

**ADMINISTRATORS' ADMINISTRATIVE WORK ENVIRONMENT ON JOB  
SATISFACTION AMONG PUBLIC PRIMARY SCHOOL TEACHERS IN  
BONDO SUB-COUNTY, SIAYA COUNTY, KENYA**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE  
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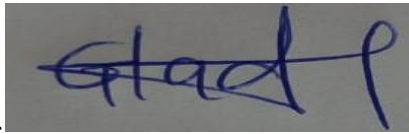
**MOUNT KENYA UNIVERSITY**

**OCTOBER 2024**

**DECLARATION AND APPROVAL**

**Declaration by the Supervisor**

This research project is my original work and has not been presented for a degree in any other university or any other award.



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



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## **DEDICATION**

This research is dedicated to my husband, Zacharia Kibore, my sons Shem Ondieki and Daniel Michira who assist me in financing my education. To my parents, Mr. And Mrs. Machogu Oyaro who worked tirelessly to raise my school fees up to my undergraduate education may the Almighty grant you long life.



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## ABSTRACT

Teachers play a major role in the education in terms of imparting knowledge and skills to the learners. The purpose of this study is to establish the influence of administrators' administrative work environment on job satisfaction among public primary school teachers in Bondo Sub-County, Siaya County, Kenya. The objectives of the study were: to establish the influence of the administrators' promotion criteria on teachers' satisfaction in public primary schools in Bondo Sub-County, to establish the influence of decision-making skills on teachers' job satisfaction in public primary schools in Bondo sub-county, to establish the influence of administrators' inter-relationship skills on teachers' job satisfaction in public primary schools in Bondo sub-county, and to establish the influence of administrators' communication skills on teachers' job satisfaction in public primary schools in Bondo sub-county. The research methodology was a mixed methods approach and concurrent triangulation design. The target population was 700 teachers and 300 administrators and a random sampling technique was used to identify the participants, the researcher used a sample size of 150 teachers. Questionnaires and face-to-face interviews was to be used to obtain data. The research tools were piloted in 5 schools to test their validity and reliability. The collected data was coded and edited for completeness before analysis. The findings from this study, the relationship between a teacher and a student is the fundamental point that determines a learner's interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The teachers are satisfied, students feel safe and taken care of, and the management takes credit for a job well done. It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This will catapult them for promotion opportunities thus increasing the satisfaction of the teachers. It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapulting them for promotion opportunities thus increasing the satisfaction of the teachers. From the findings, head teachers should genuinely seek the opinion of teachers. At the end of the day, the success of a school cannot be fully controlled by only one person. Teachers was feel appreciated and empowered to participate in key strategic meeting that was determine the direction of the school. The relationship between a teacher and a student is the fundamental point that determines a learner's interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The school needs to foster effective communication between teachers and the management since it promotes a good working relationship between the two parties thus improving job satisfaction

## TABLE OF CONTENTS

DEDICATION .....	iii
ACKNOWLEDGEMENT .....	iv
ABSTRACT .....	v
LIST OF ABBREVIATIONS AND ACRONYMS .....	xii
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1 Background to the Study .....	1
1.2 Statement of the Problem .....	6
1.3 Purpose of the Study .....	6
1.4 Objective of the study .....	9
1.5 Research Questions .....	9
1.6 Significance of the study .....	10
1.7 Scope of the study .....	10
1.8 Limitations of the Study .....	12
1.9 Delimitations of the Study .....	13
1.10 Assumptions of the Study .....	13
1.11 Operational Terms .....	18

CHAPTER TWO .....	21
LITERATURE REVIEW .....	21
2.0 Introduction.....	21
2.1 Empirical Review.....	21
2.1.1 Job Satisfaction .....	21
2.1.2 Influence of teacher promotion criteria on teachers’ satisfaction job satisfaction .....	35
2.1.3 Influence of administrators’ decision making skills on teachers’ job satisfaction .....	22
2.1.4 Influence of inter-relationships on teachers’ job satisfaction .....	25
2.1.5 Influence of administrators’ communication skills on teachers’ job satisfaction .....	29
2.2 Theoretical Review .....	32
2.2.1 Self Determination Theory .....	32
2.2.2 Need Hierarchy Theory of Motivation .....	33
2.2.3 Expectancy-Disconfirmation Theory of Customer Satisfaction .....	35
2.4 Conceptual Framework.....	39
2.5 Research Gap .....	40
CHAPTER THREE .....	42

RESEARCH METHODOLOGY AND DESIGN .....	42
3.0 Introduction.....	42
3.2 Research Design.....	43
3.3 Location of the Study.....	43
3.4 Target Population.....	44
3.5 Sampling Procedure .....	44
3.6 Research Instruments .....	45
<b>3.6.2 Interview schedule .....</b>	<b>46</b>
<b>3.7.1 Validity of the Instruments .....</b>	<b>47</b>
<b>3.9.3 Credibility of the data.....</b>	<b>48</b>
<b>3.9.4 Dependability of the data .....</b>	<b>48</b>
3.6.3 Data Collection Procedures.....	49
3.7 Data Analysis procedures .....	49
3.10 Ethical Considerations .....	50
CHAPTER FOUR:.....	52
RESEARCH FINDINGS AND DISCUSSIONS.....	52
4.0 Introduction.....	52
4.1 Response Rate.....	52

4.2 Demographic factors.....	53
4.2.1 Age.....	53
4.2.2 Working experience.....	54
4.2.3 Gender.....	55
4.2.4 Academic qualification.....	56
4.3 Establishing the influence of the administrators’ promotion criteria on teachers’ job satisfaction in public primary schools.....	56
4.3.1 Descriptive statistics.....	57
4.3.2 Inferential statistics.....	60
4.3.3 Qualitative responses from interviews.....	63
4.3.4 Mixing and interpretation of data.....	63
4.4 Determining the influence of administrators’ decision-making skills on teachers’ job satisfaction in public primary schools.....	64
4.4.1 Descriptive statistics.....	64
4.4.2 Inferential statistics.....	68
4.4.3 Qualitative responses from interviews.....	72
4.4.4 Mixing and interpretation of data.....	72
4.5 Investigating the influence of administrators’ inter-relationship skills on teachers’ job satisfaction in public primary schools.....	73

4.5.1 Descriptive statistics .....	73
4.5.2 Inferential statistics .....	77
4.5.3 Qualitative responses from interviews.....	80
4.5.4 Mixing and interpretation of data .....	80
4.6 Evaluating the influence of administrators’ communication skills on teachers’ job satisfaction in public primary schools.....	81
4.6.1 Descriptive statistics .....	81
4.6.2 Inferential statistics .....	85
4.6.3 Qualitative responses from interviews.....	87
4.6.4 Mixing and interpretation of data .....	88
CHAPTER FIVE .....	89
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	89
5.1 Introduction.....	89
5.2 Summary of findings.....	89
5.2.1 Establishing the influence of the administrators’ promotion criteria on teachers’ job satisfaction in public primary schools. ....	89
5.2.2 Determining the influence of administrators’ decision-making skills on teachers’ job satisfaction in public primary schools. ....	90
5.2.3 Investigating the influence of administrators’ inter-relationship skills on teachers’ job satisfaction in public primary schools. ....	90

5.2.4 Evaluating the influence of administrators’ communication skills on teachers’ job satisfaction in public primary schools. ....	91
5.3 Conclusion of the study .....	91
5.4 Recommendations for further study.....	94
REFERENCES .....	95
APPENDIX I: ADMINISTRATORS INTERVIEW SCHEDULE.....	101
APPENDIX II: TEACHERS QUESTIONNAIRES.....	104
APPENDIX III: RESEARCH BUDGET.....	106
APPENDIX IV: WORK PLAN.....	106
APPENDIX V: KRETIAN AND MORGAN TABLE.....	108
APPENDIX VI: ERC CERTIFICATE.....	109
APPENDIX VII: INTRODUCTION LETTER.....	110
APPENDIX VIII: NACOSTI PERMIT.....	111

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>EI</b>	:	Education International
<b>KUDHEIHA</b>	:	Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers
<b>KNUT</b>	:	Kenya National Union of Teachers
<b>KUPPET</b>	:	Kenya Union of Post Primary Education Teachers
<b>MoE</b>	:	Ministry of Education
<b>TSC</b>	:	Teachers Service Commission
<b>SDT</b>	:	Self Determination Theory
<b>SRC</b>	:	Salaries Remuneration Commission
<b>UASU</b>	:	Universities Academic Staff Union
<b>QE</b>	:	Quality Education

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background to the Study

Education is the backbone of modern society and a key driver towards sustainable development. In recognition of this strategic role, the peoples of Kenya denoted in the constitution the right to free and compulsory basic education (COK, 2010). However, free and compulsory education in itself is not enough; education must be designed to achieve the recognized and desired learning outcomes in terms of literacy, numeracy and essential learning skills (KNUT, 2015). This is what is referred to as Quality Education (QE).

Robie(2012) said that the school administrative work of the head teacher is to keep the day-to-day activities' programme running smoothly. This involves schedules such as; disciplinary actions, evaluations of programmes, undertaking public relations, planning events, implementing school curriculum, linking local to national offices, academic advising, and collaboration with other stakeholders. While this is so, the, Guiyaria, (2014) said that an administrator has the responsibility of assessing and determining the state of safety within the school environment in order to establish a safe school plan. This includes school facilities, staff availability for supervision, and ensuring that the parents and students are involved in school activities to minimize school violence.

On the other hand, Muoko (2007) explained that a head teacher has the main role in determining the performance of a school by actively involving himself in instructional supervision. Instructional supervision is a tool that gives the head teacher an opportunity

to evaluate and determine whether programmes are being implemented as planned. Qutoshi and Khaki (2014) said that a Head teacher provides a better environment for learners to acquire education, and meets stakeholders' expectations in terms of improving school infrastructure. This means that a head teacher plays a pivotal role in determining the direction and success of a school. This, according to Mugeru (2015), the Head teacher, monitors and evaluates teachers, provide safe and conducive working environment, motivates and develops teachers through courses and training, thus enhancing quality education.

Quality Education is not only defined by the nature and competence of the variant stakeholders in the sector but also by favorable working conditions and ample learning environment. As key and the variant stakeholders in the education sector, teachers remain the key players (Trorey&Cullingford, 2002). Teacher are at the heart of the system; they not only act as school administrators, direct, instruct and give guidance to upcoming generations but also shape the entire caucus of the nation; since education is now a rite of passage to all and sundry (Kilonzo, Were &Othiambo, 2018). Ukeje (2007) put it succinctly, that "the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the hub of the education process."

Optimum productivity and commitment of teachers is determined by how satisfied and comfortable they are in performing their obligations. This is often denoted as job satisfaction. Armstrong (2006) defines job satisfaction as the attitudes and feelings of people towards their work. Positive attitudes and feelings are an indicator for job satisfaction while negative attitudes and feelings indicate the reverse. According to

Ololube (2007), job satisfaction and motivation to work are very essential because they form the fundamental reason for working.

Job satisfaction is inextricably linked to the working environment and the prevailing working conditions. Favorable working conditions, which meet the needs of teachers, induce job satisfaction. They include; reasonable remuneration, quality tools for work and conducive environment sensitive to both professional and personal needs (includes among others, reasonable accommodation). Research shows that *inter-alia* job security, job flexibility, fair reward of performance, promotion opportunities, reasonable workload and availability of teaching resources have a positive effect on job satisfaction (Daljeet, Manoj&Dalvinder, 2011).

Job satisfaction among teachers plays a critical role in influencing the quality of education and overall performance of schools. Research has shown that the work environment, particularly the administrative environment provided by school leaders, significantly impacts teachers' morale, productivity, and commitment to their duties (Ingersoll, 2001; Skaalvik & Skaalvik, 2017). In the context of primary schools, where teachers interact closely with administrators, the quality of administrative support, communication, and resources provided can either enhance or diminish job satisfaction.

The administrative work environment encompasses several factors, including leadership styles, decision-making processes, support for professional development, and the physical work conditions offered by the school administration. Effective administrative practices create an environment where teachers feel valued and supported, leading to higher job satisfaction and improved retention rates (Bogler, 2001). On the contrary, a poor

administrative work environment can lead to stress, dissatisfaction, and high turnover among teachers (Aldridge & Fraser, 2016).

In Kenya, the education sector has faced several challenges in ensuring teacher satisfaction, particularly in public primary schools. Issues such as inadequate resources, heavy workloads, and poor leadership have been noted as contributing factors to dissatisfaction among teachers (Mwangi, 2014). The administrative work environment within public primary schools in Bondo Sub-County is not exempt from these challenges. Administrators in this region face resource constraints, high teacher-student ratios, and difficulties in implementing policies effectively. These conditions have been linked to low levels of job satisfaction among teachers, which may ultimately affect the quality of education delivered to students (Ng'ang'a, 2019).

Furthermore, the specific influence of the administrators' work environment on teachers' job satisfaction in Bondo Sub-County remains underexplored. Given that administrative practices play a pivotal role in shaping the work climate for teachers, it is crucial to investigate how these practices impact job satisfaction within the unique context of public primary schools in this region. By understanding the relationship between the administrative work environment and job satisfaction, this study aims to provide insights that could inform policy changes and improve educational outcomes.

In Kenya, both the professional and personal needs of teachers have not been fulfilled in recent times, leading to dissatisfaction (KNUT, 2015). A whopping 45% of teachers in public institutions wish to down their tools due to poor working conditions (EI, 2015).

These poor working conditions experienced by public school teachers at both primary and tertiary levels has been the trigger of a series of industrial action. These strikes have either been steered by the Kenya National Union of Teachers (KNUT), the Kenya Union of Post Primary Education Teachers (KUPPET), the University's Academic Staff Union(UASU) or the Kenya Union of Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA).

Bondo Sub-County is located within Siaya County, in the former Nyanza Province. The status of job satisfaction of teachers in the sub-county is not any different from the above position on Kenyan teachers. However, being in a unique environment, there are some challenges that are unique to the area. Public primary school teachers in the sub-county are being underpaid, have huge workload, unsuitably equipped classes, work under authoritative administrators, and deal with difficult students, factors which subsequently demotivate and contribute to lackluster performance (Akali, 2010). This has seen teachers in the last three years, applying for transfers in order to seek favorable work environments (Table.1).

**Table 1: Teacher transfer applications 2017-2019**

<b>Year</b>	<b>Transfers sought</b>	<b>Effectuated transfers</b>	<b>No. of teachers</b>
2019	450	147	1099
2018	402	140	1055
2017	350	128	989

Table 1 indicates that the teachers who sought transfer in the years 2017-2019 increased from 350 in the year 2017 to 450 in the year 2019. While this transfers were sought, only 128 teachers in 2017, 140 in 2018 and 147 in 2019; succeeded in getting transfers. The reason behind a good number of teachers seeking transfers in Bondo Sub-county could be due to lack of job satisfaction. This study was investigate influence of administrators' administrative work environment on job satisfaction among public primary school teachers in Bondo Sub-county, Siaya County.

## **1.2 Statement of the Problem**

### **Statement of the Problem**

Teacher job satisfaction is crucial for the effective delivery of quality education in public schools. Satisfied teachers are more likely to be motivated, dedicated, and committed to achieving educational goals, resulting in improved student performance and overall school success (Kumar, 2019). In the context of public primary schools in Bondo Sub-County, Siaya County, Kenya, job satisfaction has become a significant issue due to the challenges posed by the administrators' work environment. Several studies have pointed out that the administrative work environment plays a critical role in shaping teacher satisfaction (Ng'ang'a & Muriithi, 2021). However, many teachers in this region report dissatisfaction, which raises concerns about their work conditions and the level of support they receive from school administrators.

Currently, public primary school teachers in Bondo Sub-County face multiple challenges

within their work environment. These include poor communication with school administrators, lack of involvement in decision-making processes, limited access to resources, and inadequate recognition for their efforts. Additionally, heavy workloads and insufficient administrative support contribute to low morale among teachers (Mwangi, 2020). Teachers often express dissatisfaction with the way administrators handle their concerns, leading to high turnover rates and reduced job performance, which negatively impacts student outcomes (Otieno & Wanyonyi, 2022). This situation paints a picture of discontent and dissatisfaction among teachers, despite the critical role they play in the education system.

Ideally, the administrative work environment in public primary schools should foster job satisfaction among teachers. This involves creating an environment where teachers feel supported, valued, and included in decision-making processes. Effective communication between administrators and teachers, adequate provision of resources, fair workload distribution, and recognition of teachers' contributions are essential factors that should be present (Wambugu, 2021). Teachers should have a sense of belonging and purpose, which would increase their commitment to the school and students, ultimately improving educational outcomes. In such an environment, teacher satisfaction would lead to better retention, increased motivation, and enhanced student performance (Koech, 2018). Despite the ideal expectations, there is a significant gap between the current and desired status of the administrative work environment in public primary schools in Bondo Sub-County. While teachers are expected to perform optimally, they are not provided with the

necessary administrative support and conducive work conditions to achieve this. The gap lies in the lack of alignment between administrative practices and teacher needs, resulting in dissatisfaction and a decline in job performance (Ochieng & Awuor, 2020). This misalignment is exacerbated by ineffective leadership styles, insufficient resources, and poor communication channels between administrators and teachers (Mutua & Mbindyo, 2019). Consequently, teacher dissatisfaction continues to be a pressing issue that affects not only their well-being but also the quality of education delivered in the region.

Illustratively, a teacher working in an environment where their concerns are not addressed, resources are scarce, and recognition is lacking will likely experience burnout, low morale, and reduced productivity. This situation contrasts sharply with the desired outcome, where supportive administrators foster a positive work environment, leading to high levels of teacher satisfaction and better educational outcomes (Mbatha, 2022).

Therefore, this study seeks to explore how the administrative work environment influences job satisfaction among public primary school teachers in Bondo Sub-County, with the aim of identifying areas for improvement to bridge the gap between the current and desired administrative practices.

### **1.3 Purpose of the Study**

The purpose of this study is to establish the influence of administrators' administrative work environment on job satisfaction among public primary school teachers in Bondo Sub-County, Siaya County, Kenya.

#### **1.4 Objective of the study**

- i.) To establish the influence of the administrators' promotion criteria on teachers' satisfaction in public primary schools in Bondo Sub-County
- ii.) To determine the influence of decision making skills of administrators on teachers' job satisfaction in public primary schools in Bondo sub-county.
- iii.) To investigate the influence of administrators' inter-relationship skills on teachers' job satisfaction in public primary schools.
- iv.) To evaluate the influence of administrators' communication skills on teachers' job satisfaction in public primary schools in Bondo sub-county.

#### **1.5 Research Questions**

The following research questions was guide the study:

- i.) What is the influence of administrator's promotion criteria on teachers' job' satisfaction in public primary schools in Bondo Sub-County?
- ii.) How is the influence of inter-relationships on teachers' job satisfaction in public primary schools in Bondo sub-county?
- iii.) What is the influence of administrators' inter-relationship skills on teachers' job satisfaction in public primary schools in Bondo sub-county?
- iv.) How is the influence of administrators' communication skills on teachers' job satisfaction in public primary schools in Bondo sub-county?

## **1.6 Significance of the study**

This study holds significance for several key stakeholders, including public primary school teachers, school administrators, educational policymakers, and the government of Kenya. By examining the influence of administrators' administrative work environment on teacher job satisfaction, this research will contribute to enhancing the quality of education and improving the working conditions for educators in Bondo Sub-County and beyond.

The findings of this study will provide valuable insights into the specific elements of the administrative work environment that affect teachers' job satisfaction. A better understanding of the factors contributing to job satisfaction—such as communication, support, professional development, and resource allocation—will empower teachers to advocate for necessary changes and improvements within their schools. Moreover, the study can offer teachers a platform to voice their experiences and challenges, contributing to more targeted solutions that enhance their overall job experience and well-being.

For school administrators, the study will highlight the crucial role they play in shaping the work environment for teachers. It will offer practical recommendations on how administrative practices can be enhanced to foster a positive work environment that improves teacher motivation, satisfaction, and retention. Administrators will gain an understanding of the administrative practices that contribute to a productive and supportive atmosphere, which in turn can lead to improved student performance and school success.

The research will be beneficial to educational policymakers at the national and county levels, as it will provide empirical evidence on how administrative practices impact teacher satisfaction. This can guide the formulation of policies aimed at improving the administrative support systems in schools, with a view to creating a more conducive working environment for teachers. In turn, this can contribute to better educational outcomes, as satisfied teachers are more likely to perform effectively and remain committed to the teaching profession.

At a broader level, the study has implications for the Kenyan government, particularly in the education sector. The findings will support the government's efforts to enhance the quality of education by addressing the administrative challenges faced by schools. By improving the working conditions of teachers, the government can reduce teacher turnover, boost teacher retention rates, and ensure that students receive a higher quality of instruction. This aligns with the government's broader goals of achieving Sustainable Development Goal 4 (Quality Education) and improving access to equitable education for all.

This study will also serve as a foundation for future research in the fields of educational administration, human resource management, and teacher development. It will fill a gap in the existing literature regarding the relationship between the administrative work environment and job satisfaction among public primary school teachers in rural areas like Bondo Sub-County. Other researchers can build upon the findings of this study to explore similar issues in different geographical areas or levels of education.

The study's contribution to improving the job satisfaction of teachers has far-reaching implications for the community and society. Teachers who are satisfied with their jobs are more likely to be committed to their work, leading to higher quality teaching and improved student outcomes. Ultimately, the benefits extend to the broader community by contributing to the development of a more educated and empowered population, which is essential for the socio-economic progress of the region.

### **1.7 Scope of the study**

The study was based on administrators' work environment on job satisfaction of the teacher and was conducted among primary public school teachers in Bondo sub-county Siaya county Kenya. The study depended upon mixed methods and concurrent triangulation design and the study was conducted between May 2019 to August 2020.

### **1.8 Limitations of the Study**

The study adopts a descriptive survey research design and thus would limit the relevance of the information obtained only for present purposes and may not be relevant upon change of circumstances. There is also no guarantee that the information obtained from teachers was be free from bias.

The study was also significantly limited in time. The research was to be conducted in one month and taking into account factors such as distance between schools and in some cases poor road network it may not be possible to visit all the schools within the sub-county.

## 1.9 Delimitations of the Study

This study is focused on examining the influence of administrators' administrative work environment on job satisfaction among public primary school teachers in Bondo Sub-County, Siaya County, Kenya. The delimitations of the study define the scope and boundaries set by the researcher to provide clarity on what will and will not be covered.

The following are the key delimitations of the study:

The study is limited to public primary schools within Bondo Sub-County, Siaya County. It does not extend to secondary schools, private schools, or educational institutions in other sub-counties or counties in Kenya. This geographical boundary was chosen to provide a focused examination of the specific context of public primary schools in the area.

The research is confined to public primary school teachers and school administrators (principals, deputy principals, and headteachers) in Bondo Sub-County. It excludes other staff members such as support staff and personnel from the Ministry of Education or other education bodies, even though they might have insights on administrative environments and job satisfaction.

The study primarily investigates two variables: the administrators' administrative work environment and its influence on job satisfaction. The administrative work environment includes elements such as leadership style, decision-making processes, communication practices, and availability of resources. The study focuses on job satisfaction dimensions such as motivation, morale, professional development, and retention. Other factors

influencing job satisfaction, such as personal characteristics of teachers (e.g., age, gender, and educational background), are not the central focus but may be acknowledged when relevant.

The study captures data at a specific point in time, representing a cross-sectional analysis. Longitudinal changes in administrative environments and job satisfaction over time are outside the scope of this research.

The research is guided by established theories in administrative management and job satisfaction, such as Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs. Other theoretical frameworks related to organizational behavior and human resource management are not extensively explored.

The study utilizes questionnaires and interviews as the primary data collection methods. While these tools provide rich insights into the perspectives of teachers and administrators, other methods such as observational studies or experimental designs were excluded due to time and resource constraints.

This research is contextualized within the public education system of Kenya. As such, the findings may not be generalizable to other countries with different educational systems or to private educational institutions, where administrative environments and job satisfaction factors might differ significantly.

The study deliberately excludes external factors such as government policies, socio-economic conditions, and political influences that may indirectly impact the

administrative environment and job satisfaction. These factors, although important, are beyond the control and focus of this research.

### **1.10 Assumptions of the Study**

In conducting this research, the following assumptions were made:

It is assumed that all participants, including public primary school teachers and administrators, will provide honest and accurate responses to the questions posed in the survey or interviews. This assumption is critical to ensure the reliability and validity of the data collected, as any biases or dishonest responses could potentially skew the results of the study.

The study assumes that the sample selected from public primary schools in Bondo Sub-County will be representative of the larger population of public primary schools in the region. It is assumed that the findings from this sample can be generalized to reflect the situation in other similar settings within Siaya County.

The study assumes that the working conditions and administrative environments across the sampled schools are relatively similar. While there may be some variations in individual schools, it is assumed that the overall administrative environment and resources provided by the government follow a standard framework as applied to public schools in Bondo Sub-County.

The study assumes that during the period of research, the administrative environment in the selected schools will remain stable. Significant changes, such as administrative

reforms or new policies introduced during the study, may affect the administrative work environment and consequently the job satisfaction of teachers. The assumption is that no such major changes will occur during the research period.

It is assumed that the teachers and administrators are well aware of the existing administrative practices and environments in their schools. This awareness is critical, as the respondents are expected to provide informed opinions on how the administrative work environment influences their job satisfaction.

The study assumes that job satisfaction among public primary school teachers is significantly influenced by the administrative work environment. This assumption is based on the theoretical framework that highlights the importance of supportive and conducive administrative structures in enhancing employee satisfaction.

It is assumed that other external factors that might affect job satisfaction, such as socio-economic conditions, personal issues, or external work-related factors, are either constant or have minimal impact on the findings. The focus of the study is primarily on the relationship between the administrative environment and job satisfaction.

It is assumed that the participants will objectively evaluate their work environment and job satisfaction levels, free from emotional or personal biases that may influence their perceptions. The assumption is that the respondents will consider the broader aspects of their work environment when providing feedback.

The study assumes that relevant and accurate data on administrative practices, policies, and resources will be available and accessible to the researcher. This assumption is important for the evaluation of the administrative work environment and its influence on teacher job satisfaction.

It is assumed that the participants will be willing to fully engage in the study and participate in all necessary data collection activities, such as surveys and interviews. The success of the study relies on the active participation and cooperation of the targeted respondents.



## 1.11 Operational Definition of Key Terms

**Administrators' Administrative Work Environment:** This refers to the physical,

social, and organizational conditions under which school administrators operate, which include aspects such as management practices, leadership styles, communication patterns, resource availability, and the overall climate of the school. It encompasses both the tangible elements (like office space and resources) and intangible elements (such as relationships and organizational culture) that influence the day-to-day activities of administrators in public primary schools.

**Job Satisfaction:** Job satisfaction is defined as the extent to which teachers feel content

and fulfilled in their roles within the school environment. It encompasses various facets, including satisfaction with job responsibilities, working conditions, relationships with colleagues and administrators, compensation, professional growth opportunities, and recognition. In this study, job satisfaction will be measured using a standardized questionnaire assessing various dimensions of teachers' experiences and feelings towards their jobs.

**Public Primary School Teachers:** These are individuals employed by the government to

teach in public primary schools in Bondo Sub-County, Siaya County, Kenya. They are responsible for delivering the national curriculum to

students in grades one through eight and are expected to meet the educational needs of children in their communities. This group typically includes teachers with varying levels of education and experience, working under the regulations and guidelines set by the Ministry of Education.

**Bondo Sub-County:** Bondo Sub-County is a designated administrative region in Siaya

County, Kenya. It is characterized by its unique demographic, economic, and educational contexts, which influence the functioning of public primary schools and the experiences of teachers and administrators within those schools. This geographical area is significant for understanding local governance, community dynamics, and educational challenges.

**Decision-Making Skills:** Decision-making skills refer to the abilities of administrators to

analyze information, weigh options, and make informed choices that impact the administrative work environment. This includes problem-solving, critical thinking, and the capacity to consider the perspectives and needs of teachers and students when making decisions. Effective decision-making is crucial for fostering a supportive and productive work environment.

**Administrative Leadership:** Administrative leadership involves the strategies and

practices employed by school administrators to guide and manage staff and resources effectively. It includes elements such as vision-setting, motivational practices, delegation, conflict resolution, and support for professional development. Leadership styles (e.g., transformational, transactional) can significantly influence the work environment and, consequently, the job satisfaction of teachers.

**Teacher Retention:** Teacher retention refers to the ability of schools to keep qualified

teachers over time. High retention rates are typically associated with a positive administrative work environment and job satisfaction, while high turnover can indicate underlying issues within the school's administration and culture.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter presents the reviewed literature concerning teacher's job satisfaction in Kenya. The literature was reviewed based on the sub themes; influence of teacher promotion criteria on teachers' satisfaction job satisfaction, influence of administrators' decision-making skills on teachers' job satisfaction, influence of inter-relationships on teachers' job satisfaction, and influence of administrators' communication skills on teachers' job satisfaction.

#### 2.1 Empirical Review

##### 2.1.1 Job Satisfaction

There is a wide range of literature on job satisfaction and I was only highlight a few. Bullock (1952) argues that job satisfaction is an attitude arising from a balancing and summation of specific likes and dislikes experienced in connection with a particular job. Schleicher and Watt (2004) discern job satisfaction as an attitudinal concept reflecting one's evaluation about one's job as well as an emotional reaction to it.

Job satisfaction has also been evaluated on a set of factors referred to as motivators. That satisfaction is the end result of remuneration, recognition, assignment of responsibilities, achievements, and advancement (Rodgers & Chapman, 1990). The level of satisfaction influences and is measured by efficiency, productivity, absenteeism, turnover rate and overall performance at work. Satisfied teachers are more likely to hold on to their jobs

longer, to be able to engage in a more responsive, positive and consistent interaction with children, and to influence their performance positively (Malach&Leiter, 1999). Harsh working conditions diminish job satisfaction at the same rate in which favorable working conditions inspire satisfaction.

In a research conducted by Kilonzo, Were, &Odhiambo (2018) on the performance of secondary school teachers in Machakos county, they premise that external factors influence satisfaction and therefore performance of the teachers with a trickle-down effect to the students mean grades. They observe that job satisfiers are working conditions, leadership, and opportunities for collaboration, while job dissatisfies are associated with teachers' income, workload and stress, and opportunities for development.

### **2.1.3 Influence of administrators' decision making skills on teachers' job satisfaction**

Decision-making is a crucial leadership function in any organization, including educational institutions. According to Northouse (2018), decision-making involves choosing the best course of action from a set of alternatives. In schools, administrators such as headteachers or principals are responsible for decisions that affect both the institution and its employees, including teachers. The effectiveness of these decisions can significantly impact teachers' job satisfaction (Lunenburg & Ornstein, 2012).

Administrators who involve teachers in decision-making processes often cultivate a more motivated and satisfied workforce (Bush, 2015). When teachers feel that their opinions are valued, they experience a sense of ownership and belonging, leading to higher job

satisfaction. Maslow's Hierarchy of Needs suggests that fulfilling psychological and self-actualization needs through participation in decision-making boosts employee satisfaction (Maslow, 1943). In contrast, autocratic decision-making, where administrators impose decisions without consultation, can lead to frustration, disengagement, and reduced job satisfaction (Sergiovanni, 2009).

Several studies highlight the importance of participatory decision-making in schools. Blasé and Blasé (2000) found that teachers who are involved in school decisions show higher morale and greater commitment to their roles. Such involvement allows teachers to feel respected and recognized as professionals, which positively affects their satisfaction. Similarly, Hoy and Miskel (2013) assert that decision-making in schools should be collaborative, promoting a culture of shared leadership and empowerment. This aligns with Herzberg's Two-Factor Theory, which identifies achievement, recognition, and responsibility as factors that contribute to job satisfaction (Herzberg, 1966).

Different leadership styles employed by school administrators affect decision-making processes and, consequently, teacher satisfaction. For instance, transformational leadership emphasizes collaborative decision-making, fostering innovation and professional growth among teachers (Leithwood, Jantzi, & Steinbach, 1999). On the other hand, transactional leaders may focus more on routine decision-making based on rewards and punishments, which may not inspire teachers and could lead to job dissatisfaction (Bass & Avolio, 1994).

Studies show that transformational leaders, who engage in shared decision-making and support teacher autonomy, tend to have more satisfied and motivated teaching staff (Gamage, Adams, & McCormack, 2009). Furthermore, trust between administrators and teachers, facilitated through transparent decision-making, is a key predictor of teacher satisfaction (Tschannen-Moran & Hoy, 2000).

Poor decision-making skills, characterized by lack of transparency, inconsistency, and authoritarianism, can severely affect teacher satisfaction (Ingersoll, 2001). Administrators who fail to consider the input of their teachers, or make decisions that do not address the needs and concerns of the staff, risk creating a stressful and unsupportive work environment (Kelley, Thornton, & Daugherty, 2005). This leads to decreased job satisfaction, higher rates of absenteeism, and even teacher turnover (Dinham & Scott, 1998).

Wadesango (2012) examined the influence of teacher participation in decision making on their morale in Zimbabwean schools. Case study research design was used and data collected using interview over a period of two months. It was found that insignificant teacher participation in critical schools' issues result in low staff morale and culminate in stressful school governance.

Aboudhar and Olowoselu (2018) explored principals' decision making styles on teachers' performance in secondary schools of Gharbia Governorate, Egypt using quantitative research design and a questionnaire to collect data. The data was analyzed using mean and standard deviation and the findings revealed that principal rational and intuitive

decision making styles have moderate effect on teachers' performance. Munir and Danish (2012) the study found that autocratic decision making and a poor administration system affected job satisfaction of teacher education in universities in Sindh.

Wong and Wong (2005) carried a study to determine the impact of pay and promotion on Job satisfaction in higher education institute of Pakistan. Non-probability sampling technique and multiple regression analysis were applied. The finding shows that pay had a significant impact but promotion has less influence and partially significant to the job satisfaction. Another study Wong and Wong (2005) to find out the teacher promotion and satisfaction of school teachers in Hong Kong using a sample of 210 principals from primary and secondary participated found that the systems in place did not lead to teacher job satisfaction.

Pamela (2015) carried out a study to find out the level of job satisfaction among teachers in primary schools in Kayole Division using descriptive survey design and random sampling techniques to obtain a sample. The findings indicated that when the head teacher had all-inclusive decision making skills involving everybody, there was high job satisfaction

#### **2.1.4 Influence of inter-relationships on teachers' job satisfaction**

Job satisfaction among teachers is a critical aspect that affects not only their personal well-being but also the overall performance and effectiveness of educational institutions. Research indicates that inter-relationships among teachers, administrators, and the broader school community play a significant role in shaping teachers' job satisfaction.

This literature review examines the existing body of knowledge regarding the influence of these inter-relationships within the administrative work environment of public primary schools, particularly in Bondo Sub-County, Siaya County, Kenya.

Inter-relationships in the school context refer to the interactions and relationships between various stakeholders, including teachers, school administrators, parents, and students. These relationships can be formal or informal and significantly impact the organizational culture and the emotional climate of the school (Hargreaves, 2000).

Research has shown that supportive leadership and effective communication between school administrators and teachers are vital for fostering positive inter-relationships. According to Leithwood and Jantzi (2006), school leaders who actively engage with teachers and provide constructive feedback can create an environment where teachers feel valued and understood. This support leads to higher levels of job satisfaction, as teachers are more likely to feel empowered in their roles.

Collaboration among teachers is another critical factor influencing job satisfaction. Studies indicate that when teachers collaborate and share experiences, they develop a sense of community that enhances job satisfaction (Katz & Earl, 2010). Peer relationships enable teachers to feel less isolated, foster professional growth, and create a supportive environment for problem-solving and innovation. Furthermore, collaborative practices can lead to improved teaching strategies, which positively impact student outcomes and, consequently, teacher satisfaction.

The school culture, shaped by the inter-relationships among stakeholders, is pivotal in determining job satisfaction levels. A positive school culture characterized by trust, respect, and mutual support among teachers and administrators promotes job satisfaction (Bryk & Schneider, 2002). Conversely, a negative school culture marked by conflict, poor communication, and lack of support can lead to job dissatisfaction, burnout, and high turnover rates (Miller, 2007).

The involvement of parents and the community also influences teachers' job satisfaction. Strong partnerships between schools and the community can enhance teachers' perceptions of their work environment. According to Epstein (2011), when parents are engaged in the educational process, teachers feel more supported and appreciated, leading to increased job satisfaction. Effective communication and collaboration with parents can alleviate some of the challenges teachers face, providing a more fulfilling work experience.

Despite the benefits of strong inter-relationships, challenges often arise that hinder their development. For instance, administrative constraints, inadequate resources, and high-stakes accountability measures can create stress and conflict among teachers and administrators (Baker & Hargreaves, 2012). Addressing these challenges requires a proactive approach to fostering open communication, understanding, and collaboration among all stakeholders involved in the educational process.

Lee (2012) examined the relationship between students' perception of the school social environment and student outcomes using data from the program for international student

assessment 2000(OECD, 2000). He used a sample of 3748 fifteen-year-old 9<sup>th</sup> and 10<sup>th</sup> grades from 147 schools. The results showed that supportive teacher-student relationship and academic press were significantly related to student-teacher behavior and as such the student-teacher relationship is a predictor to reading performance. Salehi (2015) investigated the relationship between teachers' job satisfaction and their attitudes towards students' beliefs and motivation. He used qualitative and quantitative research methods to collect data. The findings indicated a positive significant relationship between teachers' motivation and beliefs. Meagan (2017) did a study on the effects of teacher-student relationship on the academic engagement of students. The findings of the study showed the improved relationship between teachers and students improved the academic engagement of the study.

Kim (2016) said that a strong or positive and powerful relationship between a student and a teacher cultivates an environment that is favorable for the student to learn and for the teacher have mutual respect. Education International (2015) conducted a survey on government teachers. According to the survey, there was general dissatisfaction among public school teachers. Financially, most of them were either looking for or already undertaking second jobs to make ends meet. This was so even though the Teachers Service Commission (TSC) Code of Conduct and Ethics provides that no teacher is supposed to engage in other gainful employment and requires teachers to leave within their means. Additionally, most government teachers felt that their workload is too heavy. In some cases, the working environment is hostile, this has been witnessed in North Eastern Kenya to a point that the teachers (outsiders) declined to return to work. The

government's policy on diversity may not work to contribute to job satisfaction until tribalism and ethnic connotations are deleted on the ground.

### **2.1.5 Influence of administrators' communication skills on teachers' job satisfaction**

Communication skills are vital in educational leadership, impacting not only the administrative functioning of schools but also the job satisfaction of teachers. Effective communication fosters a positive work environment, influences interpersonal relationships, and enhances organizational culture, all of which contribute to teachers' overall job satisfaction. This review explores existing literature on the relationship between administrators' communication skills and teachers' job satisfaction, particularly in the context of public primary schools.

Several theories explain the significance of communication in organizations. The Social Exchange Theory posits that effective communication between administrators and teachers fosters trust and mutual respect, leading to higher job satisfaction (Blau, 1964). Additionally, the Transformational Leadership Theory highlights the role of leaders in inspiring and motivating followers through effective communication (Bass & Avolio, 1994). These frameworks suggest that administrators who communicate effectively are likely to enhance their teachers' job satisfaction.

Research indicates that administrators' communication skills significantly influence the organizational climate in schools. A study by Leithwood and Jantzi (2000) found that school leaders who effectively communicate their vision and expectations contribute to a more positive work environment. Furthermore, effective communication ensures that

teachers feel heard and valued, which is essential for their job satisfaction (Gordon, 2002).

Strong communication between teachers and administrators is fundamental for fostering collaborative relationships. According to a study by Hoy and Miskel (2008), positive teacher-administrator relationships, characterized by open communication, are associated with higher job satisfaction. This relationship is further supported by findings from a study in Kenya by Odhiambo (2005), which showed that teachers' perceptions of administrators' communication effectiveness directly correlated with their job satisfaction levels.

The style of communication employed by administrators also plays a critical role in shaping teachers' perceptions and satisfaction. A study by Smylie (1992) highlights that participative communication styles, where administrators involve teachers in decision-making processes, lead to increased job satisfaction. Conversely, authoritarian communication styles may result in feelings of alienation among teachers, negatively affecting their job satisfaction (Friedman, 2000).

Barriers to effective communication, such as hierarchical structures and cultural differences, can hinder the relationship between administrators and teachers. Research by Johnson and Johnson (2000) indicates that these barriers can create misunderstandings and frustration among teachers, ultimately impacting their job satisfaction. In the context of Kenyan schools, cultural factors and power dynamics may further complicate

communication, necessitating administrators to develop culturally responsive communication strategies.

Feedback is a crucial component of effective communication that significantly influences teachers' job satisfaction. According to Hattie and Timperley (2007), timely and constructive feedback helps teachers feel appreciated and recognized for their efforts, leading to increased job satisfaction. Administrators who cultivate an environment of open dialogue and constructive feedback are more likely to enhance teachers' satisfaction levels.

Empirical studies conducted in various contexts have consistently shown a positive relationship between administrators' communication skills and teachers' job satisfaction. For instance, a study by Kluger and DeNisi (1996) demonstrated that effective communication from school administrators correlates with improved teacher morale and job satisfaction. Similarly, a case study in Ghana revealed that teachers who perceived their administrators as effective communicators reported higher levels of job satisfaction (Kowuah, 2017).

Macharia (2012) did a study about determining the influence of administrators' communication strategies on level of teachers' level of job satisfaction in public primary schools in Nyahururu District using survey descriptive design, and questionnaire and interview schedule to collect data. The researcher found that a two-way communication network encouraged teachers' job satisfaction.

A study by Adeyemi (2011) found that communication breakdown was the greatest barrier to cooperate excellence. It further said that inefficient communication in school leads to faulty while effective communication promotes good working relationship between the management and the teachers.

Hajar (2016) investigated the effect of principal communication on teachers' job satisfaction. In his study, a total of 196 participants were involved. a questionnaire was used to collect data and the data analyzed using quantitative techniques. It was found that there was a significant relationship between principal-teacher communication practices and teachers' job satisfaction.

## **2.2 Theoretical Review**

### **2.2.1 Self Determination Theory**

Deci and Ryan (2000) propounded the Self Determination Theory (SDT). The theory makes reference to two kinds of motivation; intrinsic and extrinsic motivation. Intrinsic motivation, they defined to be when one voluntarily does an act out of pleasure and passion while extrinsic motivation is when one does acts because of expectations (externally induced) for instance, desire to be promoted or to get more salary, to avoid detrimental effects of not acting (Kilonzo, Were &Odhiambo).

Intrinsic motivation is the center of autonomous regulation. Teachers who are intrinsically motivated do not need supervision while those externally motivated may only perform when under supervision/control. Intrinsic motivation is a trigger to better performance compared to extrinsic motivation (Meyer and Gagne, 2008).

STD deems that for one to be intrinsically motivated, certain standard things must be present, that is, the satisfaction of basic psychological needs for competence, autonomy and relatedness. A qualified, competent and passionate teacher was performing regardless of external factors. Performance in cases of extrinsic motivation is dependent on the availability and adequacy of independent variables such as remuneration, adequate facilities, and favorable working conditions (2018). Motivation may lead to satisfaction and satisfaction may also contribute to motivation.

### **2.2.2 Need Hierarchy Theory of Motivation**

This theory was premised by Maslow (1943). He suggests that motivation is based on the fulfillment of a series of human needs beginning with the most basic/physiological needs up to the needs for self-actualization. That other things being equal, people are more inclined to satisfy the least basic level needs before moving to higher-level needs (Njoroge, 2014). An employer is therefore required to anticipate the employee's unique basic needs and then provide the opportunity to fulfill subsequent needs. Maslow's hierarchy of needs is as follows (Koontz, 2009);

**Self-actualization (ability to maximize one's potential)**



**Esteem needs (recognition and respect)**



**Belonging needs (acceptance by others, freedom of association)**



**Safety needs (freedom from physical danger and job security)**



**Physiological needs (traditional basic human needs)**

The only challenge with this theory is that today's needs are very relative, what may be basic in one setting is not in another. For instance, in this error where public policy swings in favor of rights, freedom of association and belonging can be a second tier need and not third as denoted in the hierarchy. Nevertheless, this research concedes that in the end there is a hierarchy of needs and some must take precedence over others.

Maslow's theory explains why teachers in so called 'hardship' areas are given a 'hardship allowance' as meeting their basic needs requires more effort. Similarly, most learning institutions today offer accommodation to teachers (teachers' quarters), others even provide meals for teachers as well as recreational facilities for the teaching staff. Public Primary school teachers, however, in most cases do not enjoy the provision of these basic needs and the fulfillment of self-actualization needs is a dream too far away. Schools in Bondo are not an exception.

### **2.1.2 Influence of teacher promotion criteria on teachers' satisfaction job satisfaction**

Promotion criteria typically encompass qualifications, experience, performance evaluations, and contributions to the school community. Effective promotion criteria should be clearly defined and communicated to all teaching staff, providing a transparent pathway for career advancement. According to Muriithi et al. (2017), transparent promotion criteria contribute to job satisfaction by ensuring that teachers feel their efforts are recognized and rewarded.

Research indicates that equitable and transparent promotion processes significantly enhance job satisfaction among teachers. A study by Njuguna (2019) found that when teachers perceive promotion criteria as fair and based on merit, they exhibit higher levels of job satisfaction and commitment to their institutions. Conversely, vague or biased criteria can lead to feelings of inequity, resulting in lower job satisfaction and increased turnover intentions (Masum & Tasnim, 2020).

Teachers' perceptions of the promotion process are critical in determining their job satisfaction. According to a study by Eshiwani (2018), teachers who perceive the promotion criteria as subjective or influenced by favoritism are more likely to experience job dissatisfaction. Ensuring that promotion decisions are based on objective assessments and are regularly reviewed can mitigate these perceptions and improve overall job satisfaction.

Professional development opportunities linked to promotion criteria also influence job satisfaction. Research by Ochieng (2020) highlights that teachers who engage in continuous professional development feel more equipped and valued within their roles, which positively impacts their satisfaction levels. Additionally, schools that provide support for professional growth demonstrate a commitment to their teachers, further enhancing job satisfaction.

The cultural context of Bondo Sub-County, Siaya County, may also shape the perception of promotion criteria among teachers. In some cultures, seniority is highly valued, while others emphasize merit-based promotion. A study by Otieno (2021) emphasizes that understanding local cultural values and integrating them into promotion criteria can enhance acceptance and satisfaction among teachers.

Ping-Mand and chi-sum (2005) carried a study on the importance of teacher promotion in Hong Kong and found out that existing pay levels and structure were difficult for principals to use as a tool for motivating teachers, but found that promotion was the most effective reward the principals could use to motivate teachers. Mustapha and Zakaria (2013) carried a study to determine the influence of promotion opportunity on Job satisfaction among lecturers in four public universities in Kelantan, Malaysia. The sample was selected using a systematic random technique and data analyzed using descriptive methods and Pearson product moment correlation to test relationship between variables. The findings indicated that there was a positive significant relationship between relationship between promotion opportunity and job satisfaction.

Akinyi (2012) carried a study on the factors influencing job satisfaction among public secondary school teachers in Mombasa County. She used to describe survey design and a sample of 71 teachers obtained using stratified random sampling technique and obtained data using a questionnaire. The finding indicated that appropriate policies on promotion criteria, enhanced and created a conducive physical working environment. The findings indicated that 10% of the teachers were satisfied with the fringe benefit while 32% were not satisfied with their jobs due to heavy work load and physical condition of the class.

Sanito and Vaisanen (2017). The study was to determine explore and examine the factors affecting job satisfaction of teacher education of the universities of Sindh. Qualitative research design was employed through structural in a depth interviews it was found that lack of appreciation for work done led to the highest factor affecting job specification among teacher educators. Nyagaya (2015) carried a study to determine the extent to which remuneration, working conditions teacher level of education and workload influenced the teacher level of job satisfaction in Kayole Division, Nairobi. The researcher used descriptive design and a questionnaire to collect data. Simple random technique was used to select a sample size of 196 teachers. Data was analyzed using percentages and frequency. The findings show that the teachers were not satisfied with the workload and conditions of the classrooms. Ekabu, Nyagah and Kalai (2018). carried a study in Meru county, Kenya on the importance of Motivation in retaining core employees and reducing turnover intention in public secondary school teachers. The researcher used descriptive survey design and both qualitative and quantitative

approaches in data collection. Data was analyzed using Pearson product moment correlation. The results showed that teachers had a poor morale and low levels of commitment to their job due to lack of promotion and stagnation in one grade hence high turnover intentions.

The influence of promotion criteria on job satisfaction among public primary school teachers in Bondo Sub-County is multifaceted. Clear, equitable, and transparent promotion processes are essential for fostering job satisfaction. Additionally, the integration of professional development opportunities and an understanding of cultural context can enhance teachers' perceptions of fairness in promotion, ultimately leading to increased job satisfaction. Further research in this area is vital to understand the specific dynamics at play in the Kenyan context, ensuring that promotion criteria effectively support teachers' professional growth and satisfaction.

### **2.2.3 Expectancy-Disconfirmation Theory of Customer Satisfaction**

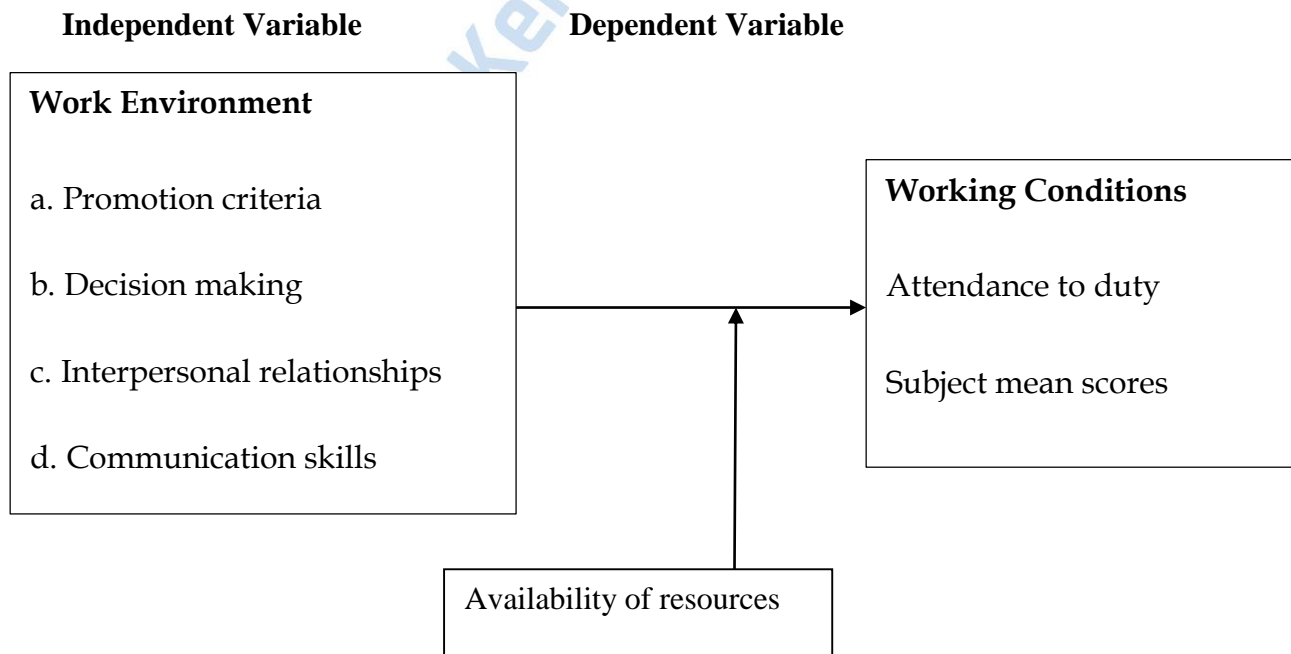
The Expectancy-Disconfirmation Theory of Customer Satisfaction as discerned by Richard Oliver posits that customer satisfaction is generally understood as a sense of satisfaction that a consumer feels when comparing his/her preliminary expectations with the actual quality of the acquired service (Omondi, 2013). The satisfaction of the customer is an indication of the satisfaction of the service provider.

In our situation, this theory is relevant because it makes the suggestion that if the consumer (parents and pupils/students) are satisfied with the services offered by the service provider (teacher), then the provider of such service is satisfactorily offering such

services. Only one who is satisfied can satisfactory deliver. Therefore, the performance of students was be critical in determining the level of teacher satisfaction. Preliminary research shows that students in public primary schools in Kenya perform dismally and thus a likelihood of lack of teacher job satisfaction.

## 2.4 Conceptual Framework

The figure below summarizes the conceptual framework of this research



An independent variable is one that a researcher manipulates in order to determine an effect on another variable (Mugenda and Mugenda 2003). An intervening variable tries to explain the relationship between the observed variables such as independent and dependent variables.

## **2.5 Research Gap**

Intrinsic motivation is the center of autonomous regulation. Teachers who are intrinsically motivated do not need supervision while those externally motivated may only perform when under supervision/control. Intrinsic motivation is a trigger to better performance compared to extrinsic motivation (Meyer and Gagne, 2008).

STD deems that for one to be intrinsically motivated, certain standard things must be present, that is, the satisfaction of basic psychological needs for competence, autonomy and relatedness. A qualified, competent and passionate teacher was performing regardless of external factors. Performance in cases of extrinsic motivation is dependent on the availability and adequacy of independent variables such as remuneration, adequate facilities, and favorable working conditions (2018). Motivation may lead to satisfaction and satisfaction may also contribute to motivation.

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Mount Kenya University

## CHAPTER THREE

### RESEARCH METHODOLOGY AND DESIGN

#### 3.0 Introduction

In this chapter, the researcher presents the methodology to be employed in this study. The key aspects to be addressed include research design and location of study, research design, target population, sampling technique and procedures, data collection instruments, testing for validity and reliability of data, data analysis and ethical considerations.

#### 3.1 Research Methodology

The study involved use of mixed methodology. Both qualitative and quantitative research methods was used during the study. A qualitative research method involved a study where answers to questions are sought by using well defined procedures to get evidence and findings which are not determined earlier. It was noted that qualitative research is most effective when dealing with intangible factors like; social norms, social economic status, gender roles, religion among others (Denzin & Lincoln, 2000). Quantitative research methods addressed an investigation that; seeks to confirm hypothesis about phenomena, use highly structured method such as; questionnaire, survey and structured observations (Denzin & Lincoln, 2000). Both qualitative and quantitative methods were combined so data collected and analysed statistically for quantitative data and through descriptive statements and explanation for qualitative data.

### **3.2 Research Design**

The research design used for this study was concurrent triangulation research design. The design allowed use of both qualitative and quantitative data collection methods within a single study. Crosswell (2003) recommended use of this design when collection of data is concurrent where there is need to overcome weakness of using one method with the strength of another. In concurrent triangulation design researcher used procedures that intertwines both quantitative and qualitative data in order to produce a comprehensive analysis of the research problem. Both qualitative and quantitative data was collected at the same time after which both information was combined for interpretation and analysis of the results. The design was preferred in the area of study since the area is very vast and has many schools, thus this design was used to facilitate fast collection of data over that large number of schools in short time. Due to homogeneity of many schools in terms of environment and learning conditions which are almost similar it was easy to generalize the findings for other schools which were not part of the study.

### **3.3 Location of the Study**

The study intends to investigate the influence of administrators, administrative work environment on job satisfaction among public primary school teachers in Bondo Sub-county, Siaya County, Kenya. This is because many cases have been reported of teachers unhappiness at their stations of work. The main economic activities in the area are fishing, small scale farming and animal husbandry (Southern Africa Regional Poverty Network, 2010).

### 3.4 Target Population

There are about 1215 public primary teachers in Bondo Sub- County and the researcher intends to get information from 405 administrators and 1215 teachers.

#### Target population

<b>Respondents</b>	<b>Number of Respondents</b>
<b>Administrators</b>	
Head teachers	135
Deputy Head teachers	135
Senior teachers	<u>135</u>
<b>Total administrators</b>	<b>405</b>
<b>Teachers</b>	1215
<b>Total</b>	<b>1620</b>

**Source: SCDE Bondo office, 2019**

### 3.5 Sampling Procedure

Using Kretian and Morgan table, the sample population for teachers was be 297 respondents. Similarly, adopting Mugenda and Mugenda (2001) noted that 10-30% of the respondents are enough to constitute a sample; therefore the sample of the administrators was be 123. The rationale for sampling is the realization that one cannot possibly research the whole population for the purpose of the study (Gay, 1992). This study was employ Stratified random sampling for the selection teachers to gather information. Two

strata was be used – public primary schools in upcoming urban centers in Bondo and another for public primary schools in more rural parts of Bondo.

### Sampling grid

Type of Respondents	Sample
<b>Administrators</b>	
Head teachers	41
Deputy Head teachers	41
Senior teachers	41
	<b>123</b>
Teachers	297
<b>Total</b>	<b>420 respondents</b>

### Researcher, 2019

#### 3.6 Research Instruments

The study was employ the use of open-ended questionnaires and face to face interviews where possible. The research questionnaire and interview guide have been annexed at the appendix of this paper. The questionnaire was to be given to teachers and the interview guide was be administered to administrators of public primary school teachers

##### 3.6.1 Questionnaires

Questionnaires was used in collecting data from primary school teachers, BOM members and members of children government. Researcher used questionnaires for the above mentioned respondents because researcher intended to collect a lot of information from

many respondents over short period of time. It was also easy to administer questionnaires to the respondents. The questionnaires contained both closed and open ended questions which were followed by a likert scale in each section to elicit the intended information each as per the objective. Data collected was statements which was measured using scale ranging from strongly agree- 1, agree 2, neutral 3, disagree 4 and strongly agree 5. Each objective had its own open ended questions followed by likert scale where each objective in the questionnaires was treated as an independent section of the questionnaire. The questionnaires were administered to the respondents by dropping in schools where by research assistants assisted the researcher in dispatching them to selected respondents.

### **3.6.2 Interview schedule**

Interview schedules are guide researcher used in interviewing the head teachers. Interview schedule is one way of investigating individual's attitudes and opinions. Researcher chose to use interview schedule for the head teachers because they could easily be accessed in their offices for interview and they were few thus it was not costly and it saved time. The interview schedules contained questions addressing all objectives of the study and general information which were significant to the study. The interview schedules consisted of mostly open-ended questions to allow for probing of the respondents to elicit insightful information. Researcher personally administered the interviews by having one on one interaction with the interviewees. The data in the interviews was recorded through note taking.

### **3.7 Piloting of the research instruments**

A pilot test of the instrument was carried out using two selected primary schools in Rachuonyo sub county within the County. Respondents used during the pilot study were two head teachers, four teachers, eight BOM members and eight members of children government making a total of twenty-two respondents. Respondents who were used during piloting did not form part of the final sample size though from the same target group. The reason for pilot study was for testing instruments' accuracy and appropriateness as well as improve on clarity and comprehensiveness of instruments. The test- retest method was employed to ensure that the instruments are sound. Researcher endeavored to attain validity and reliability of at least 0.7 or 70% which is acceptable in research (Oso & Onen, 2009).

#### **3.7.1 Validity of the Instruments**

To enhance validity of instrument, pilot study was done using respondents from target population who did not form part of the responded during actual carrying of the study. Content validity was used to determine content validity index where all objectives were assessed for the clarity of instrument to be checked so that item found not be effectively presented to be discarded or modified in order to improve the quality of item to be used during the study. New modification and items were added in the questionnaires. The questions' appropriateness and relevance to the objectives was validated by the supervisors to judge their stability, correctness and appropriateness.

### **3.9.2 Reliability of the instruments**

Reliability of instruments is a measure of the degree to which a research instruments yields same results on repeated trials (Mugenda & Mugenda, 2003). Reliability of instruments was tested using test re test technique where cronbach's alpha method was used. Cronbach's alpha test aimed to attain high internal reliability at pilot stage. Reliability was expected to consist of at least a co-efficiency of internal consistency of 0.7 or 70%. This was acceptable in research (Kothari, 2004). The instrument was scored separately after being tested. The correlation coefficient was calculated from the scores on each test which fall between 0.0 and 1.0, with the closer to 1.0 being the more reliable the instrument. The internal consistency of the instruments was calculated taking into account changes in time and circumstances.

### **3.9.3 Credibility of the data**

Credibility of data is determined by establishing if the results of the study are believable and if the data that can be trusted especially in qualitative data. It depends more on the quality of the data collected not quantity collected. Data triangulation was used to determine credibility of the data through multiple analysis. Creswell (2003) noted that when there is credibility of data it helps in establishing trustworthiness of the data. Members' checks were used to promote confidence.

### **3.9.4 Dependability of the data**

Dependability of the data ensured that the research findings were consistent and when repeated using the same procedure. This was measured by the standard of which the

study was conducted, analysed and presented. To guarantee dependability of data each qualitative data collection process was reported in details to enable the any other researcher to repeat the inquiry and achieve similar results.

### **3.6.3 Data Collection Procedures**

In compliance with the Science and Technology act, 2013, an application for permit to conduct research was be made to the National Commission for Science, Technology and Innovation (NACOSTI). Upon obtaining the permit from NACOSTI, another application was be made to Siaya County Government for permit to carry out research in Bondo Sub-county. The approvals together with an introduction letter was be made to school heads to have their consent to conduct the study. Thereafter interviews was be conducted if possible and questionnaires was be hand delivered to teachers, to be collected within three days from date of receipt by the teacher.

### **3.7 Data Analysis procedures**

Kerlinger (1973) defines data analysis involves the systematic categorizing, ordering, manipulating raw data to obtain answers to the research questions. Upon collection of relevant data, questionnaires which was on the face appear to be wrongly or manifestly wrongly answered or unanswered was first be isolated. The remainder of the data was be coded and each sample given a unique identity.

Descriptive statistical tools, for instance, frequencies tables, percentages, bar graphs and pie charts was being used in data analysis. The study also intends to employ the use of the Statistical Package for Social Sciences (SPSS) in data analysis.

### **3.9 Data Analysis Procedures**

Collected data was grouped according to research questions. Each question was addressing the relations between an aspect of children government which was the independent variable and management of public primary school which was the dependent variable. Qualitative data was grouped by conceptualizing, coding and categorizing data. Researcher then explained the qualitative data in narrative form indicating insights from the data collected clearly and explicitly. Quantitative data was coded and entered into the SPSS version 22.0 to generate both descriptive and inferential statistics that shown the statistical relationships. Descriptive statistics involved analysing data using mean, mode and standard deviation. Inferential statistics involved analysing data using correlation, regression and ANOVA to determine statistical relationship, association and compare the impact of independent variable (children government) and management of public primary schools (Dependent variable). Two-way ANOVA techniques was used to compare elements of children government. Data was analysed at 0.05 level of significance. Researcher used the  $\alpha = 0.05$  which meant findings was at 95% confidence that the difference noticed was due to children government and not by chance so out of 100 possible cases only 5 of such difference could be out of chance.

### **3.10 Ethical Considerations**

Ethics denote acceptable of standards and norms of behavior and conduct (Brymann & Bell, 2007). The following are some of the ethical considerations that the researcher was abide by;

- i.) Obtain unequivocal consent from participants, and disclosing in detail the nature and scope of the research.
- ii.) That the participants was not be profiled in any way as their identity was remain anonymous and that the information given was only be used for the purposes of the study.
- iii.) Establish a cordial working relationship with the respondents and the schools visited.



## **CHAPTER FOUR:**

### **RESEARCH FINDINGS AND DISCUSSIONS**

#### **4.0 Introduction**

This chapter focuses on the presentation of data collected from the field and interpretation of the results thereof. Data analysis was done in accordance with the objectives of the study which were establishing the influence of the administrators' promotion criteria on teachers' job satisfaction in public primary schools, determining the influence of administrators' decision making skills on teachers' job satisfaction in public primary schools, investigating the influence of administrators' inter-relationship skills on teachers' job satisfaction in public primary schools, and evaluating the influence of administrators' communication skills on teachers' job satisfaction in public primary schools in Bondo sub-county, Siaya county.

#### **4.1 Response Rate**

The study had a sample size of 150 respondents. All were given the questionnaire and which they filled and the researcher picked after one week. At the end of the given period only 130 respondents had filled in the questionnaire giving a response rate of 86.72%. The researcher made efforts to call other respondents to fill the questionnaires but was not successful. Due to the constraint of time, the researcher continued with the analysis since according to Best and Khan, (2006) a response rate of 50% is considered adequate, 60% good and above 70% very good. Therefore, in view of this, the response rate was considered very good and exceeded the threshold postulated by Best and Khan. On the

basis of this, the researcher went ahead to analyses data as presented in the following sections.

<b>Sample Size</b>		<b>Participants</b>		<b>Non-participants</b>		<b>Response Rate</b>	
<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>	<b>Frequency</b>	<b>%</b>
150	100	130	86.72	147	13.28	396	86.72

Source: The Researcher, 2019

## 4.2 Demographic factors

These were categorized into gender, working experience, age and academic qualification.

### 4.2.1 Age

The findings obtained were shown in the table below.

		<b>Age</b>			
		<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	20-24 years	12	8.3	9.2	9.2
	25-29 years	30	20.8	23.1	32.3
	30-34 years	33	22.9	25.4	57.7
	35-39 years	30	20.8	23.1	80.8
	over 40 years	25	17.4	19.2	100.0

130	130	100.0	100.0
	130	100.0	

**Source: The researcher, 2019**

From the table above, 8.3% of respondents were aged between 20-24 years, 20.8% of the respondents were aged between 25-29 years, 22.9% of the respondents were aged between 30-34 years, 20.8% of the respondents were aged between 35-39 years and 17.4% of the respondents were over 40 years. Majority of the respondents were aged between 30-34 years.

#### 4.2.2 Working experience

The findings obtained were shown in the table below.

		Working experience			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5 years	12	8.3	9.2	9.2
	6-10 years	78	54.2	60.0	69.2
	Over 10 years	40	27.8	30.8	100.0
	Total	130	100.0	100.0	
Total		130	100.0		

**Source: The researcher, 2019**

From the table above, 8.3% of the respondents had less than five years of working experience. 54.2% of the respondents had 6-10 years of working experience, 27.8% of the respondents had over ten years of working experience. Majority of the respondents had 6-10 years of working experience.

#### 4.2.3 Gender

The findings obtained were shown in the table below.

		<b>Gender</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	54	41.5	41.5	41.5
	Female	76	58.5	58.5	100.0
Total		130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 41.5% of the respondents were male, 58.5% of the respondents were female. Majority of the respondents were female.

#### 4.2.4 Academic qualification

The findings obtained were shown in the table below.

		Education Level			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Diploma	12	9.2	9.2	9.2
	Higher Diploma	64	49.2	49.2	58.5
	Degree	39	30.0	30.0	88.5
	Masters	15	11.5	11.5	100.0
	Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 9.2% of the respondents had a diploma, 49.2% had a high diploma, 30% had an undergraduate degree and 11.5% had a master's degree. Majority of the respondents had a higher diploma.

#### 4.3 Establishing the influence of the administrators' promotion criteria on teachers' job satisfaction in public primary schools.

The first objective of the study aims at establishing the influence of the administrators' promotion criteria on teachers' job satisfaction in public primary schools. The findings obtained was be presented in the sub-headings that follow.

### 4.3.1 Descriptive statistics.

Quantitative analysis was conducted on the data that was collected. The findings and interpretations was presented in the sections that follow.

#### 4.3.1.1 Our school head-teacher uses promotion as a technique to motivate teachers.

The findings obtained were shown in the table below.

<b>School administrator uses promotion as a way to motivate teachers</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	18.5	18.5	18.5
	Disagree	49	37.7	37.7	56.2
	Undecided	22	16.9	16.9	73.1
	Agree	30	23.1	23.1	96.2
	Strongly Agree	5	3.8	3.8	100.0
	Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 56.2% of the respondents disagreed that the school head teacher uses promotion as a way to motivate teachers. 26.9% of the respondents agreed that the school head teacher uses promotion as a way to motivate teachers. 16.9% of the respondents were undecided on whether the school head teacher uses promotion as a way to motivate teachers. Majority of the respondents disagree that the school head teacher

uses promotion as a way to motivate teachers. According to Mustapha and Zakaria (2013), there is a positive significant relationship between promotion opportunities and job satisfaction. It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the teachers.

**4.3.1.2 The head teacher has created a policy that outlines the criteria of fairly promoting teachers.**

The findings obtained were shown in the table below.

		<b>Head teacher has created a policy that details teachers' promotion criteria</b>			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	34.6	34.6	34.6
	Disagree	45	34.6	34.6	69.2
	Undecided	20	15.4	15.4	84.6
	Agree	20	15.4	15.4	100.0
	Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 69.2% of the respondents disagreed that the head teacher uses a policy that outlines the criteria for fairly promoting teachers. 15.4% of the respondents agreed that the head teacher uses a policy that outlines the criteria for fairly promoting teachers. 15.4% of the respondents were undecided on whether the head teacher uses a policy that outlines the criteria for fairly promoting teachers. Majority of the respondents

disagreed that the head teacher uses a policy that outlines the criteria for fairly promoting teachers. According to Akinyi (2012) on a research she conducted of factors influencing job satisfaction, she found out that appropriate policies on promotion criteria enhanced and created a conducive working environment. From the respondents' feedback it vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers was view them as milestones that they work towards attaining them.

**4.3.1.3 The poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion.**

The findings obtained were shown in the table below.

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**R01 Poor morale and low level of commitment are a result of zero opportunities for promotion**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	11.5	11.5	11.5
	Undecided	20	15.4	15.4	26.9
	Agree	52	40.0	40.0	66.9
	Strongly Agree	43	33.1	33.1	100.0
	Total	130	100.0	100.0	

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**Source; The researcher, 2019**

From the table above, 11.5% of the respondents disagreed that poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion.

73.1% of the respondents agreed that poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion. 15.4% of the respondents were undecided on whether poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion. According to Ekabu, Nyagah and Kalai (2018), lack of spirit and dedication are attributed by stagnation of careers eventually reducing academic performance due to lack of motivation. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost, hope and patience that their careers was eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

#### **4.3.2 Inferential statistics.**

Further quantitative analysis was carried out on the data obtained. The techniques used were correlation and linear regression. The findings were interpreted in the sub-headings that follow.

### 4.3.2.1 Correlation.

The findings obtained were shown in the table below.

<b>Correlations</b>					
			School administrator uses promotion as a way to promote teachers	Headteacher uses a policy that details teachers' promotion criteria	Poor morale and low level of commitment are a result of zero opportunities for promotion
School administrator uses promotion as a way to promote teachers	Pearson Correlation	1	.753**	-.208*	
	Sig. (2-tailed)		.000	.017	
	N	130	130	130	
Headteacher uses a policy that details teachers' promotion criteria	Pearson Correlation	.753**	1	-.183*	
	Sig. (2-tailed)	.000		.038	
	N	130	130	130	
Poor morale and low level of commitment are a result of zero opportunities for promotion	Pearson Correlation	-.208*	-.183*	1	
	Sig. (2-tailed)	.017	.038		
	N	130	130	130	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**Source: The researcher, 2019**

From the table above, there was only one positively significant correlation. School administrators using promotion as a technique to motivate teachers and headteachers creating policies that outline the criteria for fairly promoting teachers had a correlation coefficient of .753\*\*

#### 4.3.2.2 Linear regression.

The findings obtained were shown in the table below.

Model		Coefficients		Beta	t	Sig.
		Unstandardized Coefficients	Standardized Coefficients			
		B	Std. Error			
1	(Constant)	.939	.200		4.698	.000
	School administrator uses promotion as a way to promotion teachers	.518	.051	.572	10.242	.000
	Headteacher uses a policy that details teachers' promotion criteria	.328	.055	.332	5.979	.000
	Poor morale and low level of commitment are a result of zero opportunities for promotion	-.208	.040	-.195	-5.223	.000

a. Dependent Variable: Job Satisfaction

**Source: The researcher, 2019**

From the table above, all independent variables were significant predictors of improving job satisfaction in public primary schools in Bondo sub-county, Siaya county. All had a significance of .0005 which meant that there was a 99% chance that if all variables were implemented, they would have improved job performance.

#### **4.3.3 Qualitative responses from interviews.**

One of the teachers stated the following:

*“The issue of job satisfaction is a big deal for all teachers. As a primary school teacher, I have basically to decide to put in all my knowledge and skills in moulding the young pupils. Headteachers should continuously evaluate our performance and setup appropriate criteria that was determine how teachers was be promoted. As the cost of living continues to be on the rise, so should our compensation. Otherwise, we was never be motivated to even show up for work, leave alone teaching the pupils.”*

#### **4.3.4 Mixing and interpretation of data.**

It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the teachers. From the respondents' feedback it vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers was view them as milestones that they were work towards attaining them. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost,

hope and patience that their careers was eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

#### **4.4 Determining the influence of administrators’ decision-making skills on teachers’ job satisfaction in public primary schools.**

The second objective of study focused on determining the influence of administrators’ decision-making skills on teachers’ job satisfaction in public primary schools. The findings obtained were presented and interpreted in the sub-headings that follow.

##### **4.4.1 Descriptive statistics**

Quantitative analysis was conducted on the data collected. The findings obtained were presented in the sub sections that follow.

##### **4.4.1.1 Teachers are encouraged to actively participate in the decision making of key school issues.**

The findings obtained were shown in the table below.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	55	42.3	42.3	42.3
	Disagree	30	23.1	23.1	65.4
	Undecided	15	11.5	11.5	76.9
	Agree	30	23.1	23.1	100.0

Total	130	100.0	100.0
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**Source: The researcher, 2019**

From the table above, 65.4% of the respondents disagreed that teachers are encouraged to actively participate in the decision making of key school issues. 23.1% of the respondents agreed that teachers are encouraged to actively participate in the decision making of key school issues. 11.5% of the respondents were undecided on whether teachers are encouraged to actively participate in the decision making of key school issues. Majority of the respondents disagreed that teachers are encouraged to actively participate in the decision making of key school issues. According to Wadesango (2012) in examining the influence of teacher participation in decision making, there was insignificant teacher participation in school issues which culminated stressful school governance. From the findings, head teachers should genuinely seek the opinion of teachers. At the end of the day, the success of a school cannot be fully controlled by only one person. Teachers was feel appreciated and empowered to participate in key strategic meeting that was determine the direction of the school. Eventually, the teaching staff was be motivated which was improve job satisfaction.

**4.4.1.2 The leadership style and decision-making skills implemented by the head teacher has a positive impact on teachers' job satisfaction and motivation.**

The findings obtained were shown in the table below.

**R02 Leadership style and decision-making skills used by head teacher improves job satisfaction and teachers' motivation**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	54	41.5	41.5	41.5
	Undecided	20	15.4	15.4	56.9
	Agree	44	33.8	33.8	90.8
	Strongly Agree	12	9.2	9.2	100.0
	Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 41.5% of the respondents disagreed that the leadership style and decision-making skills implemented by the head teacher has a positive impact on teachers' job satisfaction and motivation. 43% of the respondents agreed that the leadership style and decision-making skills implemented by the head teacher has a positive impact on teachers' job satisfaction and motivation. 15.4% of the respondents were undecided on whether the leadership style and decision-making skills implemented by the head teacher has a positive impact on teachers' job satisfaction and motivation. Majority of the respondents agreed that the leadership style and decision-making skills implemented by the head teacher has a positive impact on teachers' job satisfaction and motivation. According to a study by Aboudhar and Olowoselu (2018) on the principals' decision-making styles, the findings revealed that the principal's rational and intuitive

decision making styles have moderate effect on teachers' performance. The leadership and decision making of a school is eventually determined by the management. They should ensure that fair, justice and consideration are put into action. Not all parties was to be happy but at the end of the day, the school must do what is right and justifiable.

#### 4.4.1.3 An all-inclusive decision-making strategy that includes all teaching staff leads to high job satisfaction

The findings obtained were shown in the table below

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	23.1	23.1	23.1
	Disagree	40	30.8	30.8	53.8
	Undecided	10	7.7	7.7	61.5
	Agree	50	38.5	38.5	100.0
	Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 53.8% of the respondents disagreed that an all-inclusive decision-making strategy that includes all teaching staff leads to high job satisfaction. 38.5% of the respondents agreed that an all-inclusive decision-making strategy that includes all teaching staff leads to high job satisfaction. 7.7% of the respondents were undecided on whether an all-inclusive decision-making strategy that includes all teaching staff leads to

high job satisfaction. Majority of the respondents disagreed that an all-inclusive decision-making strategy that includes all teaching staff leads to high job satisfaction. Pamela (2015) asserted that having an all-inclusive decision-making strategy resulted to high job satisfaction. Though having an intuitive and rational leadership style and decision-making scheme has a positive effect on teachers' satisfaction, it is always important to weigh in the thoughts of the teaching staff. This collaborative effort may create a game-changing strategy that may end up modernizing the school operations thus improving job satisfaction.

#### **4.4.2 Inferential statistics**

Further quantitative statistics was conducted on the data collected. The techniques used were correlation and linear regression.

#### 4.4.2.1 Correlation

The findings obtained were shown in the table below

		<b>Correlations</b>			
		R02 Teachers are encouraged to actively participate in decision making	R02 An all-inclusive decision-making strategy that includes all teachers leads to high job satisfaction	R02 Leadership style and decision-making skills used by headteacher improves job satisfaction and teachers' motivation	
R02 Teachers are encouraged to actively participate in decision making	Pearson Correlation	1	.411**	.242**	
	Sig. (2-tailed)		.000	.005	
	N	130	130	130	
R02 An all-inclusive decision-making strategy that includes all teachers leads to high job satisfaction	Pearson Correlation	.411**	1	-.269**	
	Sig. (2-tailed)	.000		.002	
	N	130	130	130	
R02 Leadership style and decision-making skills used by headteacher improves job satisfaction and teachers' motivation	Pearson Correlation	.242**	-.269**	1	
	Sig. (2-tailed)	.005	.002		
	N	130	130	130	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Source: The researcher, 2019

From the table above, there were correlations whose implementation could positively impact job satisfaction of teachers in Bondo sub-county, Siaya county. They are as follows:

- The leadership style and decision-making skills implemented by the head teacher have a positive effect on teachers' job satisfaction and motivation and teachers are encouraged to actively participate in the decision making of key school issues. This had a correlation coefficient of .411\*\*.
- The leadership style and decision-making skills implemented by the head teacher have a positive effect on teachers' job satisfaction and motivation and an all-inclusive decision-making strategy that includes all teaching staff leads to high satisfaction. This had a correlation coefficient of -.269\*\*.
- An all-inclusive decision-making strategy that includes all teaching staff leads to high satisfaction and teachers are encouraged to actively participate in the decision making of key school issues. This had a correlation coefficient of .242\*\*.

#### 4.4.2.2 Linear regression

The findings obtained were shown in the table below.

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	.954	.296		3.224	.002
	R02 Teachers are encouraged to actively participate in decision making	.142	.067	.165	2.118	.036
	R02 An all-inclusive decision-making strategy that includes all teachers leads to high job satisfaction	.484	.067	.566	7.218	.000
	R02 Leadership style and decision-making skills used by headteacher improves job satisfaction and teachers' motivation	-.125	.072	-.127	-1.724	.087

a. Dependent Variable: Job Satisfaction

**Source: The researcher, 2019**

From the table above, there was only one variable that could significantly improve the job satisfaction of teachers in Bondo sub-county. Having an all-inclusive decision-making strategy that includes all teaching staff leading to high satisfaction had a significance level of .0005. this meant that there was at least a 99% chance that this

variable was improve the job satisfaction of teachers in Bondo sub-county. The constant variable was also a significant predictor of improving job satisfaction. It had a significance level .002.

#### **4.4.3 Qualitative responses from interviews**

*“Holding all other factors constant, decision making is a key determinant in the direction that a school is heading. It should never be an individual effort but a collaborative one. The parties involved in this process should be people that directly interact with the key stakeholders. Students are the key stakeholders and teachers mainly interact with them. Though the school management has the final say, the ultimate decision should be based on the input received from teachers assuming that the school implements collaborative decision making. This way, students benefit and teachers get job satisfaction.”*

#### **4.4.4 Mixing and interpretation of data**

From the findings, head teachers should genuinely seek the opinion of teachers. At the end of the day, the success of a school cannot be fully controlled by only one person. Teachers was feel appreciated and empowered to participate in key strategic meeting that was determine the direction of the school. Eventually, the teaching staff was to be motivated which was improve job satisfaction. The leadership and decision making of a school is eventually determined by the management. They should ensure that fair, justice and consideration are put into action. Not all parties to was be happy but at the end of the day, the school must do what is right and justifiable. Though having an intuitive and rational leadership style and decision-making scheme has a positive effect on teachers' satisfaction, it is always important to weigh in the thoughts of the teaching staff. This

collaborative effort may create a game-changing strategy that may end up modernizing the school operations thus improving job satisfaction.

#### **4.5 Investigating the influence of administrators’ inter-relationship skills on teachers’ job satisfaction in public primary schools.**

The third objective of the research focuses on investigating the influence of administrators’ inter-relationships skills on teachers’ job satisfaction.

##### **4.5.1 Descriptive statistics**

Quantitative analysis was conducted on the data obtained. The findings obtained were presented in the section below.

##### **4.5.1.1 The attitude of teachers towards students is positive and friendly**

The findings obtained were shown in the table below.

<b>Attitude of teachers towards students is positive and friendly</b>						
		Frequency	Percent	Valid Percent		Cumulative Percent
Valid	Strongly Disagree	5	3.8	3.8		3.8
	Disagree	5	3.8	3.8		7.7
	Undecided	23	17.7	17.7		25.4
	Agree	97	74.6	74.6		100.0
	Total	130	100.0	100.0		

**Source: The researcher, 2019**

From the table above, 7.7% of the respondents disagreed that the attitude of teachers towards students is positive and friendly. 74.6% of the respondents agreed that the attitude of teachers towards students is positive and friendly. 17.7% of the respondents were undecided on whether the attitude of teachers towards students is positive and friendly. Majority of the respondents agreed that the attitude of teachers towards students is positive and friendly. According to Salehi (2015), there is a positive significant relationship teachers' motivation and beliefs and their attitudes towards students' motivation and beliefs. The relationship between a teacher and a student is the fundamental point which determines a learner's interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The teachers are satisfied, students feel safe and take care, and the management takes the credit for a job well-done.

#### **4.5.1.2 The academic performance of students is on the rise as a result of positive teacher student relationship**

The findings obtained were shown in the table below.

<b>The academic performance of students is on the rise as a result of teacher student relationship</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	27	20.8	20.8	20.8
	Disagree	70	53.8	53.8	74.6
	Agree	33	25.4	25.4	100.0
	Total	130	100.0	100.0	

Source: The researcher, 2019

From the table above, 74.6% of the respondents disagreed that the academic performance of students is on the rise as a result of teacher student relationship. 25.4% of the respondents agreed that the academic performance of students is on the rise as a result of teacher student relationship. Majority of the respondents disagreed that the academic performance of students is on the rise as a result of teacher student relationship. According to Lee (2012), supportive student-teacher relationship is a positive and significant predictor of improving academic performance. From the findings, the academic performance seemed to be declining. It is important for teachers to develop interpersonal relationships with students and management. The connection between these three parties should be in a way that all are interlinked. One should freely interact with the other.

#### **4.5.1.3 Teachers are dissatisfied. This has led to diminished student teacher relationship**

The findings obtained were shown on the table below.

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**Diminished teacher student relationship has led to teachers' job dissatisfaction**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	91	70.0	70.0	70.0
	Strongly Agree	39	30.0	30.0	100.0
	Total	130	100.0	100.0	

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Source: The researcher, 2019

From the table above, all the respondents agreed that diminished student teacher relationship has led to teachers' job satisfaction. According to Kim (2016), a strong and positive relationship between a student and a teacher cultivates an environment that is favourable for the student to learn and for the teacher to have mutual respect. There are a couple that may lead to failed relationship between students and teachers. In the case of job satisfaction, it has all to do with the teacher. Teachers may be having their own challenges and struggles that have nothing to do with the inter relationships. It is important for the school management and education parastatals to take care of their staff so that they can in turn fully dedicate themselves to the service of their students.



Mount Kenya University

## 4.5.2 Inferential statistics

Further descriptive statistics was conducted on the data collected. The techniques used were correlation and linear regression.

### 4.5.2.1 Correlation

The findings obtained were shown in the table below.

<b>Correlations</b>				
		R03 Attitude of teachers towards students is positive and friendly	R03 The academic performance of students is on the rise as a result of teacher student relationship	R03 Diminished teacher student relationship has led to teachers' job dissatisfaction
R03 Attitude of teachers towards students is positive and friendly	Pearson Correlation	1	.338**	.329**
	Sig. (2-tailed)		.000	.000
	N	130	130	130
R03 The academic performance of students is on the rise as a result of teacher student relationship	Pearson Correlation	.338**	1	.289**
	Sig. (2-tailed)	.000		.001
	N	130	130	130
R03 Diminished teacher student relationship has led to teachers' job dissatisfaction	Pearson Correlation	.329**	.289**	1
	Sig. (2-tailed)	.000	.001	
	N	130	130	130

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\*\* . Correlation is significant at the 0.01 level (2-tailed).

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**Source; The researcher, 2019**

From the table above, there were significant correlations whose implementation could positively improve the job satisfaction of teachers in Bondo sub-county. They are as follows:

- The academic performance of students is on the rise as a result of positive teacher-student relationship and the attitude of teachers towards students is positive and friendly. This had a correlation coefficient of .338\*\*.
- Teachers are dissatisfied as a result of diminished relationship between students and teachers and the attitude of teachers towards students is positive and friendly. This had a correlation coefficient of .329\*\*.
- Teachers are dissatisfied as a result of diminished relationship between students and teachers and the academic performance of students is on the rise as a result of positive teacher-student relationship. This has a correlation coefficient of .289\*\*

#### 4.5.2.2 Linear regression

The findings obtained were shown in the table below.

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	3.767	.883		4.266	.000
	R03 Attitude of teachers towards students is positive and friendly	-.080	.136	-.057	-.589	.000
	R03 The academic performance of students is on the rise as a result of teacher student relationship	.066	.093	.068	.710	.479
	R03 Diminished teacher student relationship has led to teachers' job dissatisfaction	-.346	.215	-.153	-1.614	.109

a. Dependent Variable: Job Satisfaction

Source: The researcher, 2019

From the table above, the attitude of teachers towards being positive and friendly was the significant predictor of improving the job satisfaction for teachers in Bondo sub-county.

The constant variable was also a significant predictor of improving the job satisfaction

for teachers in Bondo sub-county. They both had a significance levels of .0005, which meant that they both had a 99% chance of improving the job satisfaction for teachers in Bondo sub-county.

#### **4.5.3 Qualitative responses from interviews**

One of the interviewees stated the following:

*“Any effective must have the social skills of being able to interact with people especially students. The process of impacting knowledge to these young generation requires patience, resilience, and most of all, a clear mind. Financial challenges may be one of the contributors of a fallen relationship between teachers and students and between teachers and school management. School management and government in general must play their part to ensure that there is no diminished relationship between students and teachers that may be attributed by job dissatisfaction.”*

#### **4.5.4 Mixing and interpretation of data**

The relationship between a teacher and a student is the fundamental point which determines a learner’s interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The teachers are satisfied, students feel safe and take care, and the management takes the credit for a job well-done. From the findings, the academic performance seemed to be declining. It is important for teachers to develop interpersonal relationships with students and management. The connection between these three parties should be in a way that all are interlinked. One should freely interact with the other. There are a couple that may lead to

failed relationship between students and teachers. In the case of job satisfaction, it has all to do with the teacher. Teachers may be having their own challenges and struggles that have nothing to do with the inter relationships. It is important for the school management and education parastatals to take care of their staff so that they can in turn fully dedicate themselves to the service of their students.

#### **4.6 Evaluating the influence of administrators’ communication skills on teachers’ job satisfaction in public primary schools.**

The fourth and final objective of the study focused on evaluating the influence of administrators’ communication skills on teachers’ jobs satisfaction.

##### **4.6.1 Descriptive statistics**

Quantitative analysis was used to analyse the data obtained. The sections that follow focus on interpreting the data collected using statistical methods.

##### **4.6.1.1 Our headteacher has enforced a two-way communication network with the teachers.**

The findings obtained were shown in the table below

<b>R04 Headteacher has enforced a two-way communication network with the teachers</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	30	23.1	23.1	23.1
	Disagree	39	30.0	30.0	53.1
	Undecided	20	15.4	15.4	68.5

Agree	41	31.5	31.5	100.0
Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 53.1% of the respondents disagreed that the head teacher has enforced a two-way communication network with the teachers. 31.5% of the respondents agreed that the head teacher has enforced a two-way communication network with the teachers. 15.4% of the respondents were undecided on whether the head teacher has enforced a two-way communication network with the teachers. Majority of the respondents disagreed that the head teacher has enforced a two-way communication network with the teachers. According to Macharia (2012) in a study determining the influence of administrators' communication strategies, his study found out that two-way communication network encouraged teachers' job satisfaction. From the findings, it is important for the school management to established a two-way rapport with the teachers. Management should always have an open ear for their teaching staff.

**4.6.1.2 Our school has a conducive working relationship between the management and teachers as a result of effective communication.**

The findings obtained were shown in the table below.

<b>Our School has a conducive working relationship between management and teachers due to effective communication</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	25	19.2	19.2	19.2

Disagree	42	32.3	32.3	51.5
Undecided	20	15.4	15.4	66.9
Agree	43	33.1	33.1	100.0
Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 51.5% of the respondents disagreed that the school has a conducive working relationship between the management and teachers due to effective communication. 33.1% of the respondents agreed that the school has a conducive working relationship between the management and teachers due to effective communication. 15.4% of the respondents were undecided on whether the school has a conducive working relationship between the management and teachers due to effective communication. Majority of the respondents disagreed that the school has a conducive working relationship between the management and teachers due to effective communication. According to Adeyemi (2011), ineffective communication in school leads to faulty relationships thus leading to staff dissatisfaction. It is important for the school to foster to effective communication between teachers and the management since it was for promoting a good working relationship between the two parties thus improving job satisfaction.

**4.6.1.3 Our school has created a communication structure that facilitates passage of information in an appropriate manner**

The findings obtained were shown in the table below.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	26	20.0	20.0	20.0
	Disagree	48	36.9	36.9	56.9
	Undecided	25	19.2	19.2	76.2
	Agree	31	23.8	23.8	100.0
	Total	130	100.0	100.0	

**Source: The researcher, 2019**

From the table above, 56.9% of the respondents disagreed that the school has created a communication structure that facilitates passage of information in an appropriate manner. 23.8% of the respondents agreed that the school has created a communication structure that facilitates passage of information in an appropriate manner. 19.2% of the respondents were undecided on whether the school has created a communication structure that facilitates passage of information in an appropriate manner. Majority of the respondents disagreed that the school has created a communication structure that facilitates passage of information in an appropriate manner. According to Hajar (2016), there was a significant relationship between principal-teacher and school management communication that improves job satisfaction. Schools in Bondo sub-county should find a way to ease the


communication process. School managers should communicate in an interactive and information being passed along should be easy to decode.

#### 4.6.2 Inferential statistics

Further descriptive statistics was conducted on the data collected the techniques used were correlation and linear regression.

##### 4.6.2.1 Correlation

The findings obtained were shown in the table below.

<b>Correlations</b>				
			Our School has a conductive working relationship between management and teachers due to effective communicati on	Our school has a communicati on structure that facilitates proper information passage
Headteacher has enforced a two-way communication network with the teachers	Pearson Correlation	1	-.528**	-.155
	Sig. (2-tailed)		.000	.078
	N	130	130	130
Our School has a conductive working relationship between management and	Pearson Correlation	-.528**	1	-.160
	Sig. (2-tailed)	.000		.069

teachers due to effective communication	N		130	130	130
R04 Our school has a communication structure that facilitates proper information passage	Pearson Correlation		-.155	-.160	1
	Sig. (2-tailed)		.078	.069	
	N		130	130	130

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Source: The researcher, 2019**

From the table above, there was only one positively significant correlation that improved the job satisfaction of teachers. Head teachers enforcing a two-way communication network with the teachers and the school having a conducive working relationship between the management and teachers as a result of effective communication. This had a correlation coefficient of  $-.528^{**}$ .

#### 4.6.2.2 Linear regression

The findings obtained were shown in the table below.

		Coefficients				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	3.075	.377		8.153	.000

R04 Headteacher has enforced a two-way communication network with the teachers	-.550	.064	-.614	-8.590	.000
R04 Our School has a conducive working relationship between management and teachers due to effective communication	-.212	.065	-.231	-3.233	.002
R04 Our school has a communication structure that facilitates proper information passage	.414	.060	.424	6.896	.000

a. Dependent Variable: Job Satisfaction

**Source: The researcher, 2019**

From the table above, all the variables were significant predictors of improving the teachers' job satisfaction in Bondo sub-county. They all had a significance of less than 0.002 which meant that there was at least a 95% that all these variables would have improved the teachers' job satisfaction. The constant variable was also a significant predictor of improving performance.

#### 4.6.3 Qualitative responses from interviews

One of the interviewees stated the following:

*“In any industry, communication has been the most effective tool of trade for success. In a school setting, its utilization is very essential. Communication between management and teachers is very critical as it gives direction on how the learning process was be implemented. If there is a disconnect between administrators and teaching staff, the teachers themselves, the learning process was be fatal. It’s important for these two parties to be on the same page and avoid unnecessary confusion.”*

#### **4.6.4 Mixing and interpretation of data**

From the findings, it is important for the school management to established a two-way rapport with the teachers. Management should always have an open ear for their teaching staff. It is important for the school to foster to effective communication between teachers and the management since it was for promoting a good working relationship between the two parties thus improving job satisfaction. Schools in Bondo sub-county should find a way to ease the communication process. School managers should communicate in an interactive and information being passed along should be easy to decode.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarized the findings of the study, drew conclusions from them and made recommendations.

#### 5.2 Summary of findings

##### 5.2.1 Establishing the influence of the administrators' promotion criteria on teachers' job satisfaction in public primary schools.

It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the teachers. From the respondents' feedback it vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers was view them as milestones that they was work towards attaining them. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost, hope and patience that their careers was eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

### **5.2.2 Determining the influence of administrators' decision-making skills on teachers' job satisfaction in public primary schools.**

From the findings, head teachers should genuinely seek the opinion of teachers. At the end of the day, the success of a school cannot be fully controlled by only one person. Teachers was feel appreciated and empowered to participate in key strategic meeting that was determine the direction of the school. Eventually, the teaching staff was to be motivated which was improve job satisfaction. The leadership and decision making of a school is eventually determined by the management. They should ensure that fair, justice and consideration are put into action. Not all parties were to be happy but at the end of the day, the school must do what is right and justifiable. Though having an intuitive and rational leadership style and decision-making scheme has a positive effect on teachers' satisfaction, it is always important to weigh in the thoughts of the teaching staff. This collaborative effort may create a game-changing strategy that may end up modernizing the school operations thus improving job satisfaction.

### **5.2.3 Investigating the influence of administrators' inter-relationship skills on teachers' job satisfaction in public primary schools.**

The relationship between a teacher and a student is the fundamental point which determines a learner's interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The teachers are satisfied, students feel safe and take care, and the management takes the credit for a job well-done. From the findings, the academic performance seemed to be declining. It is important for teachers to develop interpersonal relationships with students and

management. The connection between these three parties should be in a way that all are interlinked. One should freely interact with the other. There are a couple that may lead to failed relationship between students and teachers. In the case of job satisfaction, it has all to do with the teacher. Teachers may be having their own challenges and struggles that have nothing to do with the inter relationships. It is important for the school management and education parastatals to take care of their staff so that they can in turn fully dedicate themselves to the service of their students.

#### **5.2.4 Evaluating the influence of administrators' communication skills on teachers' job satisfaction in public primary schools.**

From the findings, it is important for the school management to established a two-way rapport with the teachers. Management should always have an open ear for their teaching staff. It is important for the school to foster to effective communication between teachers and the management since it was promote a good working relationship between the two parties thus improving job satisfaction. Schools in Bondo sub-county should find a way to ease the communication process. School managers should communicate in an interactive and information being passed along should be easy to decode.

### **5.3 Conclusion of the study**

In establishing the influence of the administrators' promotion criteria on teachers' job satisfaction in public primary schools, it is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the

teachers. From the respondents' feedback it is vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers view them as milestones that they work towards attaining them. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost, hope and patience that their careers will eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

In determining the influence of administrators' decision-making skills on teachers' job satisfaction in public primary schools, headteachers should genuinely seek the opinion of teachers. At the end of the day, the success of a school cannot be fully controlled by only one person. Teachers should feel appreciated and empowered to participate in key strategic meetings that determine the direction of the school. Eventually, the teaching staff will be motivated which will improve job satisfaction. The leadership and decision making of a school is eventually determined by the management. They should ensure that fair, justice and consideration are put into action. Not all parties will be happy but at the end of the day, the school must do what is right and justifiable. Though having an intuitive and rational leadership style and decision-making scheme has a positive effect on teachers' satisfaction, it is always important to weigh in the thoughts of the teaching staff. This collaborative effort may create a game-changing strategy that may end up modernizing the school operations thus improving job satisfaction.

In investigating the influence of administrators' inter-relationship skills on teachers' job satisfaction in public primary schools, the relationship between a teacher and a student is the fundamental point which determines a learner's interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The teachers are satisfied, students feel safe and take care, and the management takes the credit for a job well-done. From the findings, the academic performance seemed to be declining. It is important for teachers to develop interpersonal relationships with students and management. The connection between these three parties should be in a way that all are interlinked. One should freely interact with the other. There are a couple that may lead to failed relationship between students and teachers. In the case of job satisfaction, it has all to do with the teacher. Teachers may be having their own challenges and struggles that have nothing to do with the inter relationships. It is important for the school management and education parastatals to take care of their staff so that they can in turn fully dedicate themselves to the service of their students.

In evaluating the influence of administrators' communication skills on teachers' job satisfaction in public primary schools, it is important for the school management to established a two-way rapport with the teachers. Management should always have an open ear for their teaching staff. It is important for the school to foster to effective communication between teachers and the management since it was promoting a good working relationship between the two parties thus improving job satisfaction. Schools in Bondo sub-county should find a way to ease the communication process. School

managers should communicate in an interactive and information being passed along should be easy to decode.

#### **5.4 Recommendations for further study**

1. The ministry of education and the respective parastatals should implement policies and regulations that was facilitate fair and consistent promotion of staff.
2. There should be education programs that enable teachers to further their education while continuing with the teaching process.
3. Research should be conducted on how to improve communication and decision making in learning institutions.



Mount Kenya University

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**APPENDIX I: ADMINISTRATORS INTERVIEW SCHEDULE**

**Part I**

1. Name .....
2. Age.....
3. Gender.....
4. Highest academic qualification.....
5. Population of School.....
6. Type of school(mixed, single)
7. What factors motivate your teachers?  
.....  
.....  
.....  
.....  
.....
8. Does your community provide any motivation to the school teachers?(Yes, No)
9. What factors have led to good performance at your school

- .....
- .....
- .....
10. Does your leadership style motivate your teachers?(Yes, No)
11. How many of your teachers have a second job?.....
12. Are your teachers satisfied with the nature of the work they undertake?(Yes/No)

**Part II**

13. Please indicate(tick) accordingly whether the following factors feature in your working conditions.

FACTOR	YES	NO
Teacher entitlement to disciplinary proceedings		
Adequate Remuneration		
Promotion and upgrading		
Transfers		
Retirement benefits		

Fair administrative action in case of termination of employment		
Loans and Advance		
Annual Leave		
Maternity/Paternity Leave		
Off days		
House allowance		
Leave allowance		
Medical allowance		
Hardship allowance		

**APPENDIX II: TEACHERS QUESTIONNAIRES**

- 1) Name .....
- 2) Age.....
- 3) Gender.....
- 4) Do you feel motivated in undertaking your work as a teachers?(Yes, No)
- 5) If the answer in (4) above is Yes, what are the factors that motivate you?.....  
.....
- 6) Do you feel underpaid?(Yes, No)
- 7) Do you have a second job?(Yes, No)
- 8) Do you feel the work load is too much?(Yes, No)
- 9) What is the impact of the school administration in your life as a teacher?.....  
.....
- 10) Are you satisfied with your job?(Yes, No)
- 11) What do you think should be done to boost teachers' satisfaction with their employment? (Yes, No)

.....

.....

**Part II**

14. Please indicate (tick) accordingly whether the following factors feature in your working conditions.

<b>FACTOR</b>	<b>YES</b>	<b>NO</b>
Teacher entitlement to disciplinary proceedings		
Adequate Remuneration		
Promotion and upgrading		
Transfers		
Retirement benefits		
Fair administrative action in case of termination of employment		
Loans and Advance		
Annual Leave		
Maternity/Paternity Leave		
Off days		
House allowance		
Leave allowance		
Medical allowance		
Hardship allowance		

**APPENDIX III: RESEARCH BUDGET**

<b>ITEM</b>	<b>AMOUNT(KES)</b>
Stationery	10,000
Transport	10,000
Typing/printing	10,000
Lunch	5000
Flash disk	1,500
Contingencies	15000
<b>Total</b>	<b>66,500</b>

**APPENDIX IV: WORK PLAN**

<b>STUDY</b>	<b>SEP 2019- JAN</b>	<b>FEB 2020</b>	<b>MARCH</b>	<b>MAY</b>
<b>ACTIVITIES</b>	<b>2020</b>		<b>2020</b>	

				<b>2020</b>
Proposal writing				
Proposal presentation				
Pilot study (Validation and Reliability)				
Actual data collection				
Data Analysis				
Presentation and correction				
Report submission				

## APPENDIX V: KRETIAN AND MORGAN TABLE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970

## APPENDIX VI: ERC CERTIFICATE



REF: MKU/ISERC/2632

Date: 08 March 2023

TO: MACHOGU GLADYS NYAERA

REG: MED/46723/2016

Dear Sir/Madam,

**RE: INFLUENCE OF ADMINISTRATORS'S ADMINISTRATIVE WORK ENVIRONMENT ON JOB SATISFACTION AMONG PUBLIC PRIMARY SCHOOL TEACHERS IN BONDO SUB-COUNTY, SIAYA COUNTY, KENYA**

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1704**. The approval period is **08/03/2023 - 07/03/2024**.

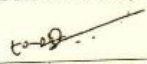
This approval is subject to compliance with the following requirements;

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

*The Chairman*  
**Mount Kenya University**  
Ethics Review Committee  
P. O. Box 342 - 0100, Thika

  
**Dr. Peter G. Kirira**  
Chairman, Mount Kenya University ISERC

**APPENDIX VII: INTRODUCTION LETTER**



**DIRECTORATE OF GRADUATE STUDIES**

MED/46723/2016

10<sup>th</sup> March, 2023

*National Commission for Science Technology & Innovation (NACOSTI)  
Off Waiyaki, Upper Kabete  
P.O Box 30623- 00100  
NAIROBI, KENYA*

Dear Sir/Madam,

**RE: MACHOGU GLADYS NYAERA – REGISTRATION NO. MED/46723/2016**


The purpose of this letter is to introduce the above named student who is pursuing **Master of Education Degree** in the **Department of Educational Management and Curriculum Studies** in the **School of Education**.

The title of the research is *“Influence of Administrators’ Administrative Work Environment on Job Satisfaction Among Public Primary School Teachers in Bondo Sub-County, Siaya County, Kenya.”*

It has been cleared by the University’s Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between **March, 2023 and May, 2023**.

Any assistance accorded to the student will be highly appreciated.

Thank you.

  
**Dr. Samuel M. Karenga, Ph.D**  
**Director, Graduate Studies**  
Enc.

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