly satisfied, 1 (12.5%) was less satisfied and 3 (37.5%) were least satisfied. This means that teachers in this school were

less satisfied. The principal of this school during the interview on the other hand indicated that teachers were satisfied. He argued that all teachers were performing their tasks without complaints and were committed to institutional objectives. Johnson and Holdaway (2010) argues that low job satisfaction appears to be one of the surest signs of deteriorating conditions in an organization. Furthermore in their views, calls for educational and administrative accountability and future of the modern work and social environment have been associated with growing frustration, stress and declining quality of work life. They established a direct relationship between job satisfaction, school performance and school effectiveness. Their findings indicated that organizations with members, who are highly satisfied, committed, adjusted and not highly stressed, have high levels of organizational performance than organizations with members who are less satisfied, committed and more stressed. In trying to offer solutions to principals, Ochieng' (2014) argues that administrators should try to conduct periodic assessments to determine job satisfaction levels.

In low performing public secondary school "M" with KCSE performance index of 5.73, six (85.7%) of the teachers were slightly satisfied and 1 (14.3%) was least satisfied. This means that teachers in this school were generally less satisfied.

In low performing public secondary in school "N" with KCSE performance index of 5.64, five (62.5%) of the teachers were slightly satisfied, 1 (12.5%) was least satisfied and 2(25%) were least satisfied. This means that generally teachers in this school were less satisfied.

In low performing public secondary school "O" with KCSE performance index of 5.34, three (42.9%) of the teachers were slightly satisfied and 4 (57.1%) were less satisfied. This means that teachers in this school were generally less satisfied. Mutiso (2005) observed that teachers in low performing schools are generally dissatisfied and this is noticed when the KCSE examination results are released by the Ministry of Education.

In low performing public secondary school "P" with KCSE performance index of 5.32, two (50%) of the teachers were slightly satisfied, 1 (25%) was less satisfied and 1 (25%) was least satisfied. This means that generally teachers in this school were less satisfied.

In low performing public secondary school “Q” with KCSE performance index of 5.01, three (33.3%) of the teachers were slightly satisfied, 2 (22.2%) were less satisfied and 4 (44.4%) were least satisfied. This means that teachers in this school were generally less satisfied.

In low performing public secondary school “R” with KCSE performance index of 5.00, seven (77.8%) of the teachers were slightly satisfied, 1 (11.1%) was less satisfied and 1 (11.1%) was least satisfied. This means that generally teachers in this school were less satisfied.

In low performing public secondary school “S” with KCSE performance index of 4.82, five (55.6%) of the teachers were slightly satisfied, 1 (11.1%) was less satisfied and 3 (33.3%) were least satisfied. This means that generally teachers in this school were less satisfied.

In low performing public secondary in school “T” with KCSE performance index of 4.79, two (33.3%) of the teachers were slightly satisfied, 3 (50%) were less satisfied and 1 (16.7%) was least satisfied. This means that teachers in this school were generally less satisfied.

In low performing public secondary in school “U” with KCSE performance index of 4.75, eight (42.1%) of the teachers were slightly satisfied, 8 (42.1%) were less satisfied and 3 (15.8%) were least satisfied. This generally means that teachers in this school were less satisfied.

In low performing public secondary in school “V” with KCSE performance index of 4.21, six (60%) of the teachers were slightly satisfied, 1 (10%) was less satisfied and 3 (30%) were least satisfied. This generally means that teachers in this school were less satisfied.

In low performing public secondary in school “W” with KCSE performance index of 4.10, three (50%) of the teachers were slightly satisfied and 3 (50%) were least satisfied. This means that teachers in this school were generally less satisfied.

In low performing public secondary school "X" with KCSE performance index of 4.01, five (55.6%) of the teachers were slightly satisfied, 2 (22.2%) was less satisfied and 2 (22.2%) were least satisfied. This means that teachers in this school were generally less satisfied.

In low performing public secondary in school "Y" with KCSE performance index of 4.00, two (50%) of the teachers were very low and 2 (50%) were extremely low. This generally means that teachers in this school were less satisfied.

In low performing public secondary in school "Z" with KCSE performance index of 3.42, three (42.9%) of the teachers were slightly satisfied, 1 (14.2%) was less satisfied and 3 (42.9%) were least satisfied. This generally means that teachers in this school were less satisfied.

In low performing public secondary in school "ZA" with KCSE performance index of 3.40, three (60%) of the teachers were slightly satisfied, 1 (20%) was less satisfied and 1 (20%) was least satisfied. This means that teachers in this school were generally less satisfied.

In low performing public secondary in school "ZB" with KCSE performance index of 3.04, three (30%) of the teachers were slightly satisfied, 3 (30%) were less satisfied and 4 (40%) was least satisfied. This generally means that teachers in this school were less satisfied.

Overall thirty seven (27.0%) teachers were least satisfied, 32 (23%) were less satisfied and 68 (50%) were slightly satisfied in low performing schools in Homa-Bay County. The principals of low performing public secondary schools were of the view that teachers were contented in their work. One principal emphasized "If you come to my school you will be surprised how teachers hardly go about their work enthusiastically and co-operatively." But the DQASO argued that generally teachers in low performing schools have low esteem. He categorically stated "Visit these schools and you will notice the low morale especially when KCSE examinations are released. Ololube (2005) seems to concur, and adds that level of job satisfaction of a teacher is pegged on a number of factors which include: school performance, the content of jobs, the purpose of the organization, the organizational unit, the particular demands of the jobs the

teachers are involved in, the structure of the organization, the processes and activities carried out in the school, the technology of the ministry of education, the changes that are taking place in that school and the environment in which the school operates.

Ololube (2005) adds that when a person is employed for the first time, he tends to compare his first job with his school, college or university experience since he had no prior job experience with which to compare. When young workers come to the work place for the first time, they bring with them high expectations that may not be fulfilled. As jobs prove insufficiently challenging or meaningful, they endure the first decade of the work with gradually increasing disillusionment. For some time low teachers' job satisfaction has been cited as a possible cause of the current disparity in academic performance and possible retention of teachers in the Kenyan government schools. Low job satisfaction among teachers in Homa-Bay County is evident as shown in the result because employees' personal needs seem not to have been met. When employees experience low job satisfaction, the first step is for the administrator to determine the reason for the dissatisfaction otherwise academic standard may be compromised.

4.4 Relationship Between Employment Factors and Teachers' Job Satisfaction in High Performing Schools

The null hypothesis was: there is no significant relationship between employment factors and job satisfaction among public secondary school teachers in high performing schools. To test this hypothesis the study first asked teachers to rate the employment factors that impacted on their job satisfaction. The teachers' ratings of the employment factors ranged from 1(least satisfied) to 6 (extremely satisfied). There was no teacher who rated all the seventeen employment factors uniformly. This means that each factor influenced the level of job satisfaction differently. There was no factor that was dominant in the ratings. .

To establish the relationship between employment factors and job satisfaction in high performing schools, the ratings of employment factors were correlated with teachers' job satisfaction indices using Pearson Production Moment Correction Coefficient. The results are as shown in Table 4.5.

Table 4.5: Correlation matrix showing the relationship between employment factors and teachers' job satisfaction

		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}	X_{11}	X_{12}	X_{13}	X_{14}	X_{15}	X_{16}	X_{17}	X_{18}
	P(r)	1																	
X_1	Sig.(2-t)																		
	N	129																	
	P(r)	-0.14	1																
X_2	Sig.(2-t)	.102																	
	N	129	129																
	P(r)	-.070	-.150	1															
X_3	Sig.(2-t)	.419	.088																
	N	129	129	129															
	P(r)	-.110	-.150	.149	1														
X_4	Sig.(2-t)	.214	.081	.087															
	N	129	129	129	129														
	P(r)	.030	-.030	.204*	.224**	1													
X_5	Sig.(2-t)	.728	.694	.018	.010														
	N	129	129	129	129	129													
	P(r)	-0.10	-0.15	.258**	.054	.309**	1												
X_6	Sig.(2-t)	.279	.085	.003	.540	000													
	N	129	129	129	129	129	129												
	P(r)	-.060	-.030	.136	.160	.386**	.445**	1											
X_7	Sig.(2-t)	.469	.741	.118	.065	000	000												

	N	129	129	129	129	129	129	129							
	P(r)	-.100	-.040	.280**	.347**	.514**	.352**	.470**	1						
X8	Sig.(2-t)	.251	.690	.001	000	000	000	000							
	N	129	129	129	129	129	129	129	129						
	P(r)	-.020	-.255**	.172*	.340**	.370**	.199*	.273**	.359**	1					
X9	Sig.(2-t)	.838	.003	.047	000	000	.022	.001	000						
	N	129	129	129	129	129	129	129	129	129					
X10	P(r)	-.253**	-.187*	.217*	.375**	.219*	.251**	.305**	.372**	.502**	1				
	Sig.(2-t)	.003	.032	.012	000	.011	.004	000	000	000					
	N	129	129	129	129	129	129	129	129	129	129				
	P(r)	-.234**	.074	.024	.123	.046	.095	.037	.286**	.213*	.290**	1			
X11	Sig.(2-t)	.007	.400	.783	.158	.602	.276	.672	.001	.014	000				
	N	129	129	129	129	129	129	129	129	129	129	129			
	P(r)	.044	-.224**	.061	.108	.168	.213*	.131	.012	.217*	.221*	.044	1		
X12	Sig.(2-t)	.617	.010	.486	.216	.053	.014	.133	.889	.012	.010	.613			
	N	129	129	129	129	129	129	129	129	129	129	129	129		
	P(r)	-0.07	-0.07	0.115	.257**	0.063	0.052	0.091	.335**	.242**	.208*	.425**	0.13	1	
X13	Sig.(2-t)	.452	.431	.186	.003	.469	.550	.299	000	.005	.020	000	.130		
	N	129	129	129	129	129	129	129	129	129	129	129	129	129	
	P(r)	-.080	-.030	.109	.328**	.210*	.145	.191*	.357**	.172*	.389**	.300**	.403**	.400**	1
X14	Sig.(2-t)	.372	.712	.211	000	.015	.096	.027	000	.048	000	000	000	000	
	N	129	129	129	129	129	129	129	129	129	129	129	129	129	129

	P(r)	-.040	-.120	-.040	.117	.073	.190*	-.050	-000	.251**	.090	.194*	.331**	.218*	.150	1			
X_{15}	Sig.(2-t)	.667	.172	.616	.180	.405	.029	.607	.986	.004	.300	.025	000	.010	.080				
	N	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129			
	P(r)	-.120	.017	-.100	.182*	.131	.057	.217*	.150	.368**	.285**	.176*	.070	.210*	.326**	.320**	1		
X_{16}	Sig.(2-t)	.173	.849	.249	.036	.132	.513	.012	.085	000	000	.043	.400	.020	000	000			
	N	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129	133		
	P(r)	-.100	-.090	.074	.214*	.105	.133	.104	.269**	.419**	.328**	.218*	.050	.215*	.130	.206*	.272**	1	
X_{17}	Sig.(2-t)	.266	.297	395	.013	.228	.127	.232	.002	000	000	.012	.570	.010	.140	.018	0.002		
	N	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129	133	133	
	P(r)	.356**	-.060	.027	-.070	-0.1	-0.13	0.11	-.207*	-0.16	-.231**	-0.03	-.010	0.01	-.100	-.080	0.11	0.12	1
X_{18}	Sig.(2-t)	000	.464	.760	.404	.243	.133	.225	.017	.075	.010	.707	.910	.900	.250	.381	0.228	0.162	
	N	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129	129

Key:

X_1 -DesignationX_2 – Teacher Experience

X_3 – Job security X4 – Working Environment

X_5 – School performance in KCSE

X_6 – Challenging responsibilities

X_7 – Positive achievement

X_8 – Recognition by management

X_9 – Working Age X_{10} – Education staffing policy

X_{11} – Terms and conditions of service

X_{12} – Fringe benefits X_{13} – Remedial tuition

X_{14} – Salary X_{15} – Ability to influence decision

X_{16} – Promotion opportunity X_{17} – Further training

X_{18} - Job satisfaction

In Table 4.5 it can be observed that there was a positive correlation between designation and teachers' level of job satisfaction of 0.356. The correlation was significant as the computed correlation of 0.000 was less than the set p-value of 0.05. This means that designation positively influenced teachers' job satisfaction. Teachers' experience contributed negatively to their level of job satisfaction as Pearson r correlation coefficient was -0.06. The correlation was not statistically significant as the computed value of 0.464 was greater than the set p-value of 0.05. Job security contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.027. The relationship was not statistically significant because the calculated p-value of 0.760 was greater than the set p-value of 0.05.

Working environment contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.07. The relationship was not statistically significant because the calculated p-value of 0.404 was greater than the set p-value of 0.05. During the verbal interview one of the principals stated that: **"**When the working environment is conducive such that physical facilities are adequate, appropriate, and there is good social relation among teachers, then they are likely to be job satisfied in their institutions. This is because teachers will be comfortable at work". This is in agreement with Mutiso (2005) who adds that a good environment for the secondary school teacher should include adequate classrooms with enough space for 40 students, adequate dormitories with enough space for each student,

acceptable laboratories- number and size, work space for the teacher, playing ground for the students and library, machinery and automobiles.

Working condition is a major factor for any teacher in Kenya. The condition in which one works usually determines his job satisfaction and ability to deliver on the objectives of the organization. For the teachers in the County to work well the condition must be conducive without this academic performance is bound to suffer. This is in support of Johnson and Holdaway (2004) who say that working condition of an employee determines and improves his/her job satisfaction

School performance in KCSE examination contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.1. The relationship was not statistically significant because the calculated p-value of 0.243 was greater than the set p-value of 0.05.

Challenging responsibility contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.13. The relationship was not statistically significant because the calculated p-value of 0.133 was greater than the set p-value of 0.05. Nyongesa (2007) reiterates that responsibility and accountability are important in the teaching profession for students' academic achievement. Positive achievement contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.11. The relationship was not statistically significant because the calculated p-value of 0.225 was greater than the set p-value of 0.05. Johnson and Holdaway (2004**)** assert that the significance of recognition for achievement, advancement and responsibility are significant variables. They extended their analysis to include positive achievement and a sense of accomplishment in connection with satisfaction of teachers. Their findings showed that true job satisfaction is derived from gratification of high order needs.

Recognition by management contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.207. The relationship was significant because the calculated p-value of 0.017 was less than the set p-value of 0.05. This means that, more recognition by management reduced job satisfaction of the teachers. During an interview, a

principal reported that, “appreciating one’s effort motivates him/her thus enhancing job satisfaction.” When teachers effort is recognized in whatever work they do, they become motivated. This is in line with the observations of Hockman and Oldham (2014) who state that how satisfied individuals are with certain aspects of their wok context may affect their willingness to respond positively to enrich work. Those who are relatively satisfied with job security, pay, co-worker relations, and supervision tend to respond more positively to job characteristics, thus having a high level of context satisfaction.

Age contributed negatively to teachers’ job satisfaction as the Pearson r correlation coefficient was -0.16. The relationship was not statistically significant because the calculated p-value of 0.075 was greater than the set p-value of 0.05. Education staffing policy contributed positively to teachers’ job satisfaction as the Pearson r correlation coefficient was -0.231. The relationship was statistically significant because the calculated p-value of 0.01 was less than the set p-value of 0.05. This means that, education policy increased job satisfaction of the teachers. Terms and conditions of service contributed negatively to teachers’ job satisfaction as the Pearson r correlation coefficient was -0.03. The relationship was not statistically significant because the calculated p-value of 0.707 was greater than the set p-value of 0.05

Fringe benefits contributed negatively to teachers’ job satisfaction as the Pearson r correlation coefficient was -0.01. The relationship was not statistically significant because the calculated p-value of 0.91 was greater than the set p-value of 0.05. Remedial tuition contributed positively to teachers’ job satisfaction as the Pearson r correlation coefficient was 0.01. The relationship was not statistically significant because the calculated p-value of 0.9 was greater than the set p-value of 0.05. Salary contributed negatively to teachers’ job satisfaction as the Pearson r correlation coefficient was -0.1. The relationship was not statistically significant because the calculated p-value of 0.25 was greater than the set p-value of 0.05.

The study reveals that most teachers would enjoy greater job satisfaction if their pay was improved. During the interview, one principal said that, “teachers need better pay to meet

basic needs and other requirements in life." He went further to explain that this would make a teacher feel comfortable and concentrate in his/her work of teaching instead of looking for additional income sources elsewhere to satisfy his/her needs. Mutiso (2005) observes that in the U.S.A, salary and allowances are some of the most important reasons for leaving teaching profession especially for those with alternative career options. He adds that in China, both level and reliability of remuneration may be important. Sargent & Hannum (2000) also argue that most teachers quit their jobs because of heavy loads compared to their pay which is too low. UNESCO and ILO (2014) recommended that salary scales should be reviewed periodically to take into account factors like rising cost of living, increased productivity leading to higher standards of living in the country or a general upward movement in wage or salary levels.

Ability to influence decisions contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.08. The relationship was not statistically significant because the calculated p-value of 0.381 was greater than the set p-value of 0.05. One of the principals interviewed indicated that, "involving teachers in decision-making enhances their job satisfaction." This is because it makes teachers feel part of the institution and own whatever decision passed, hence implementing such a decision becomes very easy. Mutiso (2005) notes that administrators and policy makers should begin thinking of how to satisfy psychological needs such as feelings of responsibility and accomplishment make people work harder, and also involve teachers in decision making so as to own the decision that affect the school.

Promotion opportunity contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.11. However, the relationship was not statistically significant because the calculated p-value of 0.228 was greater than the set p-value of 0.05. Some of teachers argued that fair promotion leads to their job satisfaction. One of the teachers reported that "promotion of teachers should be made automatic for teachers who have attained the set requirements to avoid frustrating a teacher's upward movement for too long. When a teacher over stays in one grade he/she becomes frustrated hence job dissatisfaction is likely to set in. One of the principals interviewed also indicated that, "promotion based on

merit leads to teachers' job satisfaction." This is the view expressed by Owen (2004) who posits that lack of teachers' professional progression and promotion as some of the drawbacks in education. Promotions and prospects for upward mobility of teachers are not very many, fair promotion of teachers to a higher grade on merit increases their job satisfaction making them feel worthy in the development of economy of the country.

Further training contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.12. Nonetheless, the relationship was not statistically significant because the calculated p-value of 0.162 was greater than the set p-value of 0.05. A respondent stated, "There should be a scheme for progressive training, structured promotion from one level to another based on ability and experience and for handsome pay, attractive housing scheme, and soft loans for cars, a well-defined leave packages and a defined professionally acceptable working hours. During the interview a principal interview replied; "When a teacher is given a chance to advance his education he performs better academically in the subjects of instruction." The Master Plan on Education of 1997 recognizes this and recommended that the Ministry of Education should develop and implement criteria for teachers' professional progression in order to raise their motivation (Ifinedo (2004).

Coefficient of determination was done to estimate the percentage by which employment factors accounted for variations in teachers' level of job satisfaction. The results were as shown in Table 4.6.

Table 4.6 Coefficient of Determination of Employment Factors

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.474[a]	.225	.109	.85956

a. Predictors: (Constant), Further Training, Fringe benefits, Job Security, Designation, Positive Achievement, Remedial Tuition, Teaching Experience, Working Environment, Promotion Opportunity, School. Performance in KCSE, Terms and Conditions of

Service, Ability to Influence Decision, Challenging Responsibility, Education Policy on Staffing, Salary, Age, Recognition by Management.

From Table 4.6 above the coefficient of determination was $r^2 = 0.225$. It shows that 22.5% of variations in Job satisfaction are accounted for by terms of employment. The individual terms had influence that varied as was signified by Pearson r coefficients. For instance in Table 4.5 some employment factors like terms and conditions of service had a negative correlation coefficient of -0.03 while others like designation had a positive correlation coefficient of 0.356. Notwithstanding the individual factors contributions, the overall influence of the seventeen factors was 22.5%. Mutiso (2005) contradicts this finding by arguing that a teacher who is in permanent employment has a feeling of belonging to the organization than one who is not, and so the teacher who is in permanent employment will be satisfied with the teaching profession. Analysis of Variance was consequently done to establish the level of significance (Table 4.7).

Table 4.7 Analysis of Variance of Employment Factors

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	24.408	17	1.436	1.943	.021[b]
	Residual	84.228	112	.739		
	Total	108.636	129			

Dependent Variable: Job satisfaction

b. Predictors: (Constant), Further Training, Fringe benefits, Job Security, Designation, Positive Achievement, Remedial Tuition, Teaching Experience, Working Environment, Promotion Opportunity, School Performance in KCSE, Terms and Conditions of Service, Ability to Influence Decision, Challenging Responsibility, Education Policy on Staffing ,

From Table 4.7 the level of significance was p >0.021 which was less than the set p-value of 0.05. This means that terms of employment were predictors of Job satisfaction. Hence they influenced job satisfaction. The influence may be positive or negative. For instance in Table 4.5 it can be noted that employment factors designation; recognition by management and education staffing policy had significant relationships with job satisfaction. The other terms

of employment relationships with job satisfaction were not statistically significant. Nevertheless the strength of relations was in the overall weak. These findings are in line with Long and Swortzel (2007) who reiterate that a person may be satisfied with one aspect of his/her job and very dissatisfied with another, and that it is the responsibility of the individual to balance the specific dissatisfaction and arrive at a composite satisfaction with the job as a whole. According to Herzberg et al (1959) the following factors have been identified as factors that influence job satisfaction: achievement, recognition, work load, responsibility, and advancement. However, these factors are dependent on other factors such as: conditions of work, salary and allowances, staffing policy and administration, interpersonal relationship, and relationship with supervisors. To confirm the influence of employment factor on Job satisfaction multiple regression analysis was done and the results were as shown in Table 4.8.

Table 4.8 Multiple Regression Analysis

Model	Coefficients			T	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
(Constant)	1.375	.835		1.647	.102
Designation	.491	.127	.346	3.848	.000
Teaching Experience	-.069	.092	-.069	-.758	.450
Job Security	.149	.099	.137	1.506	.135
Working Environment	.071	.101	.068	.706	.481
School. Performance in KCSE	.008	.134	.007	.063	.950
Challenging Responsibility	-.048	.105	-.047	-.456	.649
Positive Achievement	.059	.112	.056	.527	.599
Recognition by Management	-.205	.118	-.215	-1.738	.085
Age	-.119	.109	-.127	-1.088	.279
Education Policy on Staffing	-.130	.121	-.121	-1.068	.288
Terms & Conditions of Service	.140	.089	.157	1.567	.120
Fringe benefits	.027	.099	.028	.273	.785
Remedial Tuition	.079	.096	.084	.823	.412
Salary	-.057	.102	-.064	-.557	.579
Ability to Influence Decision	-.057	.073	-.079	-.783	.435
Promotion Opportunity	.036	.094	.039	.381	.704
Further Training	-.011	.079	-.014	-.143	.887

a. Dependent Variable: Job satisfaction

Table 4.8 shows the output of the regression model:
Job satisfaction =1.375+.491$_{X1}$-.069X_2+0.149X_3+0.071X_4+0 .008X_5. +-0.048 X_6 +0.059X_7 +-0.205X_8+-0.119 X_9+-0.130 X_{10}+0.140 X_{11}+-0.027 X_{12}+ 0.079 X_{13}+-0.057 X_{14}+-0.057 X_{15}+0.036 X_{16}+ -.011X_{17}

From table 4.8, it can be observed that teachers' designation contributed positively to Job satisfaction. Job satisfaction improved by .346 with teachers' designation as was signified by a coefficient of .346.Teachers' experience contributed negatively to Job satisfaction. Job satisfaction reduced by .069 with teaching experience as was signified by a coefficient t of -.069.Job security contributed positively to Job satisfaction. Job satisfaction improved by .137 with job security as was signified by a coefficient of .137. Working environment contributed positively to Job satisfaction. Job satisfaction improved by .068 with working environment as was signified by a coefficent of .068. School performance in KCSE contributed positively to Job satisfaction. Job satisfaction improved by .007 with School performance in KCSE as was signified by a coefficient of .007.

Challenging responsibility contributed negatively to Job satisfaction. Job satisfaction reduced by .047 with Challenging responsibility as was signified by a coefficient of -.047. Positive achievement contributed positively to Job satisfaction. Job satisfaction improved by .056 with Positive achievement as was signified by a coefficent of .056. This is in support of Dessler (2007) who says that achievement was found to have a positive relationship with job satisfaction of an employee.

Recognition by management contributed negatively to Job satisfaction. Job satisfaction reduced by .215 with Recognition by management as was signified by a coefficient of -.215. Johnson and Holdaway (2004) assert that recognition is a very important motivator for both principals and teachers, and contribute to high job satisfaction. Age contributed negatively to Job satisfaction. Job satisfaction reduced by .127 with age as was signified by a coefficient of -.127. This finding is contradicted by Kiplagat (2012) observes that studies on job satisfaction have shown a relationship between job satisfaction and personal characteristics such as age. He however asserts that younger teachers have been seen to be less satisfied than their older counterparts, and those teachers who stay in the profession are those who

have had successful teaching experiences. He also reiterates that male and married teachers are more satisfied with their job than their female or unmarried counterparts.

Education policy on staffing contributed negatively to Job satisfaction. Job satisfaction reduced by .121 with Education policy on staffing as was signified by a coefficient of -.121. The policy should define the approach the ministry of education adopts to engaging, promoting and training older teachers or employees. This is in line with Armstrong (2010) who found out that policy should emphasize criterion of selection for promotion as the only ability to do the job and for training, the belief that a teacher will benefit irrespective of the age and gender.

Terms and conditions of service contributed positively to Job satisfaction. Job satisfaction improved by .157 with Terms and conditions of service as was signified by a coefficient of .157. Fringe benefits contributed positively to Job satisfaction. Job satisfaction improved by .028 with Fringe benefits as was signified by a coefficient of .028. Remedial tuition contributed positively to Job satisfaction. Job satisfaction improved by .084 with Remedial tuition as was signified by a coefficent of .084. Salary contributed negatively to Job satisfaction. Job satisfaction reduced by .064 with Salary as was signified by a coefficient of -.064. Ability to influence decision contributed negatively to Job satisfaction. Job satisfaction reduced by .079 with ability to influence decision as was signified by a coefficient of -.079. Promotion opportunity contributed positively to Job satisfaction. Job satisfaction improved by .039 with Promotion opportunity as was signified by a coefficient of .039. Akala (2012) suggests that there need to continually assess the performance of teachers for use in rewarding fair promotions and to offer promotion opportunities to senior administrative grades within the classroom which should be equivalent to promotion opportunities to senior administrative grades within the teaching service (Republic of Kenya, 1976). Further training contributed positively to Job satisfaction. Job satisfaction increased by .014 with further training as was signified by a coefficient of .014. Owen (2004) observed that advancement was a major force in motivating administrators to lift their performance

The following employment factors are predictors of Job satisfaction in Homa-Bay County: designation, job security, work environment, school performance in KCSE, positive

achievement, terms and condition of service, fringe benefits, remedial tuition and promotion opportunity for the level of significance was more than the set p-value of 0.05. A principal of a sampled secondary school during an interview argued that positive employment factors usually increase teachers' job satisfaction. Lawler (2003) observes that every school in Kenya has factors that influence teachers' job satisfaction and these factors should have a positive influence on the teacher. Without these factors the teacher would be demoralized. Researchers have devoted considerable efforts in identifying and testing relationships between job satisfaction and a variety of job related facets.

In conclusion the hypothesis that there is no significant relationship between employment factors and job satisfaction among public secondary school teachers in high performing schools was therefore accepted.

4.5 Relationship Between Employment Factors and Teachers' Job Satisfaction in Low Performing Public Secondary Schools

The null hypothesis tested was: there is no significant relationship between employment factors and job satisfaction among public secondary school teachers in low performing schools. To address this hypothesis the study first asked teachers to rate employment factors that influence their levels of job satisfaction. Their responses were as shown in (appendix3).

The teachers' ratings of the employment factors ranged from (1 least satisfied to 6 extremely satisfied). There was no teacher who rated all the seventeen employment factors uniformly. This means that each factor influenced the level of job satisfaction differently. There was no factor that was dominant in the ratings. To establish the relationship between employment factors and job satisfaction in low performing schools, the ratings of employment factors were correlated with teachers' job satisfaction indices using Pearson Production Moment Correction Coefficient. Output was as shown in Table 4.9.

Table 4.9

Correlation matrix showing the relationship between Employment factors and teacher job satisfaction in low performing public secondary schools

		X_1	X_2	X_3	X_4	X_5	X_6	X_7	X_8	X_9	X_{10}	X_{11}	X_{12}	X_{13}	X_{14}	X_{15}	X_{16}	X_{17}	X_{18}
X_1	P(r)	1																	
	Sig.(2-t)																		
	N	137																	
X_2	P(r)	-.096	1																
	Sig.(2-t)	.261																	
	N	137	137																
X_3	P(r)	.215*	-.005	1															
	Sig.(2-t)	.011	.954																
	N	137	137	137															
X_4	P(r)	-.048	.077	.307**	1														
	Sig.(2-t)	.577	.369	.000															
	N	137	137	137	137														
X_5	P(r)	-.048	-.062	.260**	.488**	1													

	Sig.(2-t)	.580	.472	.002	.000								
	N	137	137	137	137	137							
	P(r)	-.008	.057	.302**	.534**	.550**	1						
X6	Sig.(2-t)	.925	.507	.000	.000	.000							
	N	137	137	137	137	137	137						
	P(r)	-.045	.075	.282**	.452**	.435**	.612**	1					
X_7	Sig.(2-t)	.598	.382	.001	.000	.000	.000						
	N	137	137	137	137	137	137	137					
	P(r)	-.041	.097	.259**	.395**	.548**	.469**	.571**	1				
X_8	Sig.(2-t)	.631	.256	.002	.000	.000	.000	.000					
	N	137	137	137	137	137	137	137	137				
	P(r)	.019	-.090	.213*	.382**	.407**	.312**	.314**	.296**	1			
X_9	Sig.(2-t)	.826	.296	.012	.000	.000	.000	.000	.000				
	N	137	137	137	137	137	137	137	137	137			
	P(r)	.021	-.037	.317**	.322**	.553**	.375**	.458**	.570**	.499**	1		
X_{10}	Sig.(2-t)	.809	.666	.000	.000	.000	.000	.000	.000	.000			
	N	137	137	137	137	137	137	137	137	137	137		
	P(r)	-.021	.021	.128	.043	.086	.114	.136	.163	.130	.165	1	
X_{11}	Sig.(2-t)	.811	.804	.138	.613	.317	.184	.112	.056	.130	.053		
	N	137	137	137	137	137	137	137	137	137	137	137	
	P(r)	-.152	.102	.238**	.100	.041	.051	.242**	.100	.043	.194*	.308**	1
X_{12}	Sig.(2-t)	.075	.232	.005	.242	.632	.550	.004	.243	.615	.023	.000	

	N	137	137	137	137	137	137	137	137	137	137	137	137						
	P(r)	.024	-.031	.101	.241**	.129	.176*	.174*	.290**	.356**	.279**	.237**	.142	1					
X_{13}	Sig.(2-t)	.779	.721	.240	.004	.132	.039	.042	.001	.000	.001	.005	.097						
	N	137	137	137	137	137	137	137	137	137	137	137	137	137					
	P(r)	.013	-.056	.042	.199*	.275**	.078	.089	.134	.332**	.245**	.071	.044	.273**	1				
X_{14}	Sig.(2-t)	.883	.516	.628	.019	.001	.366	.298	.117	.000	.004	.411	.607	.001					
	N	137	137	137	137	137	137	137	137	137	137	137	137	137	137				
	P(r)	.037	-.138	.108	-.014	.040	-.077	-.086	.035	.163	.157	.167	.146	.195*	.184*	1			
X_{15}	Sig.(2-t)	.666	.105	.209	.869	.638	.368	.317	.680	.057	.067	.050	.088	.022	.031				
	N	138	138	137	138	138	138	138	138	138	138	138	138	138	138	138			
	P(r)	.000	-.126	.170*	.145	.263**	.202*	.182*	.292**	.307**	.275**	.252**	.116	.376**	.238**	.146	1		
X_{16}	Sig.(2-t)	.996	.140	.048	.090	.002	.017	.032	.001	.000	.001	.003	.175	.000	.005	.088			
	N	137	137	137	137	137	137	137	137	137	137	137	137	137	137	137	138		
	P(r)	.007	-.069	.102	.211*	.311**	.185*	.128	.262**	.270**	.216*	.137	-.035	.196*	.254**	.160	.524**	1	
X_{17}	Sig.(2-t)	.931	.420	.236	.013	.000	.030	.135	.002	.001	.011	.110	.688	.021	.003	.061	.000		
	N	137	137	137	137	137	137	137	137	137	137	137	137	137	137	137	138	138	
	P(r)	.118	-.122	.015	-.050	-.070	-.031	.018	-.033	.056	-.006	.070	.172*	.095	.046	.102	.107	-.018	1
X_{18}	Sig.(2-t)	.170	.155	.866	.560	.416	.714	.834	.699	.517	.948	.415	.044	.267	.596	.233	.211	.831	
	N	137	137	137	137	137	137	137	137	137	137	137	137	137	137	137	137	137	137

Key
X_1 – Designation X_2 – Teacher Experience
X_3 – Job SecurityX_4 – Working Environment
X_5 – School performance in KCSE
X_6 – Challenging responsibility
X_7 – Positive achievement
X_8 – Recognition by management
X_9 – Working Age
X_{10} – Education staffing policy
X_{11} – Terms and conditions of service
X_{12} – Fringe benefits X_{13} – Remedial tuition
X_{14} – Salary and allowances
X_{15} – Ability influence decision
X_{16} – Promotion opportunity X_{17} – Further training
X_{18} - Job satisfaction

In Table 4.9 it can be observed that there was a positive correlation between designation and teachers' level of job satisfaction at 0.118. The correlation was statistically significant as the computed correlation of 0.170 was greater than the set p-value of 0.05.

Teachers' experience contributed negatively to their level of job satisfaction as Pearson r correlation coefficient was 0.122. The correlation was not statistically significant as the computed p-value of 0.155 was greater than the set p-value of 0.05. Job security contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.015. The relationship was not statistically significant because the calculated p-value of 0.866 was greater than the set p-value of 0.05. During the interview a principal stated that job security is relatively important to any employee for it is the knowledge that one's job is permanent as long as he wants it to be, a teacher who is permanent has a feeling of belonging to the organization than one who is not and so he/she is satisfied with teaching profession. Hockman and Oldham (2014) observe that how satisfied individuals are with certain aspects of their wok context may affect their willingness to respond positively to enrich work. Those who are relatively satisfied with job security, pay, co-worker relations, and supervision tend to respond more positively to job characteristics, thus having a high level of context satisfaction. It provides at least sufficiency for the worker's basic needs and often for much more. It may or may not provide adequate security. This is because most people seek a secure job although there are others who seek high pay for a limited period with limited security.

Working environment contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.050. The relationship was not statistically significant because the calculated p-value of 0.560 was greater than the set p-value of 0.05. During interview, one principal stated that, "better learning facilities make teachers' work easier, effective and efficient thus enhancing job satisfaction." When the learning and teaching resources are adequate and appropriate, then teaching becomes easier making teachers to enjoy their work. Creemers (2013) posits that there is growing evidence from the literature that points to the fact that teacher behavior and commitment in classroom is related to students' academic achievement if teaching facilities are available. A school which lacks learning facilities may not deliver needed knowledge to students as compared to a school which has the required learning facilities. School performance in KCSE contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.70. The relationship was not statistically significant because the calculated p-value of 0.416 was greater than the set p-value of 0.05. Challenging responsibility contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.31. The relationship was not statistically significant because the calculated p-value of 0.714 was greater than the set p-value of 0.05.

Positive achievement contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.018. The relationship was not statistically significant because the calculated p-value of 0.834 was greater than the set p-value of 0.05. Creemers (2013) supports this perspective that there is a strong recognition that teacher commitment is an important contributing factor that determines school effectiveness. Armstrong, Henson & Savage (2006) argue that teachers' motivation and work commitment are among the most important factors affecting academic achievement. They observe that commitment is not always in the work itself, but is determined by personality factors, family factors and alternative opportunity factors. Understanding the orientation of an individual's commitment is crucial because a teacher may behave differently according to those aspects of the profession and organization to which they are committed (Nias, 2006).

Recognition by management contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.033. The relationship was not statistically significant because the calculated p-value of 0.699 was less than the set p-value of 0.05. One teacher suggested that, "principals should be good managers of human resources especially teachers to make them comfortable in their places of work." This is because when teachers are given responsibilities that are in line with their area of specialization and according to their ability. When teachers feel loved and respected, they will be more comfortable and are likely to be job satisfied. Everard, et al (2004) argues that head teachers in the leadership position should be good managers. They should recognize the importance of the teachers under them and treat them well to obtain better service from them. When a person says he/she has a high job satisfaction, it means he/she likes the job, feels good about it and values the job highly. Hence, job satisfaction among teachers is critical to their long term success and better academic achievement for the learners. This is in line with Johnson and Holdaway (2004) who report in their research that recognition is a very important motivator for principals and teachers, leading to high job satisfaction. Homa-Bay County teachers prefer recognition as a way of motivation and this will increase their job satisfaction.

Age contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.056. The relationship was not statistically significant because the calculated p-value of 0.517 was less than the set p-value of 0.05. Education staffing policy contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.006. The relationship was not statistically significant because the calculated p-value of 0.948 was greater than the set p-value of 0.05. Terms and conditions of service contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.070. The relationship was not statistically significant because the calculated p-value of 0.415 was greater than the set p-value of 0.05. Fringe benefits contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.172. The relationship was significant because the calculated p-value of 0.044 was greater than the set p-value of 0.05. This means that, more fringe benefits increased job satisfaction of the teachers. Fringe benefits alone will not automatically lead to high productivity as many companies and as teachers in the County think as other factors are important.

Remedial tuition contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.95. The relationship was not statistically significant because the calculated p-value of 0.267 was greater than the set p-value of 0.05. Salary and allowances contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.046. The relationship was not statistically significant because the calculated p-value of 0.596 was greater than the set p-value of 0.05. It is clear that better salary and allowances can improve teachers job satisfaction while fair promotion, professional development, good working conditions, recognition of one's effort, involvement in decision making, better learning facilities and improved management of teachers make them improve on academic performance. This in support with Sogomo (2003) who found out that a large number of Kenyan secondary school principals were satisfied with their total work role with the greatest source of overall job dissatisfaction being fringe benefits. Ability to influence decisions contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.102. The relationship was not statistically significant because the calculated p-value of 0.233 was greater than the set p-value of 0.05. Promotion opportunity contributed positively to teachers' job satisfaction as the Pearson r correlation coefficient was 0.107. The relationship was not statistically significant because the calculated p-value of 0.211 was greater than the set p-value of 0.05. Further training contributed negatively to teachers' job satisfaction as the Pearson r correlation coefficient was -0.18. The relationship was not statistically significant because the calculated p-value of 0.831 was greater than the set p-value of 0.05. Coefficient of determination was done to estimate the percentage by which employment factors accounted for variations in teachers' level of job satisfaction. The results are as shown in Table 4.10.

Table 4.10: Coefficient of Determination of Employment Factors in Low Performing Schools.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.311[a]	.097	-.032	.86238

a. Predictors: (Constant), Further Training, Designation, Positive Achievement, Teaching Experience, Terms and Conditions of Service, Salary, Ability to Influence Decision, Job

Security, Remedial Tuition, Fringe benefits, Working Environment, Education Policy on Staffing, Promotion Opportunity, Age, School. Performance in KCSE, Recognition by Management, Challenging Responsibility.

From Table 4.10 it can be observed that the coefficient of determination is r^2 =0.097. This means that 9.7% of the variations in teachers' job satisfaction were accounted for by the 17 employment factors together. This means that the influence of individual employment factors was quite minimal. However, Karugu (2013) reiterates that there is a relationship between job factors and motivation in Herzberg Two Factor Theory. Herzberg's motivation - Hygiene Theory was based on two sets of factors that is, satisfiers and dissatisfiers which operated on opposite ends of a single continuum. This fact can also be observed in the correlation matrix Table 4.11. Analysis of variance was done to establish the significance of employment factors Table 4.13.

Table 4.11 Analysis of Variance of Employment Factors in Low performing Schools

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	9.486	17	.558	.750	.745[b]
	Residual	88.500	120	.744		
	Total	97.985	137			

a. Dependent Variable: Job satisfaction

b. Predictors: (Constant), Further Training, Designation, Positive Achievement, Teaching Experience, Terms & Conditions of Service, Salary, Ability to Influence Decision, Job Security, Remedial Tuition, Fringe benefits, Working Environment, Education Policy on Staffing, Promotion Opportunity, Age, School. Performance in KCSE, Recognition by Management, Challenging Responsibility

The analysis of variance (Table 4.11) revealed that the calculated p-value was p<0.745. The calculated p-value was greater than the critical value 0.05. This meant that terms of employment were not statistically significant. This implied that in the low performing public secondary schools in Homa-Bay County the terms of employment aforementioned could not be relied on as predictors of teachers' job satisfaction. Job satisfaction among the teachers in the

Homa-Bay County could therefore have been influenced by other factors such as: location of schools, distance from their home areas and leadership styles among other factors. This is in line with Okumbe (2008) who observed that factors such as; demographic factors (sex, age, school size and environment/location) and experience in teaching also played a role in teacher job satisfaction. The study further undertook regression analysis to estimate the relationship among variables. That is, the relationships between the dependent variables, job satisfaction and the independent variables employment factors (Table 4.12)

Table 4.12 Multiple Regression Analysis for Low Performing Schools

Model	Unstandardized Coefficients		Standardized Coefficients	T	**Sig.**
	B	Std. Error	Beta		
(Constant)	1.499	.623		2.404	.018
Designation	.212	.136	.144	1.556	.122
Teaching Experience	-.100	.087	-.106	-1.159	.249
Job Security	-.051	.079	-.066	-.649	.517
Working Environment	-.023	.098	-.027	-.233	.816
School. Performance in KCSE	-.079	.119	-.087	-.665	.507
Challenging Responsibility	.009	.106	.011	.085	.932
Positive Achievement	.050	.110	.058	.454	.651
Recognition by Management	.014	.117	.015	.119	.906
Age	.052	.104	.057	.500	.618
Education Policy on Staffing	-.071	.115	-.078	-.617	.538
Terms & Conditions of Service	-.001	.081	-.001	-.010	.992
Fringe benefits	.147	.078	.194	1.885	.062
Remedial Tuition	.021	.087	.025	.236	.814
Salary	.021	.086	.025	.250	.803
Ability to Influence Decision	.018	.028	.061	.636	.526
Promotion Opportunity	.082	.081	.114	1.016	.311
Further Training	-.044	.074	-.063	-.589	.557

a. Dependent Variable: Job satisfaction

Table 4.12 shows the output of the regression model:

Job satisfaction $=1.499+.212_{X1}-.100X_2+-.051X_3+-.023X_4+-.079X_5$. $+.009\ X_6 +.050X_7$ $+.014X_8+.052\ X_9+-.071\ X_{10}+-001\ X_{11}+.147\ X_{12}+ .021\ X_{13}+.021X_{14}+.018X_{15}+.082X_{16}+ -.044X_{17}$

Regression analysis revealed that some independent variables accounted positively to teachers' job satisfaction although the value addition was minimal. These factors included; designation, challenging responsibilities, positive achievement, recognition by management, age, fringe benefits, remedial tuition, salary and allowances, ability to influence decision and promotion opportunity. The factors that accounted negatively to teachers' job satisfaction though minimally were; teaching experience, job security, working environment, school performance in KCSE, education policy on staffing, terms and conditions of service and further training. The specific relationships were as follows:

Teachers' designation contributed positively to Job satisfaction. Job satisfaction improved by .144 with Teachers designation as was signified by a oefficient of .144. Teachers' experience contributed negatively to Job satisfaction. Job satisfaction reduced by .106 with teaching experience as was signified by a coefficient of -.106. Job security contributed negatively to Job satisfaction. Job satisfaction reduced by .066 with job security as was signified by a coefficient of -.066. Working environment contributed negatively to Job satisfaction. Job satisfaction reduced by .027 with working environment as was signified by a coefficient of -.027. School performance in KCSE contributed negatively to Job satisfaction. Job satisfaction reduced by .087 with School performance in KCSE as was signified by a coefficient of -.087

Challenging responsibility contributed positively to Job satisfaction. Job satisfaction improved by .011 with Challenging responsibility as was signified by a coefficient of .011. Positive achievement contributed positively to Job satisfaction. Job satisfaction improved by .058 with Positive achievement as was signified by a coefficient of .058. Recognition by management contributed positively to Job satisfaction. Job satisfaction improved by .015 with Recognition by management as was signified by a coefficient of .015. Age contributed positively to Job satisfaction. Job satisfaction improved by .057 with age as was signified by a coefficient of .057. Education policy on staffing contributed negatively to Job satisfaction. Job satisfaction reduced by .078 with education policy on staffing as was signified by a coefficient of -.078.

Terms and conditions of service contributed negatively to Job satisfaction. Job satisfaction reduced by .001 with Terms and conditions of service as was signified by a coefficient of -.001. Fringe benefits contributed positively to Job satisfaction. Job satisfaction improved by .194 with Fringe benefits as was signified by a coefficient of .194. Remedial tuition contributed positively to Job satisfaction. Job satisfaction improved by .025 with Remedial tuition as was signified by a coefficient of .025. Salary and allowances contributed positively to Job satisfaction. Job satisfaction improved by .025 with Salary as was signified by a coefficent of .025. This in line with Shiundu's (2004) opinion, who says that one way to attract the best brains into the teaching profession is by offering better terms of service, especially, remuneration, better working conditions, and removal of elements that will harm the status and lower the morale of teachers.

Shiundu (2004) posit that underpaid teachers are not likely to improve learning. Instead, they will concentrate on nursing their grudges or acquiring material supplements. He contends that teaching, and especially at secondary school level, is being used or misused as a way of providing jobs to the unemployed. Therefore, there are many people without initial motivation and orientation joining the teaching profession. Ability to influence decision contributed positively to Job satisfaction. Job satisfaction improved by .061 with ability to influence decision as was signified by a coefficient .061. Peter, Waterman and Robert (2014) suggest that the nature and style of managerial leadership greatly influence job satisfaction and school performance. Effective leaders show consideration for employees and enable them to have a sense of participation in decisions that affect them.

Promotion opportunity contributed positively to Job satisfaction. Job satisfaction improved by .0114 with Promotion opportunity as was signified by a coefficent of .0114. One of the principals interviewed also indicated that, "promotion based on merit leads to teachers' job satisfaction." This is in support of the findings of Owen (2004) who posit that lack of teachers' professional progression and promotion as some of the drawbacks in education. Promotions and prospects for upward mobility of teachers are not very many, fair promotion of teachers to the high grade on merit increases their job satisfaction making them feel worth in the development of economy of the country.

Further training contributed negatively to Job satisfaction. Job satisfaction reduced by .063 with further training as was signified by a coefficient of -.063. Okumbe (2008) argues that teachers should be allowed by the Ministry of Education to further their studies and grow their knowledge in their subjects of instruction, so that a teacher remains well read and informed to deliver to the students new knowledge pertaining to the subject enrolled for.

In conclusion the null hypothesis that there is no significant relationship between employment factors and job satisfaction among public secondary school teachers in low performing schools was accepted because it was found out that only designation and fringe benefits contributed most of teachers' job satisfaction while teaching experience and promotion were the terms that reduced most of teachers' job satisfaction.

4.6. The Relationship Between Public Secondary School Teachers' Job Satisfaction and Academic Performance in High Performing Schools

The research also tested the hypothesis "There is no significant relationship between teachers' job Satisfaction and academic performance in high performing schools". The analyses of the responses are Summarized in Table 4.13 below.

Table 4.13: Correlations Matrix of Job Satisfaction and Academic Performance

Correlations

		Job satisfaction	KCSE Results 2011
Job satisfaction	Pearson Correlation	1	.102
	Sig. (2-tailed)		.242
	N	129	129
KCSE Results 2011	Pearson Correlation	.102	1
	Sig. (2-tailed)	.242	
	N	129	129

From table 4.13, it can be established that the correlation between Job satisfaction and the year 2011 academic performance in KCSE was 0.102. This was a weak correlation. The relationship was not statistically significant as the calculated p-value of $p<0.242$ was greater than the set

value of 0.05 level of significance. The null hypothesis was therefore upheld. This means that teachers' job satisfaction had very little influence on academic performance. The results of the analysis are similar to that in Table 4.3 where the teachers' job satisfaction indices and KCSE for the year 2011 performance indices are displayed. For instance 4 teachers with job satisfaction indices of "1" had KCSE for the year 2011 performance indices of 9.49 compared with 8 teachers with job satisfaction indices of 3 who had KCSE for the year 2011 performance indices of 7.02. The expectation would have been the higher the job indices, the higher the academic performance indices and vice versa. This means that other factors such as: teachers' attitude, students' attitude, time off available in the teaching service, close supervision, commercial tuition, marital status, school community attitude, engagements in other income yielding activities, and quality of training could have had influence on teachers performance indices. During an interview a principal said that high performance is in relations to students' attitude to learn which intern promotes teachers' attitude to teach and complete the syllabus in time leaving time for revision before the final examinations are done. Shiundu (2004) argues that a school with a high achievement score is judged to be more efficient than one with low examination scores. He observed that, examinations measure a system's goal, record change and provide information relevant for judging the efficiency of a system. Shiundu with the interviewee by saying that good grades posted by learners are known to contribute greatly to teachers' job satisfaction, since it enhances recognition. Coefficient of determination was done to estimate the percentage by which employment factors accounted for variations in teachers' level of job satisfaction. The results are as shown in Table 4.14.

Table 4.14: Coefficient of Determination for High Performing Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.102[a]	.010	.003	.99197

a. Predictors: (Constant), Job satisfaction

From Table 4.14 it can be observed that the coefficient of determination was r^2 =0.010. Only one per cent of the variations in academic performance were accounted for by job satisfaction. This means that the influence on job satisfaction was extremely small. This finding

contradicted by Karugu (2009) who reiterates that satisfied employees tend to be more productive, creative and more committed. This fact can also be observed in the correlation matrix Table 4.13. Analysis of variance was done to establish the significance of job satisfaction Table 4.15.

Table 4.15: Analysis of Variance of Employment factors for High Performing Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.362	1	1.362	1.384	.242[b]
	Residual	128.904	128	.984		
	Total	130.266	129			

a. Dependent Variable: KCSE Result 2011
b. Predictors: (Constant), Job satisfaction

The analysis of variance (Table 4.15) revealed that the calculated p-value was p<.242 which was greater than the critical value 0.05. This meant that the relationship between job satisfaction and academic performance was not statistically significant. In high performing public secondary schools in Homa-Bay County job satisfaction could not be relied on as a predictor of academic performance. Academic performance in public secondary schools in Homa-Bay County could therefore have been influenced by other factors such as: location of schools, distance from the students' home areas and leadership styles among other factors. During an interview a principal said that high performance is in tandem with students' attitude to learn which intern promotes teachers' attitude to teach and complete the syllabus in time leaving time for revision before the final examinations are done. Dessler (2007) concurs by adding that academic performance was found to have a positive relationship with background factors such as students' attitudes, father's occupation, hobbies, and future educational and vocational plans of a student, school location from students' home or the attitude of a student towards education.

The study further undertook regression analysis to estimate the relationship between variables. That is, the relationships between the dependent variable, academic performance and the independent variable job satisfaction (Table 4.16).

Table 4.16 Simple Regression Analysis for High Performing Schools

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.876	.236		33.305	.000
	Job satisfaction	.112	.095	.102	1.176	.242

a. Dependent Variable: KCSE_2011

Simple regression analysis revealed that teachers' job satisfaction accounted positively to academic performance although the value addition was minimal (10.2%). The specific relationships were that academic performance improved by .242 as signified by a coefficient of p<.242. This is in supported by Brayfield and Crockett (2013) who conducted the same research and concluded that there was minimal relationship between teacher attitudes and school performance.

In short the hypothesis that there is no significant relationship between teachers' job Satisfaction and academic performance in high performing schools was accepted. This meant that the relationship between job satisfaction and academic performance was not statistically significant.

4.7 The Relationship Between Public Secondary School Teachers' Job Satisfaction and academic performance in Low Performing Public Secondary Schools

The research then tested the hypothesis "There is no significant relationship between teachers' job satisfaction and academic performance in low performing schools". The summary of the responses are as shown in Table 4.17 below.

Table 4.17: Correlations Matrix of Job Satisfaction and Academic Performance in Low Performing Schools.

Correlations

		Job satisfaction	KCSE_2011
Job satisfaction	Pearson Correlation	1	.144
	Sig. (2-tailed)		.093
	N	137	137
7 KCSE_2011	Pearson Correlation	.144	1
	Sig. (2-tailed)	.093	
	N	137	137

From Table 4.17, it can be established that the correlation between teachers' job satisfaction and the year 2011 academic performance in KCSE in low performing public secondary schools was .144. This was a weak correlation. The relationship was not statistically significant as the calculated p-value p<.093 was greater than the critical value 0.05. The null hypothesis was therefore upheld. This means that teachers' job satisfaction had little influence on academic performance. There was no direct relationship between teachers' job satisfaction indices and academic performance. During an interview a principal of a low performing school said that low performance in these schools are occasioned by poor performance from primary schools, some students stay away from school due to lack of school fees forcing teachers to take long time to or not complete the syllabus and lack of adequate school facilities also contribute to poor academic performance. This is in line with UNESCO (2012) which added by listed challenges facing African post primary schools as: coping with large numbers of students graduating from Free Primary Education (FPE) against declining budgets, high students – teacher ratio hence little individual attention to learners, deteriorating infrastructure due to lack of maintenance, insufficient attention to resources for research, lack of long term vision in planning and management of teaching activity, insufficient pedagogical training, lack of training for institutional and systems wide management, proliferation of memorization in learning, teaching procedures and neglect of analytical problem solving skills needed for solving societal problems.

Just like in the case of high performing public secondary schools, other factors may have influenced the academic performance. Whereas some teachers had job satisfaction indices of "1" their academic performance was moderate at 5.80, other teachers had job satisfaction indices of

"3" while their academic performance indices were low at 3.04. The coefficient of determination, analysis of variance and regression analysis also supported this finding. Coefficient of determination was done to estimate the percentage by which employment factors accounted for variations in teachers' level of job satisfaction. The results were as shown in Table 4.18.

Table 4.18: Coefficient of Determination for Low Performing Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.144[a]	.021	.013	.79613

a. Predictors: (Constant), Job satisfaction

From Table 4.18 it can be observed that the coefficient of determination was 0.013. Only 1.3% of the variations in academic performance were accounted for by job satisfaction. This means that the influence of job satisfaction was extremely small and teachers were not effective. However, Nyongesa (2007) says that teacher effectiveness in schools can influence academic achievement both in high and low performing schools; he defines it as ability of a teacher to perform his / her role well leading to satisfaction. According to Rubin (2014), teacher effectiveness is the holistic approach for improving teaching task for better output in the school. This fact can also be observed in the correlation matrix Table 4.17. Analysis of variance was done to establish the significance of job satisfaction Table 4.19.

Table 4.19: Analysis of Variance of Employment Factors for Low Performing Schools

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.818	1	1.818	2.868	.093[b]
	Residual	86.201	136	.634		
	Total	88.018	137			

a. Dependent Variable: KCSE_2011

b. Predictors: (Constant), Job satisfaction

The analysis of variance (Table 4.19) revealed that the calculated p-value was p<.093 which was greater than the critical value 0.05. This meant that the relationship between job satisfaction and academic performance was not statistically significant. In the low performing public secondary

schools in Homa-Bay County job satisfaction could not be relied on as a predictor of academic performance. Academic performance in low performing schools among public secondary schools in Homa-Bay County could therefore have been influenced by other factors such as: location of schools, distance from students' home areas and leadership styles among other factors. Ngare (2008) supports these views and adds that geographical location plays a major role in students' academic performance. The study further undertook regression analysis to estimate the relationship between the dependent variables, academic performance and the independent variable job satisfaction. Table 4.20 below provides the summary.

Table 4.20 Simple Regression Analysis for Low Performing Schools

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.319	.191		22.571	.000
	Job satisfaction	.136	.080	.144	1.693	.093

a. Dependent Variable: KCSE 2011

Simple regression analysis revealed that academic performance accounted positively to teachers' job satisfaction although the value addition was minimal (14.4%). The specific relationships was that academic performance improved by 0.093 as signified by a coefficient of $p<0.093$ This is in support of Armstrong (2010) findings which reiterate that, it is a commonly held and a seemingly reasonable belief that an increase in job satisfaction will result in an improved academic performance. However, the findings show a very minimal relationship causing the hypothesis to be accepted.

In summary, the hypothesis that there is no significant relationship between teachers' job satisfaction and academic performance in low performing schools was accepted. This meant that the relationship between job satisfaction and academic performance was not statistically significant.

CHAPTER FIVE

5.0 SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives an overview of the study and is divided into four sections: the summary of the major findings, conclusions, recommendations, and suggestions for further studies.

5.2 Summary of the Major Findings

The findings of the study are summarized as follows:

5.2.1 Levels of Job Satisfaction Among Public Secondary School Teachers

This study was guided by the following question: What are the levels of job satisfaction among public secondary school teachers in high and low performing schools in Homa- Bay County?

The study established that most teachers' levels of job satisfaction were low as was signified by job satisfaction index 3. In high performing schools 78(61%) teachers had an index of 3 similar to low performing school 68(50%) teachers which also had an index of 3. In high performing secondary schools 39(30%) teachers were least satisfied with an index of "1" while in low performing schools 37(27%) teachers were least satisfied. In all the schools no teacher was satisfied whereas the principals thought that most teachers were satisfied. The levels of job satisfaction did not tally with academic performance indices. This meant that there was no direct relationship between levels of job satisfaction and academic performance. During the interview with a school principal, he claimed that teachers were satisfied with their jobs. His argument was based on the fact that all teachers were performing their tasks without complaints and were committed to institutional objectives. Principals of low performing public secondary schools were of the view that teachers were contented in their work." But the DQASO argued that generally teachers in low performing schools have low esteem. He categorically stated "Visit these schools and you will notice the low morale especially when KCSE examinations are released.

5.2.2 Relationship Between Employment Factors and Teachers Job Satisfaction in High Performing Public Secondary Schools.

$H0_1$ There is no statistically significant relationship between employment factors and job satisfaction among public secondary school teachers in high performing schools.

The teachers' ratings of employment factors that influence their level of job satisfaction ranged from 1 (extremely low) to 5(Very high). No factor was rated as having an extremely high influence (6). The teachers who rated some factor as very high were rather few. Most of the ratings were at 3 (low). This meant that most employment factors influencing job satisfaction were rated as low. Correlation analysis revealed that only 3 variables; designation, recognition by management and education staffing policy had a significant relationship with teachers' job satisfaction. Other 14 variables did not have a statistically significant relationship with teachers' job satisfaction. This means that the influence of these employment factors on job satisfaction of teachers was very minimal.

The coefficient of determination was (r^2= 0.225), therefore the hypothesis was accepted. It shows that 22.5% of variations in Job satisfaction are accounted for by employment factors. The analysis of variance revealed that employment factors were predictors of teachers' job satisfaction in high public secondary schools. Multiple regression analysis revealed that designation, job security, terms and conditions of service and education staffing policy contributed most to teachers' job satisfaction. Recognition by management, working age and salary were the factors that reduced most teachers' job satisfaction. During the verbal interview one of the principals stated that: **"**When the working environment is conducive such that physical facilities are adequate, appropriate, and there is good social relation among teachers, then they are likely to be job satisfied in their institutions. This is because teachers will be comfortable at work".

5.2.3 Relationship Between Employment Factors and Teachers Job Satisfaction in Low Performing Public Secondary School.

$H0_2$ There is no statistically significant relationship between employment factors and job satisfaction among public secondary school teachers in low performing schools.

The teachers' ratings of employment factors that influence their levels of job satisfaction ranged from 1 (extremely low to 5 very high). No teacher rated any factor at 6 (extremely high). The teachers who rated the employment factors 5 (very high) were few and on a few factors. Most of the teachers rated between 2 (very low) and 3 (low). Correlation analysis revealed that only one factor; Fringe benefits had a significant relationship with teachers' job satisfaction. The other employment factors did not statistically have any significant relationship on teachers' job satisfaction. This means that these factors had very little influence on teachers' job satisfaction. Coefficient of determination (r^2= 0.097), the hypothesis was therefore accepted. It revealed that 9.7% of the variations in teachers' job satisfaction were accounted for by employment factors. The analysis of variance revealed that employment factors were predictors of teachers' job satisfaction in low performing public secondary schools. Multiple regression analysis revealed that designation and Fringe benefits contributed most of to teachers' job satisfaction. Teaching experience and promotion opportunity were the factors that reduced most of teachers' job satisfaction. During the interview, one principal said that, "teachers need better pay to meet basic needs and other requirements in life." He went further to explain that this would make a teacher feel comfortable and concentrate in his/her work of teaching instead of looking for additional income sources elsewhere to satisfy his/her needs. He added that better learning facilities make teachers' work easier, effective and efficient thus enhancing job satisfaction." When the learning and teaching resources are adequate and appropriate, then teaching becomes easier making teachers to enjoy their work

5.2.4 Relationship Between Public Secondary School Teachers Job Satisfaction and Academic Performance in High Performing Schools.

$H0_3$ There is no statistically significant relationship between teachers' job satisfaction and academic performance in high performing schools among public secondary school teachers.

The relationship between teachers' job satisfaction and academic performance in high performing schools was not statistically significant. This means that other factors, probably intervening factors were the ones that had influence on academic performance, for instance students' attitude, teachers' attitude and so on. Coefficient of determination was 0.102. This shows that only 10.2% of variance in academic performance could be accounted for by job satisfaction. Analysis of variance revealed that job satisfaction was not a predictor of academic performance in high performing public secondary schools. Simple regression analysis revealed that job satisfaction contributed ($p< 0.242$) therefore the hypothesis was accepted as was signified by a coefficient of 0.242. During an interview a principal said that high performance is in tandem with students' attitude to learn which in turn promotes teachers' attitude to teach and complete the syllabus in time leaving time for revision before the final examinations are done.

5.2.5 Relationship between Public Secondary School Teachers Job Satisfaction and Academic Performance in Low Performing Schools

$H0_4$ There is no statistically significant relationship between teachers' job satisfaction and academic performance in low performing schools among public secondary school teachers.

The relationship between teachers' job satisfaction and academic performance in low performing schools was not statistically significant. This means that other factors influenced academic performance, for instance students' attitude, teachers' attitude, commercial tuition and school facilities. Coefficient of determination was ($r^2= 0.013$). It shows that only 1.3% of variance in academic performance could be accounted for by job satisfaction. Analysis of variance revealed that job satisfaction was not a predictor of academic performance in low performing public secondary schools. Simple regression analysis revealed that job satisfaction contributed 0.093 as was signified by a coefficient of $p<0.093$. During an interview a principal of a low performing school said that low performance in these schools are occasioned by poor performance from primary schools, some students stay away from school due to lack of school fees forcing teachers to take long time to complete the syllabus and lack of adequate school facilities also contribute to poor academic performance.

5.3 Conclusions

From the study, it was evident that recognition by management, age, salary and allowance were the factors which accounted to reduced job satisfaction of most teachers, and probably leading to low retention of teachers in secondary schools in the County. The study revealed that teachers in public secondary schools in Homa-Bay County were not satisfied. Their responses on levels of satisfaction ranged from extremely low to slightly satisfied. Similarly teachers in low performing public secondary schools were not satisfied and their levels of satisfaction ranged from extremely low to slightly satisfied. Employment factors that had significant relationship with teachers' job satisfaction in high performing schools were designation, recognition by management and education staffing policy. Employment factors contributed 22.5% to job satisfaction among teachers of high performing public secondary schools. Employment factors were also predictors of job satisfaction in high performing public secondary schools.

In low performing public secondary schools the important employment factors was fringe benefit, which had a significant relationship with job satisfaction. Employment factors in these schools accounted for 9.7% of the variations in the teachers' levels of job satisfaction. However they were not predictors of teachers' job satisfaction levels.

The relationship between teachers' job satisfaction and academic performance was not statistically significant in high and low performing public secondary schools. Job satisfaction contributed 10.2% and 14.4% to academic performance in high and low performing public secondary schools respectively.

5.4 Recommendations

Based on the findings of the study which revealed that level of teachers' job satisfaction does not relate with academic performance, the researcher makes the following recommendations:

i. The Ministry of Education, Science and Technology should review teachers' salary upward. Adequate mechanisms for the recognition of teachers efforts be put in place and working age re-evaluated to ensure high level of job satisfaction and retention of teachers in the profession.

ii. The Ministry of Education, Science and Technology should ensure quality of employment factors. This will make teachers efficient and be able to deliver on the educational objectives without regard to their level of job satisfaction.
iii. The Ministry of Education, Science and Technology should ensure efficient and timely supervision of teachers to improve teachers' class attendance and syllabus completion.
iv. Linkages should be organized with the communities surrounding the schools to create improved positive relationship with teachers and students for better academic performance.
v. Most teachers in the County have shown that they are unable to make the subjects they teach to be among the best-performed subjects. Ways of motivating both teachers and students should be identified and enforced by the Ministry of Education for better results in KCSE examinations.

5.5 Suggestions for Further Research

The following research areas were identified for further studies.

i. The relationship between teachers' job satisfaction, motivation and academic performance among public secondary schools in Homa-Bay County.

ii. Students' motivation towards learning and academic performance among public secondary schools in Homa-Bay County.

iii. Relationship between work environment and academic performance among public secondary schools in Homa-Bay County.

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Appendix 1: Map of Homa-Bay County

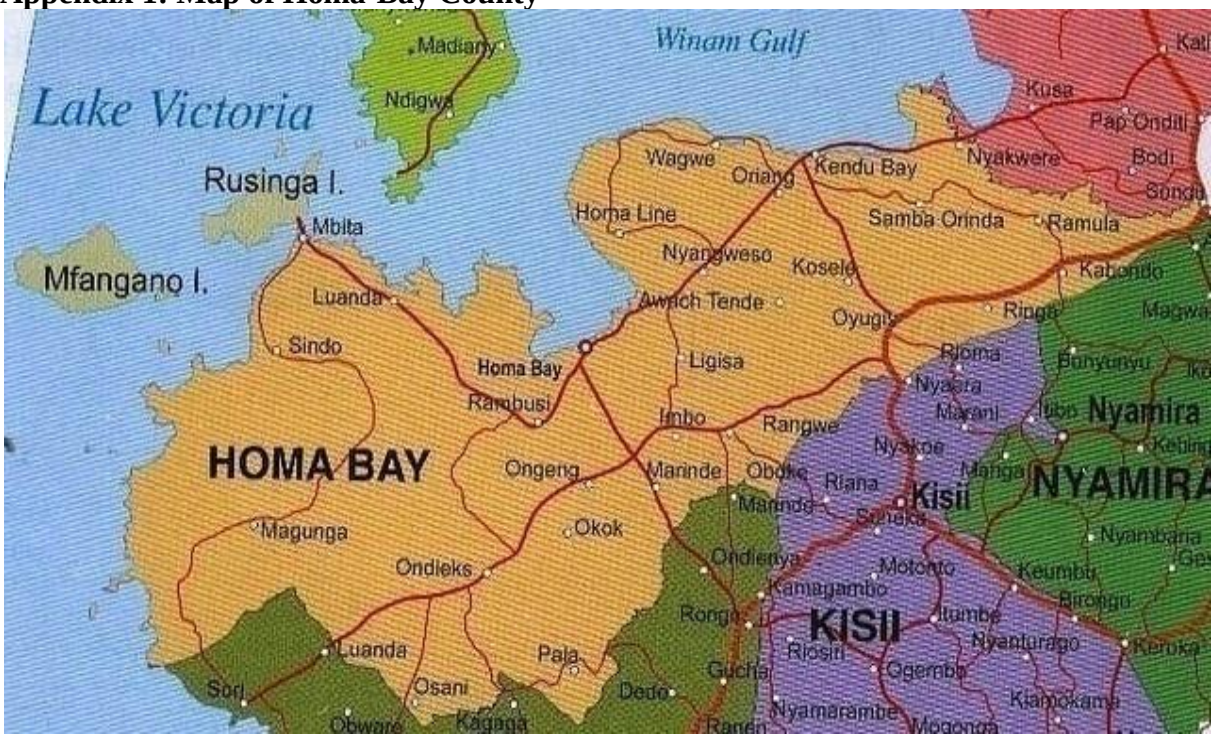

Fig. 2: Map of the Homa-Bay County representing the research location

Source: www.homabaycounty.ac.ke

Appendix 2: Teachers Rating of Employment factors that influence their Level of Satisfaction in high Performing Public Secondary Schools

	EMPLOYMENT FACTORS																
SN	**DESG**	**T.E**	**JS**	**WE**	**SPK**	**MP**	**PA**	**R**	**AGE**	**EP**	**T& C**	**FB**	**RT**	**SA**	**AP**	**PO**	**FT**
1	3	2	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3
2	3	1	4	3	2	3	3	3	2	3	2	2	2	3		2	2
3	1	3	3	4	4	2	3	3	3	4	5	3	3	5	3	3	5
4	1	1	4	4	3	5	5	4	4	4	4	3	3	3	2	3	4
5	3	1	4	4	2	4	1	3	3	3	2	3	2	3	3	1	3
6	3	2	3	3	3	3	3	3	3	3	3	3	2	2	3	2	3
7	3	2	3	4	4	3	4	4	4	4	3	3	3	3	4	4	4
8	3	3	4	3	3	3	3	3	2	3	3	3	3	4	4	2	3
9	3	3	4	5	4	4	4	4	2	4	3	4	2	3	2	2	2
10	3	1	5	3	4	4	4	4	4	4	3	4	2	3	2	2	4
11	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
13	1	1	5	4	3	4	3	3	3	3	1	2	3	2	5	3	3
14	3	2	4	4	4	2	4	4	2	2	2	4	4	4	2	2	2
15	3	1	2	3	3	4	4	1	4	4	1	5	1	3	5	3	3
16	3	2	5	4	3	3	4	5	4	4	4	2	2	2	1	1	5
17	3	1	4	3	3	3	3	3	4	5	5	4	4	4	1	1	1
18	3	1	3	3	3	2	3	2	3	2	2	1	2	1	3	3	2
19	3	3	3	4	4	2	4	4	2	2	2	2	3	3	1	3	1
20	3	1	4	4	3	3	3	4	4	4	3	3	4	3	3	4	4
21	3	3	5	4	4	4	4	4	3	3	2	3	3	4	1	2	2
22	3	1	3	4	3	3	3	3	3	4	3	5	5	5	5	3	4
23	3	3	3	3	3	4	4	5	1	3	4	1	4	4	1	2	3
24	3	2	3	3	3	5	5	5	4	3	5	3	3	5	5	5	3

25	1	3	3	4	3	3	3	3	3	4	4	3	3	4	5	4	3
26	3	2	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4
27	3	3	3	5	5	4	4	5	4	4	2	2	1	3	1	3	5
28	3	1	3	4	4	3	4	4	4	3	3	4	4	3	4	3	4
29	3	3	5	3	3	3	1	3	4	2	4	2	4	2	5	3	4
30	3	2	5	4	4	4	4	5	4	5	3	4	2	4	5	4	2
31	1	3	4	3	3	2	4	3	4	4	2	3	2	2	1	2	3
32	1	1	3	3	3	4	3	3	1	3	5	4	3	3	5	2	2
33	3	2	5	2	3	4	5	4	1	3	2	3	4	2	4	2	2
34	2	3	3	4	3	3	4	3	3	4	3	3	3	1	3	4	4
35	3	3	2	2	3	3	2	2	1	3	2	2	2	2	2	3	4
36	3	0	5	3	4	5	5	4	4	4	3	4	3	4	3	5	4
37	3	1	4	3	4	4	3	4	2	3	2	3	2	3	3	2	4
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Key:

DESG– Designation.**PA**-Positive Achievement. **WA**- Working Age
SPK- School Performance in KCSE.**T.E -** Teaching Experience.
R - Recognition by Management. **EP** - Education Policy on staffing.
T & C- Terms and Conditions of Service. **JSe -** Job Security.
FB - Fringe Benefits. **FT** - Further Training
RT- Remedial Tuition. **PO** - Promotion Opportunity.
SA– Salary and Allowances. **AID**- Ability to Influence Decision.
WE- Working Environment. **JS**- Job Satisfaction
CR- Challenging Responsibility.

Ratings

1. Extremely low/least satisfied
2. Very low/less satisfied
3. Low/slightly satisfied
4. High/satisfied
5. Very High/Very satisfied
6. Extremely high/extremely satisfied

Appendix 3: Teachers Rating of Employment factors that influence their Level of Job Satisfaction in Low Performing Public Secondary Schools

	EMPLOYMENT FACTORS																
SN	**DESG**	**T.E**	**JS**	**WE**	**SPK**	**MP**	**PA**	**R**	**AGE**	**EP**	**T& C**	**FB**	**RT**	**SA**	**AP**	**PO**	**FT**
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119	3	3	2	1	2	2	3	3	1	2	2	1	1	1	1	1	1
120	3	1	2	2	4	3	3	4	3	4	3	3	3	4	2	4	5
121	1	2	2	1	2	3	2	3	1	2	2	4	1	2	3	3	3
122	3	3	3	1	1	2	2	2	2	3	3	1	2	2	2	2	4
123	3	2	4	3	4	3	4	5	4	4	3	2	1	3	2	3	4
124	3	1	4	4	5	5	5	5	4	5	2	5	5	5	4	5	5
125	3	2	3	4	4	4	4	4	4	4	2	3	4	4	3	4	1
126	3	1	4	2	5	4	4	4	4	5	4	2	3	4	4	4	4
127	1	3	3	2	4	3	5	4	4	4	3	4	2	3	2	3	1
128	3	3	4	3	4	4	4	4	4	4	2	3	2	3	4	4	4
129	3	3	4	2	3	1	2	3	1	2	3	4	2	3	1	2	2
130	3	3	4	1	1	1	2	4	2	2	4	4	3	4	4	4	2
131	3	1	4	3	2	4	4	5	3	3	1	1	3	3	4	3	3
132	3	2	5	4	4	4	5	4	4	4	3	3	3	4	3	3	3
133	3	1	1	4	3	4	4	3	4	1	3	1	2	2	2	1	3
134	2	1	0	4	3	4	4	3	4	2	3	2	3	4	3	3	4
135	1	3	1	4	5	3	4	5	4	4	4	4	3	4	3	4	3
136	3	3	2	2	3	3	3	2	2	1	3	2	2	2	2	3	4
137	3	2	3	4	3	3	4	3	3	4	3	3	4	3	1	3	4

Key:

T.E-Teaching Experience **SPK** - School Performance in KCSE.

JSe - Job security. **WA**- Working Age. **SG** – Designation.
R- Recognition by management. **T & C** - Terms and conditions of Service.
CR- Challenging responsibility. **RT**- Remedial Tuition.
P- Positive Achievement **AID**- Ability to Influence Decision
EP - Education Policy on staffing. **FT**- Further Training
FB- Fringe Benefits. **WE**- Working Environment
SA- Salary and Allowances **RT**- Remedial Tuition.
PO- Promotion Opportunity. **JS**- Job Satisfaction

Ratings

1. Extremely low/least satisfied
2. Very low/less satisfied
3. low/Slightly satisfied
4. High/ satisfied
5. Very High/Very satisfied
6. Extremely High/Extremely satisfied.

Appendix 4: Sample Grades in the KCSE Examinations for the years 2009-2011

	LOW PERFORMING SCHOOLS IN HOMABAY COUNTY				HIGH PERFORMING SCHOOLS IN HOMABAY COUNTY		
School	**2009**	**2010**	**2011**	**School**	**2009**	**2010**	**2011**
A	4.9744	5.9722	5.6721	**K**	9.7345	8.9172	9.4882
B	5.3471	4. 7729	5.5699	L	7.8745	9.0123	9.1654
C	5.6533	5.2398	5.3379	**M**	8.2398	9.7601	9.1571
D	4.9866	5.3397	4.6957	**N**	8.9033	8.2344	9.0288
E	5.4437	4.9833	4.4478	**O**	7.2788	8.5734	8.9844
F	5.2215	4.9017	4.4372	**P**	9.3476	9.2013	8.9817
G	5.0179	3.8792	4.2397	**Q**	8.9254	9.7892	8.3451
H	4.7621	4.7451	3.8977	**R**	7.9323	8.7564	8.2239
I	3.8739	4.8927	3.7833	**S**	8.9211	8.0162	7.2751
J	5.2933	3.9877	3.6745	**T**	8.2869	7.9162	7.2692

INSTITUTE OF POST GRADUATE STUDIES AND RESEARCH

Private Bag - 20157
KABARAK, KENYA
E-mail: directorpostgraduate@kabarak.ac.ke

Tel: 0203511275
Fax: 254-51-343012
www.kabarak.ac.ke

11th July 2012

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: RESEARCH BY JOSHUA ODHIAMBO OGAL - GDE/M/0324/9/09

The above named is a Doctoral student at Kabarak University taking PhD in Educational Administration and Management in the School of Education Theology and Arts. He is carrying out research entitled "***Relationship between Teachers' Job Satisfaction and Academic Performance in Public Secondary Schools in Homa-Bay County, Kenya***."

The information obtained in the course of this research will be used for academic purposes only and will be treated with utmost confidentiality.

Please provide the necessary assistance.

Thank you.

Yours faithfully,

11/7/12.

KABARAK UNIVERSITY
POSTGRADUATE STUDIES & RESEARCH DEPT.
11 JUL 2012
PRIVATE BAG - 20157, KABARAK

Dr. Sellah Kibenei
AG. DIRECTOR - (POST-GRADUATE STUDIES & RESEARCH)

Kabarak University Moral Code

As members of Kabarak University family, we purpose at all times and in all places, to set apart in one's heart, Jesus as Lord. (1 Peter 3:15)

Appendix 6: Research Authorization Letters

MINISTRY OF EDUCATION

Telegrams: "SCHOOLING", Homa Bay
Telephone: +254 726961531
When replying please quote
Reference……..

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P.O. BOX 710
HOMA BAY.

E-mail: ***cdehomabay@gmail.com***

13/07/2012

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION:
JOSHUA ODHIAMBO OGAL- GDE/M/0324/9/09

The above mentioned who is the bearer of this letter who is taking PhD in Educational Administration and Management in the school of Education Theology and Arts. He is the process of doing his research work on relationship between Teachers Job Satisfaction and Academic Performance in public secondary schools in Homa Bay District, Homa Bay County.

Any assistance accorded to him will highly be appreciated.

COUNTY DIRECTOR OF EDUCATION
HOMA BAY COUNTY
P.O. BOX 710, HOMA BAY.
TEL: +254726961531

MRS.B.A.ASYAGO
COUNTY DIRECTOR OF EDUCATION
HOMA BAY.

Appendix 7: Research Authorization Letters

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349
254-020-310571, 2213123, 2219420
Fax: 254-020-318245, 318249
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/1090

Date: 30th July 2012

Joshua Odhiambo Ogal
Kabarak University
Private Bag 20157
Kabarak.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "***Relationship between teachers' job satisfaction and academic performance in public secondary schools in Homa Bay County, Kenya,***" I am pleased to inform you that you have been authorized to undertake research in **Homa Bay County** for a period ending **31st December, *2014.***

You are advised to report to **the District Commissioners and the District Education Officers, Homa Bay County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
The District Education Officers
Homa Bay County.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."

Appendix 8: Research Permit

PAGE 2

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Joshua Odhiambo Ogal
of (Address) Kabarak University
Private Bag 20157, Kabarak.
has been permitted to conduct research in

Location
District
Homa Bay County

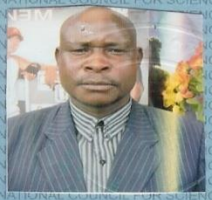
on the topic: Relationship between teachers' job satisfaction and academic performance in public secondary schools in Homa Bay County, Kenya.

for a period ending: 31st December, 2014.

Applicant's Signature

PAGE 3

Research Permit No. *NCST/RCD/14/012/1090*
Date of issue *30th July, 2012*
Fee received *KSH. 2,000*



Secretary
National Council for Science &Technology

Appendix 9: Teachers' Questionnaire on Levels of Job Satisfaction

Dear Respondent,

I am a Ph.D candidate at Kabarak University currently carrying out a field research. The focus of the questionnaire is Teachers' Job Satisfaction, employment factors and Academic Performance in high and low performing Public Secondary Schools in Homa-Bay County. Do not write your name on the questionnaire please since all the responses are confidential and will only be used for the purpose of the research.

Yours faithfully

Joshua Odhiambo Ogal.

Researcher.

INTRODUCTION

The purpose of this questionnaire is to rate teachers' level of job satisfaction. Please tick (√) in appropriate spaces provided honestly. The information obtained will be treated with utmost confidentiality.

Instructions

Using six (6) stars rating scale, indicate with ticks (√) your level of job satisfaction on the following items that state aspects that characterize job satisfaction inherent in your teaching service where , **1 Star rating** means **Extremely Low /Least satisfied, 2 stars rating** means **Very Low / Less satisfied, 3 stars rating** means **Low /slightly satisfied**, **4 star rating** means **High /satisfied** , **5 stars rating** means **Very High / Very satisfied, 6 stars rating** means **Extremely High /Extremely satisfied**

Aspects of Job Satisfaction	**RATINGS**					
	1	**2**	**3**	**4**	**5**	**6**
Terms and conditions of service						
Principle's management styles						
Recreation facilities						
Teaching learning resources						

Teaching learning facilities						
Infrastructure						
Performance of non teaching staff						
Fringe benefits						
Job security						
Interpersonal relationships						
Salary						
School policies						
Transport services						
Student academic performance						
Student level of discipline						
Students' entry behavior						
Conducting of staff meetings						
Work load						
Opportunities for advancement						
Opportunities for in-service training						
Office space						
Educational trips						
Any other						

Appendix 10: Minnesota Satisfaction Questionnaire
Job satisfaction and employee performance (as modified by Hoy and Miskel 2011:65)

INSTRUCTION

1. Please respond to all the questions in section one two and three, the interview questions are for the principals only.
2. Read the items carefully and ensure you give a true picture of your feelings about your present job by inserting a number of your choice in the box as indicated below.
3. If you change your mind about an answer, you may cross it neatly and put another number appropriately.

SECTION ONE

Put a tick (√) in the bracket that you fall in.

1. Sex: Male ( ) Female ( )
2. Identify your age bracket:
   20- 30 years ( ) 31- 40 years ( ) 41- 50 years ( ) 51 years and above ( )
3. What is your level of education?
   Graduate ( ) Post graduate ( ) Form Four Certificate ( ) Diploma ( )
4. What are the terms of your employment? Casual ( ) Temporary ( ) Permanent ( )
5. Please kindly state your marital status:
   Single ( ) Married ( ) Divorced ( ) Widowed ( )
6. What is your area of specialization? Mathematics ( ) Science ( ) Humanities ( ) Languages( )
7. How long have you been in your present job?
   1-10 years ( ) 11- 20years ( ) 21- 30 years ( ) 31 years and above ( )
8. Which of the following is your designation? Principal ( ) D/ Principal( ) Teacher( )
9. How can you describe your level of job satisfaction? High ( ) Low ( ) Neutral ( )
10. What were the averages of KCSE examination results of this school in the following years? 2009 ( ) 2010 ( ) 2011 ( )
11. Experience in using on- line resource for teaching and learning:
    Not at all ( ) little ( ) Average ( ) Much ( ) Very much ( )

SECTION TWO

The choices of employment factors are rated numerically on the basis of 1 to 6 stars. **1 Star rating** means **Extremely Low /Least satisfied, 2 stars rating** means **Very Low / Less satisfied, 3 stars rating** means **Low /slightly satisfied**, **4 star rating** means **High /satisfied** , **5 stars rating** means **Very High / Very satisfied, 6 stars rating** means **Extremely High /Extremely satisfied**

On my present job, this is how I rate my level of Job satisfaction on the following terms of employment.

Employment Factors	**1**	**2**	**3**	**4**	**5**	**6**
job security						
Working condition/environment						
Terms and conditions of service						
Education policy on staffing						
Salary						
Further training opportunity						
Designation						
Age for employment						
Remedial tuition						
Teaching experience						
Fringe benefits						
Challenging reasonability						
Recognition by management						
Ability to influence decision						
Positive achievement						
School performance in KCSE						
Promotion opportunity						
Any others						

SECTION THREE: General Questions

This section comprises of open ended questions on teachers' job satisfaction and how academic performance can be improved in Homa-Bay County.

Answer the following questions in the spaces provided.

1. Write down 4 ways indicating how academic performance can be improved in Homa-Bay County?

2. Write down three (3) factors in order of their importance that contribute most to your overall job satisfaction.

3. Write down three factors (3) in order of their importance that contribute to your overall job dissatisfaction.

4. List three (3) changes you would like to see in your job working condition.

5. List down two (2) factors that would encourage you to retain your job

6. List down two (2) factors that would make you resign/leave your job.

7. Suggest ways of improving teachers' job satisfaction

8. List 8 things that make teachers very low in Homa-Bay County

Appendix 11: Interview Schedule for the Principals

The following questions were orally administered to the school principals by the researcher to collect data on factors contributing to job satisfaction, levels of job satisfaction among teachers of the school, academic performance, and strategies of enhancing job satisfaction among teachers of Homa-Bay County.

1. Would you mention 8 things that make teachers very low in Homa-Bay County
2. Does the school have adequate facilities for teaching all the subjects students have enrolled for?
3. What factors would you consider to be contributing to job satisfaction?
4. What factors would you consider to be contributing to disparity of academic performance in Homa-Bay County?
5. What factors would you consider to be contributing to job dissatisfaction?
6. Are teachers usually rewarded for their hard work in your school?
7. What are the strategies that can help in enhancing job satisfaction?
8. What are the measures put in place by your school administration to enhance academic performance?

THANK YOU FOR YOUR CO-OPERATION