

Job Satisfaction Factors that Influence the Performance of Secondary School Principals in their Administrative Functions in Mombasa District, Kenya.

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Abstract

Job satisfaction is vital not only for employees but employers as it increases productivity and decreases employee turnover. According to Syptak (1999), Job satisfaction is an important element in a work situation and has been associated with improved performance as well as increased commitment to the organization. Employee satisfaction has been an important issue for academicians and scholars. High levels of absenteeism and staff turnover have affected various organizations as recruitment and retaining take their role. Very few organizations have made job satisfaction a top priority, because of failure to understand the significant opportunity that lies in front of them. Organizations that create work environments that attract, motivate and retain hard-working individuals will be better positioned to succeed in a competitive environment that demands quality and cost-efficiency. Although many studies have been done to measure the levels of job satisfaction, in the education sector, we are not aware of one that has been done on the principals in secondary schools in Mombasa as they perform their administrative functions. A gap exist in that as observed in previous studies, senior managers or Government officials are not perceived to be dissatisfied. Lately there have been demonstrations and strikes by both teachers and students of public secondary schools in Mombasa and the country at large. The problem has not yet been fully solved in that on many occasions one would get many principals not in their places of work when they are supposed to. As indicated 66.6% of the principals were dissatisfied as far as the remuneration and fair reward is concerned. On the relationship between job satisfaction and performance 63.3% of the respondents said job satisfaction affects their performance. While in their places of work they are faced with challenges of uncooperative parents and undisciplined students which further dissatisfy them.

Key words: Job satisfaction, Achievement, Recognition Value Theory, Equity Theory, Two Factors Theory.

Introduction

The modern education foundations in Kenya were laid down by the missionaries who came to the country with the aim of spreading Christianity. In order to accomplish this, they taught the local Africans how to read and write and later on taught practical subjects such as carpentry and gardening.

A British government sponsored study of education in East Africa; known as the "Frazer report of 1909", proposed that separate educational systems for Europeans, Asians and Africans be retained. By 1910, the British government had started thirty-five schools that were managed according to recommendation of the Frazer report. This pattern continued until independence. After independence in 1963, Kenya reformed its education system to cater for the local African needs that required trained personnel for middle and upper level government service and for the commercial and industrial section of the economy (Kaplan, 1976).

Beecher report (1949) saw the establishment of board of governors and education system changed from 6-2-4 to 4-4-4 (Primary, Intermediate and Secondary). This system change in 1964 to 7-4-2-3 (primary, secondary, high school, university).

The Ominde education commission (1964) laid the foundation of the pattern of education in independent Kenya. It recommended abolition of segregation in schools along racial lines and standardization of national curriculum for all. It further recommended that education must serve to foster national unity, and serve the needs of national development Gachathi (1976) report

recommended the need to relate education to employment opportunities and the requirements for rural development and the extension of education to upper levels. That is, teaching class five to class 8 science and practical subjects.

Mackey (1981) report saw the establishment of a second public university and change from the 7-4-2-3 to 8-4-4 (Primary, Secondary, and University), later the second public University was established **at Eldoret**. The presidential working party on Education and labor development in the next decade and beyond known as Kamunge (1988) report recommended among other things the teaching of environmental studies be emphasized at all levels of education system and put more emphasis on vocational and technical education. In 1989, the 8-4-4 system (Primary, Secondary, and University), was introduced and it is in operation to date. The system has incorporated technical education and teaching of H.I.V and AIDs in secondary schools.

The Koech (2000) report recommended the introduction of manageable curriculum where examinable subjects were reduced from eight to five in Kenya Certificate of Primary Education and recommended the scrapping of the 8-4-4 system Education. It also recommended the totally integrated quality education and Training (TIQET) approach and proposed a review of education Act. While all the above recommendations were effected, the scrapping of 8-4-4 was not done.

In the management of education, the permanent secretary in the Ministry of Education is the accounting officer and overall administrative head, and the director of education is responsible

for all professional matters in education. In the field, there are provincial directors of education, District and municipal education officers in charge of administration and supervision of education in their respective provinces, districts and municipalities. The national education advisory board, provincial and district education boards have been established to manage education at their respective levels.

Educational institutions are managed by boards of governors, school committees and administered by their respective institutional heads who are the principals. The principal is the secretary to the Board of Governors. The Parents Teachers Association (P.T.A) comprises of all parents and teachers. It is responsible of approving the budget and the school development plan. Under the Principals are the deputy Principals in-charge of discipline and the secretary to staff meetings. There are also senior teachers, class teachers and school prefects who help in the management of schools.

An individual is said to be satisfied with his/her job if he/she likes more aspects of the work than he dislikes others (Gravatt, 2002). Broom (1972) defines job satisfaction as a “positive orientation of an individual towards the work role which he is presently occupied”. Specter, (1997) Posits that job satisfaction is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs. Job satisfaction is a general or global effective reaction that individuals hold about their jobs. Jobs satisfaction has a relationship with various variables such as achievement, advancement, job enhancement, team work, promotion, cooperation, job stress, mentoring and training needs, the development, management and recognition of success.

Job satisfaction level may be measured through employees feelings about:- Pay, work itself benefits, career advancement, coworker performance, supervisory consideration, supervisory promotion of team work and communication, human resource/personnel policies, concern for employees, productivity training and development. Job satisfaction is important to all employees in that it:-Determines employee retention, motivation and productivity, happiness of customers and revenue levels. It is assumed that a person's attitude determines his/her behavior; therefore a happier employee has more positive returns. Modula (1983) suggests that there are four dimensions of satisfaction which include: Work related, Reward, Self, Supervision.

Factors that influence job Satisfaction include among others: Achievement, Recognition, work itself, responsibility, advancement and possibility of growth. If the above are addressed where majority of the employees are satisfied this later translates to good performance. Job satisfaction can be measured by looking at employee productivity levels, employee retention and costs related with turnover, rates of absenteeism, quality of work and output and commitment to the organization. Measuring the level of job satisfaction is therefore an important task for an employer. Basically there are two types of job satisfaction measures: Single question and Multiple item measures.

Single question measures typically ask a question such as; On the whole would you say you are satisfied or dissatisfied with your job? (Quinn et al, 1974). A respondent may then be presented with a scale of measure from satisfaction to dissatisfaction or vice versa.

Multiple item measures, the respondents' rate of various aspects of their job on a scale running from say levels of dissatisfaction to levels of satisfaction. According to Lawler (1967), the interest in job satisfaction form is of interest to scientists to learn more due to absenteeism and

turnover. There is need to ensure employees are satisfied with their jobs as this reduces the rate of absenteeism and turnover in the organization, which is very costly and affects the overall performance of both the employees and the organization. Performance is defined as how well an individual or individuals fulfill the requirements on their job .donned et al (1992) indicates that performance must be measured accurately and systematically so that rewards are equitably distributed. Principals' performance may be assessed in terms of how close his or her school comes to accomplishing the objectives. On many occasions, principals who are satisfied and have high abilities attain higher performance as opposed to those who are less satisfied and have low abilities. This is noted through the unions , Kenya National Union of Teachers(KNUT) and Kenya Union of Post Primary Teachers(KUPPET) frequent agitations, which reveal that teachers are not well paid and keep on bargaining for wage increases for their members. This is much so as when some of the principals are registered members and some among them are union officials. (Education news, 2009, March 7-12).

Objective of the study:

The objective of this study was to;

- i. Establish whether job satisfaction influences the performance of secondary school principals in their administrative functions in Mombasa district.
- ii. To identify factors influencing job satisfaction on performance of secondary school principals in Mombasa district.

Literature Review

Theoretical foundation

Theories that explain job satisfaction include:- Maslow's hierarchy of needs, Herzberg's two factor theory, Value theory, Discrepancy theory, Vroom's expectancy theory and Equity theory. This study is anchored on two motivation theories namely: Maslow's hierarchy of needs theory and Herzberg's two factor theory.

Job satisfaction can be defined as the favorableness or unfavorableness with which employees view their work (Lawler III, 1971). It mainly looks at the extent to which employees have positive or negative attitude towards their work. An attitude is an individual employee's feeling (Satisfaction, indifference or dissatisfaction) towards a specific subject, situation, object or person.

Job satisfaction is the net result of the good or poor attitude held by an individual employee at a given period of time. It is subject to swings from one extreme to the other but usually reverts to a fairly stable level that can be good or poor (Maurasm.1993)

Theories that explain Job Satisfaction

When discussing human needs, growth, and self-actualization, one cannot look far before finding, Abraham Maslow and his "hierarchy of needs". Maslow's (1954) traditionalist views of job satisfaction were based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food, and shelter were identified. The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love. The fourth tier incorporated self-esteem needs and recognition by one's

peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction. According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individuals to report satisfaction with his or her job. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs.

Building on the theories of Frederick Herzberg (1974) suggested that work could serve as a principal source of job satisfaction. His approach led to the aforementioned two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on the other. Herzberg's theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as "motivators" and "Hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfillment of higher level needs such as achievement, recognition, and opportunity for growth. The hygiene factors are extrinsic variables that such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. When hygiene factors are poor, work will be dissatisfying. However, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their job, motivators are present, but removing the Motivators do not automatically lead to dissatisfaction.

Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job's ability to fulfill ones higher level needs of self-actualization. Hence the two continuum model of Herzberg's Motivator-Hygiene Theory.

Herzberg (1974) emphasized that he was researching on the overall satisfaction of the worker. He concluded that workers derived satisfaction (and hence motivation) from achievements that are centered on job content such as: - Responsibility, Autonomy, Self esteem or self actualization, Leadership and a challenging job.

REVIEW o f Supporting Studies

In recognition of this critical role of job satisfaction in the organization set up, numerous studies have been done on the subject “over 3300 studies on job satisfaction have been published mainly because it forms a cornerstone in the inquiry into the psychology of motivation, preference and attitudes” (Locke, 1963). Reward as a variable has been introduced in the relationship between performance and job. Presenting rewards to the workers is reflected in added performance and satisfaction that come at a later time.

There is evidence to support the proposition that high pay causes satisfaction Bauman, (1971). In his study, Bauman found that organizational factors that had a significant impact on the pay satisfaction relationship could be considered into three aspects namely; Social compassion, Actual pay, and Wage history i.e. the level of pay the worker was getting in his previous jobs. Some aspects however, cause dissatisfaction and are called hygiene factors or dissatisfies and they include company policy and administration, supervision, the technical aspects, salary, interpersonal relations among supervisors and working conditions. According to Plunkett and

Atoner (1994) an unmet need frustrates an employee and will continue to influence his/ her behavior until it is satisfied. Managers can therefore effectively work with an employee by indentifying the level of need which he or she is trying to satisfy and by attempting to build into the work environment opportunities that will allow the individual to satisfy his/her needs.

Contingency approach to job satisfaction

Researches have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations. Job satisfaction is enhanced when workers see their pay as being fairly based on job demands, individual's skill level and the overall national pay standards. Insufficient pay or perceived inequitable pay is a more decisive determinant of dissatisfaction than sufficient or equitable pay is of satisfaction.

Research studies have shown that people with high level occupations tend to be more satisfied with their jobs. The better paid, enjoy better working conditions and their jobs make fuller use of their abilities. Herzberg et al (1959) averaged the findings of sixteen studies involving 11,000 employees where workers were asked to rank-order various aspects of working terms of importance. The first ranked factor was security, second, interest from intrinsic aspects of the job, third, opportunity for advancement, fourth, considerate and appreciated supervision.

Dimensions of job satisfaction

Job satisfaction has three dimensions. Firstly, it is an emotional response to a job situation. This can only be inferred through observation of the employee's e.g. the time they get to work how they work among others. Secondly, it is determined by how well outcomes meet expectations.

E.g. if the salary is commensurate to work done and is equitable, the organization members are likely to develop job satisfaction.

Thirdly, job satisfaction can be viewed as representing a combination of related attitudes. Job satisfaction at work can take place in two ways. One, people can motivate themselves by seeking, finding and carrying out (or being given) work that satisfies needs (intrinsic motivation) and two people can be motivated by management through such methods as pay, promotion, praise (extrinsic motivation). Intrinsic motivation refers to the self-generated factors that influence people to behave in a certain way such as responsibility, freedom to act, scope to use and develop skills and abilities, interesting and challenging work and opportunities for advancement. Extrinsic motivation refers to what is done to or for people to motivate them.

Factors influencing job satisfaction.

It has been of keen interest to many scholars on why some people report being satisfied with their jobs, while others express much lower levels of satisfaction. The drive to understand and explain job satisfaction has been motivated first by utilitarian reasons as well as humanitarian interests. Factors that explain variation of job satisfaction among employees are both environmental and demographic. While the former is positively related to overall satisfaction the latter are relatively poor.

According to Herzberg (1993) report, there are five factors which act as strong determiners of job satisfaction which include; achievement, recognition, work itself, responsibility and advancement. Other determinants are company policy, administration policies, supervision, working conditions, salary and interpersonal relations.

Relationship between job satisfaction performances

Performance is how well an individual (s) fulfill the requirements on their jobs. Performance is also seen in terms of how well the objectives of a particular task are met. Looking at the quality of the product when one look at performance, the concern is how much effort has been used.

The concept of performance management has been one of the most important and positive developments in the sphere of human resource management in the recent past. Performance is concerned with how well an individual(s) fulfill(s) the requirements of their jobs. It is also views from perspective of how well objectives of a particular task are met. A more comprehensive view of performance is achieved if it is defined as embracing both behavior and outcomes. Individual ability to do a task and his/ her perception of what is required of him/her also greatly influences performance.

In managing performance of teams and individuals, both behavior and results need to be considered. Hartel, (1995) viewed this as the 'mixed model' of management performances. Donnelly et al (1992) report indicates that for the rewards to be distributed equitably, performance must be measured accurately and systematically. If they are non-expanding the necessary effort to do the jobs seem senseless to employees. If no meaningful difference between high and low performing principals is made in rewards, then high performers lose motivational intensity and probably cut back on their performance. For effort to lead to performance, the individual must have a clear understanding of his /her expected role, abilities, need and other characteristics.

A principal's performance can be assessed in terms of how close his or her unit comes to accomplishing objectives. More than effort determines performance. Principals with high abilities attain higher performance for a given level of effort as opposed to Principals with less ability. Similarly, effort results in higher performance when employees clearly understand and are comfortable with their roles (Kreitner, 1986). Performance management is a means of getting better results from a whole organization by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements. Performance management concerns everyone in the organization not just top management. Performance management is concerned with performance improvement, employee development, satisfying needs and expectations of shareholders.

Armstrong and Baron, (1998) report has set out criteria for performance measurement. Performance measures should provide a sound basis for feedback and actions, be comprehensive and precise, be verifiable, focused on measurable outputs, be relevant to objectives and be related to strategic goals and measures that are organizationally, significant and drive business performance.

Administrative functions of secondary school principals

According to Newman, management or administration is the guidance, leadership and control of efforts of a group of individuals towards some common goal. For the purpose of this research the

researcher took administration to mean the same thing as management. This is because according to Fayol (1924), all undertakings require the same factions and all must observe the same principles.

The revised code of regulations for teachers(2004), states the duties and responsibilities of all principals as follows; overall head, accounting officer, interpreter and implementer of policies, secretary to the board, organizer, supervisor, planner, coordinator of specific learning and training activities to mention but a few.

Conceptual framework

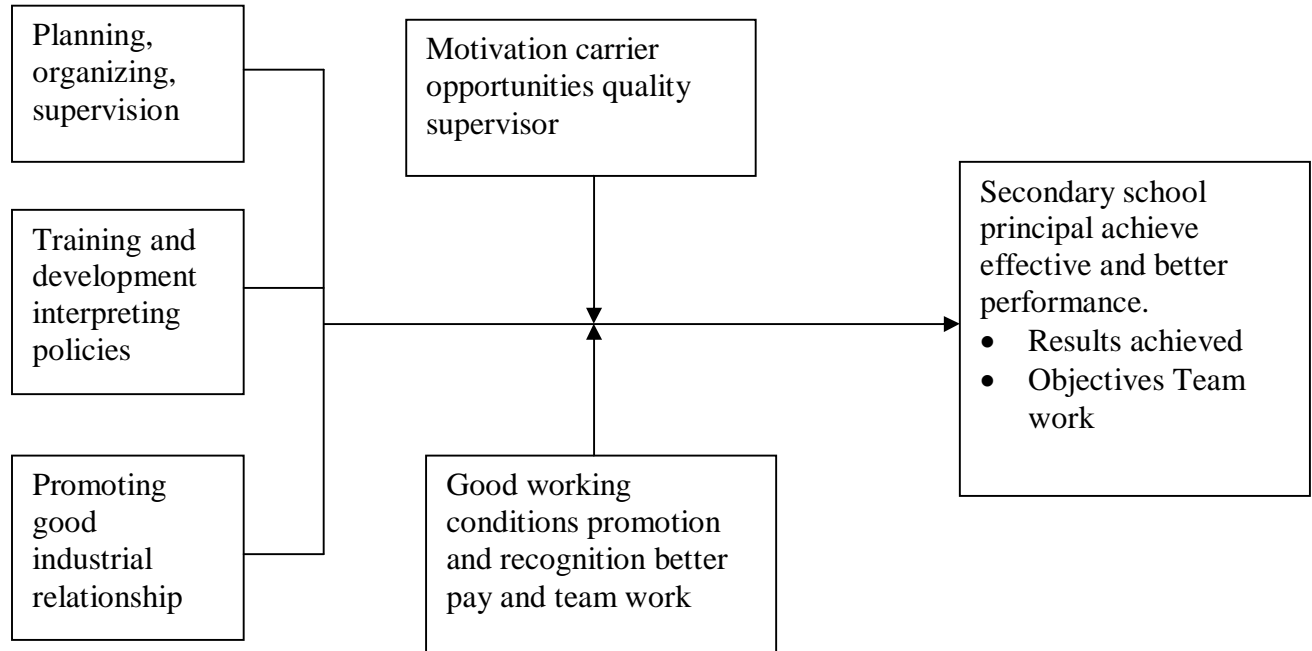
From the literature studied, job satisfaction was a variable dependant on various aspects. Most employees seem dissatisfied when their contribution is neither recognized nor rewarded while rewarding the employees for work well done improves the productivity and satisfaction. Borg (1996) report demonstrated this phenomenon that rewarding an employee increases the commitment to the goals. The conceptual model showed the interrelationship between factors influencing job satisfaction against performance of principals in secondary schools in Mombasa. while conducting their duties the principals were not well motivated, There were no good working conditions, pay promotion, and recognition ,and career opportunities which if moderated can result to effective performance .

Figure 1: Model of job satisfaction factors that influence performance of secondary school principals.

Independent variables

moderating variables

Dependent variables



Research setting and data collection

In an effort to establish relative impact of the various factors influencing job satisfaction of the principals of secondary school, a questionnaire was administered to 37 secondary schools in Mombasa district. The choice of the target population was that it is a representation of schools in coast province where the study generalized. The acceptable minimum sample size being thirty; however in this study a census was conducted where 30 questionnaires out of 37 representing 81.1% were responded to. The questionnaire sought information about the rating of what the principals felt are the factors militated against their job satisfaction. Data analysis related to the above issues was presented in frequencies and percentages as hereunder.

Discussion

The data in table 1. below indicate that the principals have a lower level of satisfaction in view to their current carrier opportunities 10%, personal growth and development 16.5% and the realization of their aspirations and ambition 13.3%. An analysis of these findings reveals that, only an average of 2% of the forgoing are extremely satisfied. However it is noted that although a good proportion of the principals are satisfied with their job opportunities, none of the respondent was extremely satisfied in as much as the feeling of accomplishment one gets from the job is concerned.

Lack of communication with superiors 46.7%, and conflicting demands on the individual by superiors who impose incompatible goals is another factor that was cited as the underlying contributor to job dissatisfaction and stress. Communication problems or barriers, whether arising from mechanical organization or personal factors, may always result in distortion of meaning or filtering of information by suppression or withholding. In either case the result is that the objective of communication is defeated. In addition none of the respondents 0% indicated that they were extremely satisfied in as much as the communication and information flow in the school is concerned. 6.7% were not satisfied at all.

Table 1: Factors influencing job satisfaction

Factors influencing job satisfaction	Extremely satisfied		Very satisfied		satisfied		Somewhat satisfied		Not satisfied	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Job opportunities	2	6.7	6	20	15	50	4	13.3	3	10
Stress (communication)	0	0	14	46.6	11	36.7	3	10	2	6.7
Leadership	3	10	10	33.3	12	40	3	10	2	6.7
Work standard	0	0	5	16.6	14	46.7	9	30	2	6.7

Fair reward	2	6.7	5	16.7	3	10	0	0	20	66.6
Job security	4	13.3	4	13.3	16	53.4	3	10	3	10

The subsequent analysis centered on the principals view of leadership as a factor that impact negatively on their job satisfaction, conflict resolution methods of important decisions 6.7%, the degree in which the principals skills are utilized 10%, promotions and recognition of the principals by their seniors and the way education policies are interpreted 16.7% are the utmost impediments. Interpretation of education policies is very central for harmonization of education management which translates to good leadership. In this view, none of the respondents indicated that he/she was extremely satisfied. Only 16.7% indicated that they were very happy. While a simple majority indicated that they were averagely pleased, 10% of the same indicated that they were somewhat fulfilled with 16.7% indicating that they were not contented at all.

Working standards which include; facilities 13.3%, working conditions in terms of implantations of change and innovation 6.7% is another impediment, none of the respondents indicated that they are extremely satisfied, only 16.6% of the same indicated that they were very happy. Majority who accounted to 46.7% indicated that they were averagely at ease while the next who accounted for 30% of the respondents indicated that they were fulfilled with working conditions in terms of implementation of change and innovations.

Fair reward and remuneration on the level of salary with respect to experience, accounted for 6.7% of those respondents who indicated that they were very pleased, while 16.7% of the same indicated that they were very happy. A small percentage of respondents who accounted for 10% indicated that they were averagely fulfilled, while none of the respondents indicated that they were somewhat content. Majority accounting for 66.6% of the respondents indicated that they were not satisfied at all as far as the level of fair reward and remuneration is concerned.

Feeling of security resulting from the likelihood that one's job opportunity will increase as he progresses is key to any employee. 13.3% of the principals indicated that they were extremely satisfied with job security; a further 13.3% of the same indicated that they were very pleased. Greater part of the respondents, which accounted for 53.4% of the respondents, indicated that they were happy to the average. Only 10% of the respondents indicated that they were both somewhat fulfilled and dissatisfied respectively.

Other factors influencing job satisfaction

There are other internal factors that influence job satisfaction of the principals which include; work itself, interpersonal relationships and advancement among others.

Table 2: Statements of other factors which affect job satisfaction.

Statements	Strongly disagree		disagree		uncertain		Agree		Strongly agree	
	Freq.	%	Freq.	%	Freq	%	Freq.	%	Freq.	%
Would glad to remain the school	7	23.3	8	26.7	4	13.3	11	36.7	0	0
I take about this great school to my friends	2	6.7	2	6.7	1	3.3	12	40	13	43.3
These school problems are mine	0	0	6	20	3	10	16	53.3	5	16.7
Not emotionally attached to school	17	57	7	23	1	3	4	13	1	3
The school means a lot to me	1	3.3	0	0	1	3.3	17	56.7	11	36.7
No sense of belonging	14	46.7	12	40	1	3.3	1	3	2	6.7
Not afraid to quit the school	10	33.3	5	16.7	7	23.3	6	20	2	6.7
Hard to leave the school	10	33	6	20	4	13	9	30	1	3
My life will be disrupted if I quit my job	6	20	9	30	8	26.7	6	20	1	3
One must not be always royal to her job	10	33	14	40	2	6.7	3	10	1	3.3

Moving to another school is not unethical	5	16.7	8	26.7	2	6.7	11	36.7	4	13.3
If I get a job elsewhere I will not leave my job	8	26.7	8	26.7	3	10	6	20	5	16.6

The analysis in table 2 above has revealed that a greater part of the principals 36.7% prefer to spend the rest of their working carrier in their job for they feel emotionally attached to it. Great unhappiness can result from problems in an individual's work place. It has emerged that numerous 53.3% identify and feel their schools problems and challenges are part of them and hence can bear with them and would not prefer to quit their jobs. Despite a few notable exceptions, the principals submit that their work place give them great meaning and console. In contrast, it also immerges that 33% the principals would not fear to leave there job. There was a greater disagreement on the question whether it would seem hard for them to leave there job for better opportunities elsewhere 33% were for the idea while 30% were against. A greater part 30% said that nothing will be destroyed in their life if they left or quite their job. On the other hand, preponderance 40% the principals felt that a person must not always be royal to his or her job. They too were of the opinion that it was not unprincipled to move from one school to another in such of better and greener pastures.

Policy implications

The following theoretical ideas may be used to help shape a more realistic desirable and positive policy to guide the future prospects of secondary school principals. They include;

- i) The ministry of education should develop an involvement strategy to gain active support from secondary school principals to bring about change.
- ii) There should be facilitation of performance related pay for the secondary school principals.

iii) Removal of secondary school principals' schemes of services / grades from the process of collective bargaining.

iv) There should be reduction of bureaucracies to enhance effective personal communication between the board of governor, ministry and the principals.

v) Uncooperative parents should be informed about the importance of education and its likely consequences to their children.

vi) Guidance and counseling programs should be strengthened in secondary schools.

Conclusion

The findings of this study have reaffirmed that remuneration and fair reward generates a culture of efforts and achievements within an organization. Higher remuneration implies higher status and recognition of individual worth. Normally employees derive satisfaction from an organization policy of promotion from within, yet badly handled promotions can cause dissatisfaction. Organizations should think about formulating a pay review body which will handle the grievances of its workers. The said body while reviewing the remunerations may consider things like change in the cost of living, pay trends in comparable organizations, skill levels of relevant groups of workers, and the number of employees living public sector to join private sector in related fields.

Recruiting jobs, delegation of duties and training in personal assertion and or psychological self awareness methods such as transitional analysis in order to eradicate stress elements is positive.

Overwork which may be quantitative (having too much work to do) or qualitative (finding work too difficult) and long working hours are frequently connected with dissatisfaction. Improving

communications, consultations, and dispute procedures so that potential courses of frustrations may be identified and be removed as far as possible is fundamental.

Given the fact that the major factors that influence job satisfaction according to this research are poor remuneration and fair reward. There is need for improving the teachers' salaries and creating fairness in the teaching fraternity. High remuneration implies high status and recognition which comes with individual worth which generates a culture of effort and achievement. At the same time, the management should formulate policies regarding merit and performance. Promotion of principals to a higher grade should be related to merit and good performance. Removal of principals grades from the process of collective bargaining noting that the method encourages the attitude of them and us. In the same note discussion regarding salary ranges and overlaps need to be considered. Uncooperative parents should be guided and educated on the importance of education and the likely consequences of their children misbehavior which dissatisfies the principals. The government should formulate voluntary teaching programs to complement the services of those hired by the teacher's service commission. Greater attention on disciplinary procedures that are fair, full and quick should be agreed upon between the management and the principals.

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