FACTORS AFFECTING TEACHERS SATISFACTION IN PUPLIC SECONDARY SCHOOLS IN KENYA: A CASE OF NANYUKI MUNICIPALITY, LAIKIPIA COUNTY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR AWARD OF THE DEGREE OF MASTER OF HUMAN RESOURCE MANAGEMENT OF THE OPEN UNIVERSITY OF TANZANIA

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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania the dissertation entitled **"Factors Affecting Teachers Satisfaction in Puplic Secondary Schools in Kenya: A Case of Nanyuki Municipality, Laikipia County"** in partial fulfilment of the requirements for the degree of Master of Human Resource Management of the Open University of Tanzania.

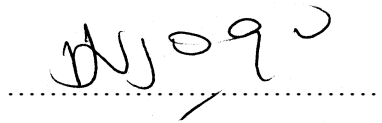………………………………

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Date: ………………………….

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DECLARATION

I, **Njogu Irene Wanjiku**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other university for a similar or a different degree award.

…………………………………………

Signature

……………………………….

Date

DEDICATION

This dissertation is dedicated to my family whom I wish to tell that education is a long life investment. Moreover, it is in the memory of my late parents who valued education and used their resources to educate their dependents.

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ABSTRACT

Satisfaction of teachers when carrying out their duties is important for the learners to benefit fully. This study examined factors affecting teachers' satisfaction in public secondary schools in Kenya, basing the same on Nanyuki municipality in Laikipia. The main objective of the study was to assess how three factors namely workload, opportunities in career advancement and regular performance appraisals affected teachers' level of satisfaction. To achieve the objectives of the research, both qualitative and quantitative methodologies were used to collect data. A total of 70 teachers were randomly selected from six institutions who responded to a questionnaire. The principals of the six institutions and the TSC County Director were purposively selected to give factual information. The study found out that government employed teachers were not enough in schools and that the gap is usually filled by BOM employed teachers. Also, the teachers in boarding schools were dissatisfied because they worked for more hours than those in day schools and that their pay was not commensurate with their contribution. Further, teachers needed some prescribed training that they would undertake in career development and failure of the same had resulted to dissatisfaction. Finally, the appraisal of performance was being supported, but teachers wanted to participate in the designing of tools for operations. Recommendations were that the role being played by BOM teachers was vital, and the government can give subsidies. Teachers in boarding schools do more work and there is need to recognize their contribution. All teachers should be scheduled to attend development courses to grow their careers. In line with the principle of participation embraced in governance in Kenya, the trade unions to be allowed to give input to enrich the performance management system.

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LIST OF ABBREVIATIONS

BOM   Board of Management

CBA   Collective Bargaining Agreement

CBE   Curriculum Based Establishment

HoD   Head of Department

KNUT   Kenya National Union of Teachers

KUPPET   Kenya Union of Post Primary Education Teachers

KCSE   Kenya Certificate of Secondary Education

MoEST   Ministry of Education Science and Technology

OUT   Open University of Tanzania

TDP   Teacher Development Programmes

TPD   Teachers Professional Development

TSC   Teachers Services Commission

CHAPTER ONE

1.0 INTRODUCTION

1.1   Overview

This chapter covers a brief overview of the background of the study and what will be covered therein. It will provide a holistic review of the underlying problem and set the research objectives. We will also look into the relevance of this research and how other quotas can adopt it.

1.2   Background to the Study

According to Greenberg (2012), job satisfaction refers to the way people feel about their job and its various aspects. It has to do with the extent to which people like or dislike their job. That is why job satisfaction or job dissatisfaction can appear in any given work situation. The term job satisfaction refers to the attitudes and feelings people have about their jobs. Pragmatic and favorable attitudes towards their jobs indicate job satisfaction. Negative and unfavorable attitudes towards the job portray job dissatisfaction (Beh and Loo, 2013).

It is clear that the teaching fraternity in Kenya has aspects that they do not like about their jobs, which explains why there are frequent strikes called by their unions from time to time (Ngugi, 2015). (Aziri (2011) noted that job satisfaction is under the influence of a series of factors such as the nature of the work, salary, advancement opportunities, work groups, management, and working conditions. Herzberg's two-factor theory explains that there are two sets of factors, which affect employee

behavior at work namely, dissatisfiers or hygiene factors related to the context of jobs and satisfiers or motivators related to the content of jobs.

Teachers' grievances in Kenya have been linked to inadequate remuneration, poor working conditions in some areas and work overload among others (Nagoya, 2015). Since the inception of Teachers Service Commission (TSC) in 1967, it became the single employer for teachers in the public sector for both Primary and Secondary levels. The unions namely the Kenya National Union of Teachers (KNUT) and later also the Kenya Union of Post Primary Education Teachers (KUPPET) have been engaging the TSC as the employer of teachers for better terms of service through collective bargaining (Duflo, Dupas, and Kremer, 2015).

The symptoms portrayed by teachers who are dissatisfied may range from basic professional misconduct like neglecting to give or/and mark practice exercises to the greatest one of staging a strike. When teachers keep away from their duty stations and refrain entirely from attending to learners, the learners do not cover the required content to enable them to tackle national examinations. Failure to cover material in class was widely linked with massive leakage of KCSE 2015 examinations (Daily Nation, 29 March 2016).

Within organizational research, job satisfaction tends to be a variable that is frequently studied. According to Aziri (2011), studies in the field are justified by the need to explore ways to reduce employee turnover, increase performance, as well as reward performing employees. Most studies also refer to the cognitive component of

job satisfaction as the feeling one has towards his or her occupation. There are always predictors to job satisfaction. One of the most notable predictors is the extent to which an individual's values are a match to his or her work reinforcers. Another type of a predictor is whether the job one performs can be matched to the individual's interests. Furthermore, job satisfaction can be predicted by the extent to which an individual's skills are a match to the tasks he or she is tasked to perform. Lastly, job satisfaction may stem from the capacity of an individual to attain work-related goals (Aziri, 2011).

Different scholars have outlined the different factors that affect teachers' satisfaction in public schools. Studies conducted in nations that are out of Africa reveal some factors, which influence job satisfaction. Collie, Shapka, and Perry (2012) and Song and Mustafa (2015) agree that emotional factors which constitute support from the school's administration affect teacher satisfaction. Collie, Shapka, and Perry (2012) further state that student behavior, compensation and benefits, and a conducive school atmosphere affect teacher satisfaction. Anastasiou and Papakonstantinou (2014) who states that working conditions have a bearing on teacher satisfaction, also supportsCollie, Shapka and Perry (2012)'s statement on the influence of conducive school atmosphere on teacher satisfaction.

In another research, Skaalvik and Skaalvik (2011) state that teacher job satisfaction is influenced by a resource that supports teaching and learning. Narayan (2016) argues that one's experiences as a teacher have a bearing on his or her satisfaction. In another research, Skaalvik and Skaalvik (2017) studied teacher satisfaction and what

motivated teachers to leave their profession. They analysed data using confirmatory factor analysis. The study found that dissatisfaction was among the reasons why some teachers left their profession. Neto, Rodrigues, and Panzer (2017) studied the relationship between entrepreneurial behaviour and teacher satisfaction. The study recruited participants using the snow-ball technique. The study concluded that there existed a moderate correlation between entrepreneurial behaviour and job satisfaction.

In the African continent, studies conducted in Nigeria also reveal multiple factors affecting teacher job satisfaction. In a research conducted by Iwu et al. (2018), it was discovered that salaries influence teacher satisfaction. Apart, from salaries, the study also revealed that opportunities for professional development also influenced their satisfaction. A study conducted by Wodon (2014) revealed that teacher salaries, performance assessment, working conditions, professional recognition, and interpersonal relations influenced teacher satisfaction. Mengistu (2012) carried out his research in Ethiopia and found that leadership qualities of school principals and management styles were a determinant of teachers' satisfaction.

Jinyevu (2013)shares that in Tanzania, teachers job satisfaction is dependent on factors such as working conditions, housing, number of students in a classroom, number of teaching subjects, the process involved in changing the curriculum, as well as the duration one stays in a rank.

In Kenya, various studies argue that salaries are a great determinant of job satisfaction. These studies include those conducted by Wangai (2012), Wachira

(2013), Gathungu and Wachira (2013), and Nganzi (2014). Other factors that these studies reported to influence job satisfaction include working conditions, professional recognition, and encouragement, staffing policies and the designation of roles.

In essence, the motivating factors that increase teacher satisfaction include sufficient levels of compensation and benefits, being professionally recognized the existence of opportunities for professional development and good working conditions. Other motivational factors involve having regular performance assessment and the position that one holds in the learning institution.

When teachers are not satisfied, the result is the suffering of the learners because they will not give their best to them. This is the more important reason why factors affecting teachers' satisfaction need to be studied to enhance their productivity in schools.

1.3   Statement of the Research Problem

Most adults spend half of their working life in job-related activities. The satisfaction they get from their job is an essential consequence of coming to work and a determinant of their behavior both on and off the job (Opatha and Mithani, 2016). It is evident that teachers in Kenya are dissatisfied owing to the frequent occurrence of disruptions of learning through strikes. Notably, in 1969, October of 1997, October of 2002, January 2009, and July 2013 are occasions when the teachers in Kenya have been involved in labor-related strikes. Further, in January and September of 2015, the

teachers were on a strike because their employer, TSC, and the unions were involved in a trade dispute that was finally resolved by the industrial court, the court of appeal, and the Supreme Court. It is no wonder that the Minister for Education in 2014 urged the teachers' unions to mind the loss of education for learners instead of dwell wholly on the clamoring for improved remuneration (Nabibya, 2014). Negative job satisfaction in the teaching fraternity is counterproductive, and education stakeholders should be on the alert to address teachers' grievances for effective teaching and learning in the sector.

It is against this background that factors affecting teachers' satisfaction need to be investigated to reduce teachers' grievances and incidences of industrial action. This study, therefore, seeks to find out factors affecting teachers' satisfaction in public secondary schools in Kenya.

1.4 Research Objectives

1.4.1 General Objective

To investigate factors affecting teachers' satisfaction in public secondary schools in Kenya focusing on Nanyuki Municipality,Laikipia county.

1.4.2 Specific Objectives

i) To investigate workload effects on job satisfaction among teachers.

ii) To investigate effects of opportunities in advancement on teachers job satisfaction.

iii) To examine the influence of regular performance assessment on teachers satisfaction.

1.5   Research Questions

1.5.1 General Research Question

What are the factors affecting teachers' satisfaction in public secondary schools in Kenya?

1.5.2 Specific Research Questions

i)   To what extent does workload affect job satisfaction among teachers?

ii) To what extent do opportunities in advancement affect teachers' satisfaction?

iii) To what extent does regular performance assessment influence teachers' satisfaction?

1.6   Relevance of the Research

The study managed to shed more light on factors affecting teachers' satisfaction in Kenyan public secondary schools. It specifically assessed factors such as teachers' workload, opportunities for advancement, and regular individual teacher performance. It sought to determine whether these factors caused dissatisfaction among teachers.

The findings of the study can be used by the teachers' employer to guide the proper formulation of policy that can aid in advancing teachers job satisfaction. Teachers unions may find it useful when negotiating for better terms and conditions of

employment for teachers. The study may also provide useful data to future researchers in the field of teacher job satisfaction in Kenya.

1.7   Organization of the Study

This study comprises five chapters. Chapter one explains background of the problem, statement of the problem, objectives of the study, research questions and significance of the study. Chapter two covers the literature review with the following subheadings, conceptual definitions, theoretical analysis, empirical analysis, research gap identified, conceptual framework, and the theoretical framework. Chapter three comprises the research methodology with the following headlines, research strategies, survey population, and area of the research, sampling, variable measurement procedures, and methods of data collection, validity and reliability, data processing and analysis, research limitations, the expected results of the study and ethical considerations.

Chapter four explains data presentation analysis and discussion. Chapter five explains the summary, conclusion and recommendations of the study.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1   Overview

This chapter covers the literature review on job satisfaction among teachers.

2.2   Conceptual Definitions

The following are the meanings of important concepts as used in this research.

2.2.1 Job Satisfaction

Job satisfaction is a combination of physiological, psychological, and environmental circumstances that cause a person to say that they are satisfied truthfully. Although job satisfaction is under the influence of different external factors, it still is an internal thing of how an employee feels. Greenberg (2012) defined job satisfaction as a combination of positive and negative feelings that workers have towards their work. Job satisfaction can also be defined as the measure to which an individual is satisfied with his or her job. The measure is often dependent on facets of the job such as supervision, flexibility, working relationships or workload. Job dissatisfaction can occur when one of these facets is improperly addressed.

2.2.2 Cordial Relationship

According to Kocer (2011), a warm relationship can be defined as a positive interpersonal relationship at the workplace. A cordial relationship often results in employees that are happier, creative, positive, and productive. Cordial relations are often a product of a propitiousatmosphere in the workplace which is inclusive of

effective and reflective communication, acknowledgment and appreciation of other people's occupation, and avoidance of conflict. It is also a product of other simple issues such as acknowledging the presence of other colleagues, talking to them using a respectful tone, and smiling while talking to diffuse any existing tension.

2.2.3 Working Conditions

According to Ladd (2011), the term working conditions cover a broad range of issues such as periods of rest that the employees are provided with and flexibility of working schedules. It also covers the appropriateness of the physical working environment that the teachers are provided with. Other examples of working conditions may include providing teachers with functional equipment to support their duties such as computers, blackboards, markers and chalks and adequately lit classrooms. Another example of a working condition is being stationed in a safe and secure area to teach. The area must be free of attack or insecurity such as violence and robbery.

2.2.4 Workload

Business dictionary (2018) defines workload as the number of work units or the amount of work assigned to a person over a given period. The teachers' workload includes the lessons assigned to them and all the other responsibilities in a week. For schools with boarding facilities, a workload may also refer to the amount of time teachers spend in school too in supervising students as well as the number of students that the teacher has to attend to in a given day. If the workload is too much that an individual has no time to rest, it can lead to a stressful work environment.

2.2.5 Professional Development

Professional development refers to the opportunities teachers get to learn and obtain professional credentials such as academic certificates, which include undergraduate, masters, and doctorate degrees. It also entails their attendance at work-related conferences and other informal learning opportunities (Darling-Hammond and McLaughlin, 2011). Professional development may also be attained through procedures such as coaching, mentorship, technical assistance consultations, and reflective supervision. Once a teacher goes through professional development, he or she is prepared to handle demanding responsibilities, increase their job grade as well as increase their salaries. Undergoing professional development is often a precursor for a promotion.

2.2.6 Performance Assessments

Performance assessment refers to a structured review of the job performance of the teachers. It is often conducted on a regular basis such as yearly, every six month or quarterly. They are meant to measure an employee's performance while comparing it to expectations (Darling-Hammond, 2010). The benefits of the performance assessments are that they potentially increase performance. The reason is that they are a useful way to communicate organizations expectations to employee performance. Additionally, they can be used in the determination of training needs that employees in a company have, hence increasing their skills and capabilities.

2.2.7 Professional Recognition

According to Danish and Usman (2010), professional recognition refers to the formal

recognition of a teacher's professional status. Therefore, such recognition follows that the teacher will be treated as per professional standards and rights. Professional recognition often plays an important role in motivating, improving the self-esteem of an individual. In Kenya, professional recognition of a teacher may come from other colleagues, students, parents, and the government. In professional recognition, teachers would often like to feel their jobs are as important as others. They would always like to feel that their input is contributory to national goals.

2.3   Theoretical Analysis

The study will be guided by two motivation theories namely, the Equity theory and the Abraham Maslow's hierarchy of needs. Equity theory shall be used to explain that employees expect to be given a total remuneration that is commensurate with their contribution, failure to which may result in dissatisfaction. Likewise, the Maslow theory will be used to explain that employees' satisfaction will be realized when specific needs are met while in employment. The theories are related to the study since they discuss how satisfaction is attained. Thus, they can be used to present elements that cause dissatisfaction.

2.3.1 The Equity Theory of Motivation

The Equity theory of motivation aims to explain the way that employees prefer "fair rate for the job." Stacy Adams initially developed the theory in the 1960's. The theory stated that individuals compare what they contribute to the employment relationship and what they receive from its return. Contributions include effort, skills, training, and seniority while returns are pay, fringe benefits, recognition,

status, and promotion. Employees compare their contributions and returns with those

of other employees and if dissatisfied by the comparison, will reduce their effort,

seek a pay rise or promotion or attempt to reconcile their dissatisfaction either by

rationalizing the returns between themselves and others. It can also be done by

selecting another reference group to compare themselves (Prowse and Prowse,

2010). Equity theory demonstrates that individuals are concerned with not only the

total reward package employees get but also how this compares with what others

who are in a similar position receive. This theory also asserts that employees are

more motivated where they perceive rewards are fairly distributed among people.

Individuals who perceive that there is a deficit in rewards will express anger or

dissatisfaction and those receiving more than others; a feeling of guilt develops

(Lunenburg, 2011).

Equity theory is a theory of individual motivation that predicts individuals will make

different assessments about the equity of their rewards at work. It is also a theory

about how groups are motivated as far as it assumes individualized motivation is

fundamentally connected with judgments about the equity with which other

comparable people or reference groups are treated. It predicts that individuals will

seek to maximize equity so that a good pay will naturally follow good work and vice

versa. However, the theory seems to be vague for there are multiple psychological

and demographic variables that influence people's perceptions of fairness.

This theory can be used to explain the behavior of teachers in Kenya as a group, who

must always compare their contribution and returns with other similar government

employees. The KNUT and KUPPET assume the vital role of negotiating a fair wage and good terms and conditions for teachers with the employer. Teachers will be dissatisfied with their jobs when they feel that their contribution is way above the returns they get.

Therefore, based on the theory, the study will seek to assess the satisfaction of teachers in public secondary schools in Nanyuki, Laikipia County basing the same on their contributions and what they receive in return. Teachers invest a lot in the acquisition of relevant skills, experience and many working hours and they expect to be remunerated regarding basic pay, fringe benefits, recognition, and promotion in a way that is commensurate with that effort. Failure to realize the above may be a source of negative satisfaction.

2.3.2 Maslow's Hierarchy of Needs

According to Sadri and Bowen (2011), Maslow's Hierarchy of Needs is a theory of motivation which encompasses five human needs which are illustrated in a pyramid. The theory was brought forward by Abraham Maslow through an article that he wrote titled 'A Theory of Human Motivation' in 1943. Since its inception and up to 1987, Maslow continued to restructure his theory by adding other human needs to the theory. Initially, Maslow proposed five human needs which included biological and physiological needs, safety needs, love and belongingness needs, esteem needs and self-actualization. After restructuring the theory, cognitive, aesthetic and transcendence needs were added.

In the hierarchy of needs, physiological needs include items that are valuable for one's survival. They are basic requirements that one cannot live without. They include food, water, air, clothing, and medication. Secondly, safety needs are the need for people to have some basic control over their lives. These needs include finding a job for financial security, obtaining health insurance for health and wellness and having a savings account in preparation for future uncertainties. Social needs are the needs for social relationships such as friendships, a family, and a relationship. These relationships help avoid issues such as anxiety, depression, and loneliness. Esteem needs are the needs for appreciation and respect for what one does, and self-actualization needs are the needs for personal growth.
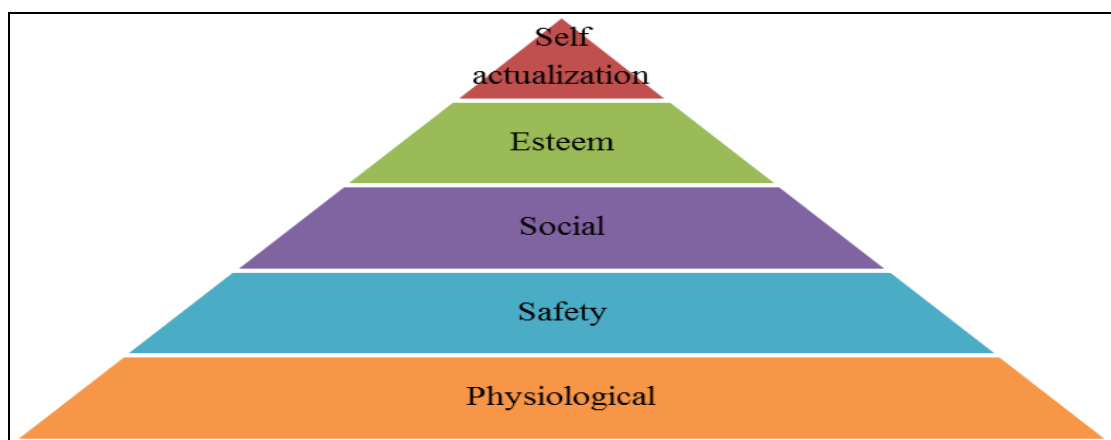
Figure 2.1: Maslow's Hierarchy of Needs

Source: Maslow's Hierarchy of Needs developed in 1943

The theory, however, seems to possesses a gap since it was founded on ethnocentrism. It also does not illustrate the differences between social and intellectual needs of persons and also fails to demonstrate the differences between persons in collectivist and individual societies (Fallatah and Syed, 2018).

Safety needs are met when there is job security, pension plans, insurance plans, safe and healthy working conditions or likewise not met when individuals have a fear that they can be laid off and arbitrary management actions. In pursuit of more satisfying higher-level need, individuals will seek to be recognized and allowed to present their wishes and seek support to realize their full potential. On behalf of the teachers in Kenya, the teachers' unions have sought to realize the satisfaction of needs for the teaching fraternity when they find it lacking.

2.4   Empirical Analysis of Relevant Studies

2.4.1 Studies outside Africa

Song and Mustafa (2015) conducted a study whose aim was to examine the level of job satisfaction among science teachers in high schools in the State of Texas. The research collected qualitative data from 50 interviews undertaken with 50 high school principals and 385 surveys from teachers who worked in the schools. The findings of the research were that a teacher's job satisfaction did not have any relationship with the school size or the number of science teachers the school had. The research also found that new teachers indicated that they were in need of emotional support since lack of it led to job dissatisfaction. However, the findings by Song and Mustafa (2015) cannot be generalized and applied to the Kenyan contexts since variables that affect education and teaching in the country are different from those of Kenya by being a developed country.

Further, the study was limited to only one satisfaction variable which is emotional support. Skaalvik and Skaalvik (2017) studied how school context variables and

working conditions influenced job satisfaction. The study recruited 546 Norwegian teachers and evaluated data using SEM analysis of latent traits. The results of the study were that different dimensions of job demand and teacher satisfaction influenced teacher satisfaction.

A survey done by Higton et al. (2017) revealed that increased workload inside and outside the classroom had led to longer working hours for teachers in England. They had also faced more demanding employers whether head teachers, academy bosses or school inspectors. In secondary schools particularly, teachers worked an average of 54.5 hours while the senior leaders worked for 60.0 hours, which was remarkably heavy workload per week.

In another study, Narayan (2016) undertook a study that assessed perceptions on teacher satisfaction towards their career in teaching 8th-grade mathematics in Australia. The study recruited 802 participants whose responses were subjected to statistical tests and used exploratory factor analysis. The study discovered that female teachers had more career satisfaction and that the more experienced a teacher was, the more the challenges he or she encountered. Narayan (2016)'s findings were limited in scope and therefore cannot be generalized since it focused on only eighth-grade mathematics teachers in a school in Australia. The results, therefore, cannot be representative of occurrences among Kenyan teachers.

Anastasiou and Papakonstantinou (2014) undertook a study that assessed job satisfaction among teachers in secondary schools in Greece. The study used a survey

as a methodology, which recruited 413 participants. The study revealed that the teachers were satisfied with their jobs. Specifically, they were satisfied with the nature of their work, their role in helping other students and their ability to work. Additionally, it was discovered that the teachers were not satisfied with their working conditions. Though this research studied the factors that affected teacher satisfaction, it did not focus on the specific areas that this proposal intends to explore such as performance appraisal, opportunities for professional advancement and workload.

Skaalvik and Skaalvik (2011) examined the factors that are conducive when seeking to maintain a quality teacher workforce in areas that are impacted by low resources in China. Data was collected through a survey with respondents who were teachers, school principals, and village elders. The finding of the research was that there was a need to provide attention to social aspects that affect teachers. It also found out that teachers tend to be satisfied with schools that possess resources that support teaching. Though the study examined factors that affected teacher satisfaction such as supervisory support, value consonance, relationships with colleagues and parents, time pressure and discipline of the students, it did not focus on the core objective of this research proposal.

In another research, Collie, Shapka, and Perry (2012) examined factors that are associated with teacher satisfaction. It examined factors such as salary, teacher's background, working conditions, and the school. The study used a survey to collect data. The findings were that the administration supported the working conditions that resulted in satisfied teachers, good students 'behavior, and a conducive school

atmosphere. It also found that compensation was moderately related to teacher satisfaction. However, the result provided by Collie, Shapka, and Perry (2012) cannot be generalized since the authors' state that the participants in the study were unique in such a way that they appeared not representative of the targeted population hence leading to possible bias.

2.4.2 Studies in African Countries

In another research, Korb and Akintunde (2013) embarked on an empirical investigation of job satisfaction among teachers in Nigeria. The study specifically sought to determine the factors that contribute to teacher satisfaction. The study used a questionnaire to collect data and enrolled 117 teachers as participants and asked them questions about several factors relating to satisfaction. The study found that on average, the teachers were satisfied with teaching as a profession. It also discovered that monthly salaries were not significantly related to satisfaction. The study also found that those who chose a teaching career as a last resort were the most dissatisfied with the profession. The research findings cannot be generalized since the study sample was too small. In another research conducted in an African country, Iwu et al. (2018) sought to understand, the determinants of job satisfaction among teachers in Nigeria. The research sampled responses from 547 teachers from 23 schools. The researchers discovered that growth opportunities, teachers' salary, and responsibilities were the determinants of job satisfaction. The study had a gap since it did not investigate how workload, opportunities for advancement and regular performance appraisal affected job satisfaction. In another article by Wodon (2014), sampled surveys on the determinant of teacher's satisfaction in sub-Saharan Africa.

When teachers were asked what matters most to their satisfaction, they stated professional recognition, interpersonal relations, compensation and benefits, the principal's leadership qualities and supervision. They also stated that regular performance assessment and working conditions influenced their satisfaction. Though the research studied performance assessment, it did not expound on workload and opportunities for advancement.

Mengistu (2012) investigated the factors influencing job satisfaction among teachers in Ethiopia. The research was conducted using a mixed method sequential experimental design. A simple random sample was used to recruit 300 teachers as participants.

The research results revealed that teachers were significantly dissatisfied with many areas of their work. One of the most dissatisfying factors that they reported was insufficient compensation and benefits. Another area that they reported was unsatisfactory was the lack of opportunities for advancement and the management style that their superiors employed. The research also reported that teachers who had more than 21 years of experience were more satisfied compared to those who had less than 21 years of experience. While this research studies factors affecting teacher satisfaction, it presented a gap by not exploring the objectives that this research proposal is pursuing.

2.4.3 Studies in East Africa

Munyengabe and Yiyi (2016) conducted research whose aims were to correlate the teachers" motivation and job satisfaction in Rwanda. It was also aimed at identifying

the factors that were associated with job satisfaction. He, therefore, undertook a cross-sectional study that begun in February and ended in April 2016. The researcher sent questionnaires with a validity of 0.9 to respondents for data collection. The research discovered that job satisfaction was fair among the teachers. The research also discovered that there was influence satisfaction among the teachers. These factors included promotion and incentives, levels of supervision, opportunities for professional advancement, financial rewards, and workloads. While this research studied factors affecting teacher job satisfaction, including opportunities for professional advancement and workloads, it did not include performance appraisals.

Nyamubi (2017) conducted a study that examined teacher job satisfaction in Tanzania. It specifically sought answers on the factors that determine satisfaction among teachers. The study used focus group discussions as its data collection tool and focused on eight secondary schools in two different regions in Tanzania. The study found that teachers are satisfied with both monetary and non-monetary incentives. An example of a non-monetary incentive that teachers are satisfied with is community support. The study also found that teachers were satisfied with opportunities for professional advancement and remuneration that equaled their workload. Professional recognition was also a factor that influenced their satisfaction. The study was limited in its thematic analysis. Likewise, Ngimbudzi (2009) studied the factors that are associated with teacher job satisfaction. He enrolled 162 participants in the study and collected their responses using questionnaires. The researcher presented his findings using descriptive statistics. The results of the survey indicated that teachers tend to be satisfied with their jobs if there

are social benefits, support from the administration and meaningfulness of their occupations. The study also revealed that there were significant differences in job satisfaction among teachers concerning age, gender, the type of school and location of the school. It, however, found that marriage had no significant difference in job satisfaction. The research results cannot be generalized since it used a small sample of respondents.

2.4.4 Empirical Studies in Kenya

Wangai (2012) examined factors affecting job satisfaction among teachers in public secondary school in TaitaTaveta County, Kenya. She sought to examine whether there was a relationship between teacher satisfaction and variables such as age, gender, student performance, and academic qualifications. Data collected was taken through content analysis. Out of the sampled respondents, only 21% were satisfied with their job. Salary was also ranked as the most determining factor for satisfaction. It also found no significant differences between the variable analyzed and teacher's satisfaction. The research recommended that for teacher satisfaction to be increased teachers should be better rewarded. The findings by Wangai (2012) extensively focused on teacher salaries. It, therefore, presented a gap for focusing on workload, opportunities for advancement and performance appraisal. In another research, Nagoya (2015), conducted research whose objectives were to examine the extent which working conditions, compensation, a teacher's educational qualification and how the amount of work influence job satisfaction in public schools in Kayole, Nairobi County. Using a descriptive design survey the research collected primary data and employed simple random sampling to recruit teachers as participants. The

findings of the research were that 32% of the teachers were dissatisfied with the workload they had. Another 65% were not satisfied with the salaries they received. Another 46% of the respondents stated that they were not satisfied with the conditions of their classroom. From this survey, a gap on focusing on opportunities for advancement and performance appraisal can be identified since this study did not focus on them. Moreover, Nganzi (2014) conducted a study whose aim was to investigate satisfaction among teachers in Langata, Nairobi County.

It specifically investigated the factors that influence motivation. The research conducted used both qualitative and quantitative research design and used a descriptive survey to collect data. The research sampled responses from 30 teachers in public secondary schools and 50 teachers in private secondary schools. The results of the research were that salary was the greatest determinant of satisfaction among the teachers. The teachers also reported that they were satisfied with recognition and encouragement.

Like other studies reviews before, this research left a gap by not examining how workload, opportunities for advancement and performance appraisals influence teacher satisfaction. Gathungu and Wachira (2013) undertook research whose objectives were to identify the factors that influenced job satisfaction on the performance of principals of secondary schools in Mombasa, Kenya. It also assessed whether job satisfaction affected job performance among the principals. The study collected data using questionnaires that were administered to 37 school principals. The findings were that 66.6% of the principals were dissatisfied with their

compensation and benefits. The study also revealed that 63.3% of the principals stated that job satisfaction affected their performance. The principals stated that one of their major causes of dissatisfaction was undisciplined students and uncooperative parents.As with other studies reviewed, this research left a gap by not examining how workload, opportunities for advancement and performance appraisals influence teacher satisfaction.

In another study conducted in Homa-Bay, Kenya, Ogal et al. (2015), sought to examine the relationship between employment factors that contribute to job satisfaction among teachers. Their research was focused on public secondary schools in Homa-Bay. The researchers collected data using the Minnesota Satisfaction Questionnaire and later analysed using descriptive statistics. The results of the study were that the factors that affected job satisfaction in high performing educational institutions were appreciation and recognition, staffing policies, and role designation. The study also found that these employment factors had a 22.5% effect on job satisfaction. It also found that academic performance in these schools was dependent on teacher satisfaction. The research results also lefts a gap for future research since it did not examine workload, advancement opportunities, and performance appraisals.

 Lastly, Wachira (2013) studied the job satisfaction levels of science teachers in high schools situated in Murang'a. The research used a descriptive design and questionnaires to collect information. The study revealed that the teachers were highly dissatisfied and they would leave teaching if they had the chance. The

teachers stated that the primary reason for leaving the profession was their salaries. They noted that the amount of sick leave or paid vacation they received was insignificant. They also stated that important factors that influenced their job satisfaction included salary and other benefits, opportunities for professional development and job security. While this research studied opportunities for professional development, it did not study workloads and performance appraisals thus creating a gap.

In summary, some factors affect teacher job satisfaction. For instance, Song and Mustafa (2015) and Collie, Shapka, and Perry (2012) seem to share a similar perspective that teacher satisfaction is affected by emotional factors. Furthermore, to emotional factors, Collie, Shapka, and Perry (2012) reveal that salaries, benefits, student discipline and working environments are determinants of teacher satisfaction. Like Collie, Shapka, and Perry (2012), Anastasiou and Papakonstantinou (2014) state that working condition affects teachers' satisfaction. In another study, Skaalvik and Skaalvik (2011) reveal that teacher job satisfaction is also influenced by the availability of learning resources while Narayan (2016) shares that teacher experiences impact their satisfaction.

Iwu et al. (2018) and Wodon (2014) conducted studies which revealed that salaries are a determinant of teacher satisfaction. Wodon (2014)'s findings were however extensive as it revealed other factors that affected teacher satisfaction such as performance assessments, conditions of the workplace, interpersonal relations and professional recognition. Another researcher, Mengistu (2012) fascinatingly revealed

that the leadership qualities of school principals affected teacher satisfaction. Also, Jinyevu (2013) shared that housing, the number of students per class, number of lessons per week, duration of working in one rank influenced satisfaction. Studies conducted by Gathungu and Wachira (2013), Nganzi (2014) and Wangai (2012) and Wachira (2013) reveal that salaries are a great determinant of teacher satisfaction.

2.5   Research Gap Identified

Many scholars have researched the variables that affect secondary schools teachers' satisfaction in Africa and outside as the empirical literature reveals. The variables most researched are working conditions, remuneration and students performance. This research seeks to focus on opportunities for professional advancement, performance appraisals, and workload in assessing job satisfaction among teachers because not much has been done on them especially in Kenya.

Although Nagoya (2015) carried out a research on workload in Kayole Nairobi county that revealed that 32% of teachers were dissatisfied with the workload, we would like to check whether the same applies to the teachers in Nanyuki, Laikipia county.

2.6   Conceptual Framework

Under this heading, the variables in the research topic are discussed showing their relationships.

A conceptual framework is a visual or written product, one that explains, graphically or in a narrative form, the main things to be studied –the key factors, concepts or variables and the presumed relationship among them (Shields and Rangarajan, 2013). Teachers' job satisfaction will depend on the effectiveness of the independent variables namely job workload, opportunities for professional advancement and performance assessment.

For instance, teachers' job satisfaction can be realised when the remuneration of teachers is commensurate with teachers' workload. Likewise, teachers denied opportunities for career growth are likely to be demotivated, and this affects satisfaction.

Independent variables   **Dependent Variable**

- Workload
- Opportunity for professional advancement
- Performance assessment

Teachers' job satisfaction
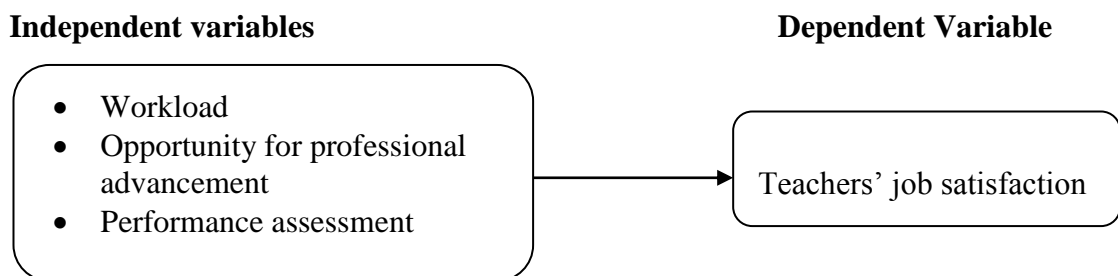
Figure 2.1: Conceptual Framework

Source: Author, 2018 based on Findings from the Empirical Literature Review.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Overview

This chapter on methodology covers the following subtopics, research strategies, sampling designs and procedures, variables and measurements procedures, methods of data collection, data processing and analysis, research limitations, ethical considerations and the expected results of the study.

3.2 Research Strategies

3.2.1 Research Philosophy

This research used a research philosophy called positivism. Research that uses positivism is founded on the beliefs that reality is stable and can be described from an objective viewpoint. The research philosophy allows repetitions based on realities and observations that have been previously observed and explained (Aliyu et al., 2014).

3.2.2 Research Design

The descriptive research was used in this study. Descriptive research studies are those studies, which are concerned with describing the characteristics of a particular individual or a group. This method is good for all studies requiring specific predictions, with a narration of facts and characteristics concerning an individual, group, or situations (Abdulghani et al., 2014). The benefits of using this research design are manifested in the way it provides the ability to integrate qualitative and

quantitative methods of data collection. It is also less time consuming compared to other research designs. However, descriptive research has weaknesses such as being unable to test a research problem statistically. It, therefore, may result in some level of bias. Also, descriptive research may also not be helpful in establishing the cause of the subject being studied. Also, the descriptive research cannot be used when disapproving a hypothesis (Abdulghani et al., 2014).

3.2.3 Survey Population

Mbwesa (2008) defined the target population as the entire groups of people, events, or things that the researcher wishes to investigate. The study targeted teachers from 10 public secondary schools in Nanyuki.210 teachers were targeted to be respondents to this study. One officer was targeted from the TSC at the level of county director.

3.2.4 Area of the research

The actual place of the research was in Nanyuki Municipality in Laikipia County. This is an urban setting with some schools being day and others boarding. Nanyuki was selected for the ideal study of this nature because it was felt that it could bring out easily the underlying factors causing dissatisfaction among teachers in the hope that teachers are likely to be more liberalized to open up because of a lot of awareness.

3.3   Sampling Design and Procedures

Out of the ten schools in the municipality with a target population of 210 teachers, purposeful sampling was done to include day and boarding schools. Six schools were

selected for the study. To obtain a sample of the teachers, the researcher used the 20-30% suggested by Punch (2013).

Table 3.1: Sampling Size

Target	Number	Sampled
TSC County Director	1	1
Principals	10	6
Teachers	210	72

The researcher sampled 72 teachers who were about 30%. In sampling these numbers from the schools, between 20% and 50% of the total TSC teachers in every school were sampled. The researcher used quota sampling (Nabibya, 2013). The purposeful method was used to select the TSC county director to help in getting the information that was needed for the study. Likewise,the principals were also purposefully selected to take care of categories of institutions, mode of learning and students gender.

3.4   Variables and Measurement Procedures

The research instruments used in this study included a questionnaire, which is considered the most suitable research instrument for descriptive research design (Abdulghani et al., 2014). Questionnaires were used to gather information from the teachers. Most of the questions the teachers answered were about the independent variables and assisted in assessing the level of satisfaction among teachers in public secondary schools in Nanyuki municipality.

Questionnaire as a research instrument was preferred because it is free from the bias of the interviewer, cheap, can reach respondents more even through the post and can

collect data from a wide population (Abdulghani et al., 2014).To assist the collection of data on the role of the teachers' employer a senior TSC officer was interviewed. The interviewer asked the respondent some pre-determined questions. Secondary data from books, journals, and public records were used to collect information on the independent variables. Information from unpublished data like letters was also considered. The variables which affect satisfaction include workload, opportunities for advancement and performance assessment. These variables were measured differently. For instance, the workload was measured by the number of lessons a teacher teaches in a week and the number of other responsibilities allocated to him or her, opportunities for advancement was measured using the number of training and promotional opportunities that improve the grade or/and increases responsibilities while performance assessment was measured using their frequency in a year.

3.5   Data Collection Procedures

Research permit was sought from the National Council of Science and Technology-Kenya. Additionally, the TSC county director, Laikipia County was notified through a formal visit to his office before proceeding to schools to get information from teachers. A letter was also written to the principals putting the request alongside the questionnaire. The assistant researcher visited the schools, administered the instruments to the respondents, and collected them at an agreed time. The researcher obtained consent from the respondents. All the respondents were informed of their information confidentiality as purely for academic purposes only. They were also informed that they could opt out of the questionnaire at any level without any consequences.

3.6 Data Processing and Analysis

Abdulghani et al., (2014) noted that processing implies, editing, coding, classification, and tabulation of collected data so that they are amenable to analysis. The term analysis refers to the computation of certain measures along with searching for patterns of relationship that exist among data groups. Data on the questionnaire was edited to correct errors and omissions.The data from the questionnaire was, therefore, analyzed quantitatively with percentages, as was found necessary. The qualitative data mainly from the interview was also analysed and checked for similarity or differences with known theories and facts from the literature reviewed.

Abdulghani et al. (2014) further added that a structured interview happens to be the control technique of collecting information in case of exploratory or formularized research studies. Therefore, the interview schedule was analyzed based on the facts that were provided.

3.7 Validity

Validity is the degree to which results obtained from the analysis of the data represents the phenomenon under study. Validity refers to a degree to which a method, a test or a research tool measures what it is supposed to measure (Punch, 2013). It assesses the extent to which the results obtained in the study sufficiently reflect the concepts being studied. Validity is often an essential subject since it analyses whether the exploration is providing answers to the research question. It also analyses whether the answers are provided using an appropriate manner.

3.8 Reliability

Reliability refers to the measure of the degree to which research instruments yield consistent results (Punch, 2013). Reliability was also measured using Cronbach Alpha, which measured internal consistency to determine how closely the items in the data collection tool were related. It was also measured using internal consistency, which assesses the consistency of people's responses in research. Lastly, it was measured using inter-rater reliability which measures the extent to which different rater is consistent in their judgment. The values of the Cronbach Alpha are any numbers between 0 and 1. The Cronbach Alpha may have negative values which indicate that there was an error with the data. The rule of the thumb regarding the test is scores less than 0.5 unacceptable, 0.5-0.6 poor, 0.6-0.7 questionable, 0.7-0.8 acceptable, 0.8-0.9 good and above 0.9 excellent.

The mean Cronbach alpha is 0.864.Since the Cronbach alpha is between 0.8 and 0.9, the items selected for the analysis prove good according to the rule of thumb scores scale. The study was reliable for making appropriate inferences. Lastly, this showed that the questionnaire items were reliable for the study.

3.9 Research Limitations

The research was limited by time because of the set time schedule and inadequate financial resources. This further limited the sample size selected to a small number from the target population.

3.10 Ethical Considerations

The research guaranteed full confidentiality and secrecy to the respondents. Therefore, the data collection tools were coded thus not revealing the names of the respondents. Besides, the respondents were asked to give consent to ascertain that they were duly informed of their participation in the study. The research avoided plagiarism by accrediting sources from where ideas are lifted. It also avoided paraphrasing sources without giving credit.

CHAPTER FOUR

4.0 RESEARCH FINDINGS AND DISCUSSION

4.1   Overview

The main goal of the study was to assess the factors affecting teacher's satisfaction in public secondary schools using a case study of the learning institutions in Nanyuki Municipality, Laikipia County. This chapter presents and discusses the result from both quantitative and qualitative data. The researcher had prepared one structured questionnaire for the teachers and an unstructured questionnaire for the principals. An interview schedule was prepared for the TSC County Director. The data from the unstructured questionnaires and the interview schedule were analyzed based on the three specific objectives areas of study. This chapter is organized under subsections guided by the research questions as outlined in the questionnaires.

4.2   Response Rate

All the 6 heads of institutions sampled responded, and the TSC County Director was interviewed as planned. A total of 72 questionnaires were issued to teachers, and 70 were collected back giving a response rate of 97.2%. The high response rate is justifiable and was beneficial to the research since it eliminates the possible occurrence of sampling bias as well as nonresponse bias (Fosnacht et al., 2017).

Table 4.1: Response Rate

Respondents	Sampled	Frequency	Percentage
TSC County Director	1	1	100%
Heads of Institution	6	6	100%
Teachers	**72**	**70**	**97.2%**

4.3   Learning Institutions' Information

The study sought to establish the teaching-learning status of all the 6 sampled institutions as in the Curriculum-Based Established, TSC teachers, BOM teachers, student population, students' gender and the category of schools. These institutions are Inooro, Loise, Thingithu, Airbase, Garrison, and Nanyuki. This information is necessary to help determine the teachers' workload, examine whether teachers had been given opportunities for advancement that appropriately commensurate their institutions and if the status of schools may have an impact on the satisfaction of teachers.

4.3.1 Curriculum Based Establishment (CBE) in Secondary Schools

All public secondary schools have a single employer for teachers, the Teachers Service Commission. The Commission has a determined number of administrators and teachers required against the student population, which is commonly referred to as CBE. It also stipulates that an ordinary teacher is assigned 27 lessons per week. Table 4.2 below indicates the ideal staffing of schools with administrators and teachers where above the CBE number means overstaffing and below means understaffing. A school engages teachers under the employment of the BOM when there is a shortfall.

4.3.2 The CBE, TSC Teachers and BOM Teachers in Sampled Schools

The findings showed that Inooro had the CBE of 28, TSC teachers were 29, and BOM teachers were 0 hence a TSC staffing status of 103.5%. The Loise School had a CBE of 19, TSC teachers were 16, and BOM teachers were 2 converting to TSC

staffing status of 84.2% and BOM status of 11.1%. Likewise, it was found out that Thingithu had a CBE of 19, TSC teachers were 18, BOM teacher was 1 resulting to TSC staffing status 94.7% and BOM staffing of 5.2%. Airbase school had a CBE of 26, TSC teachers were 11, and BOM teachers were 9 converting to TSC staffing status of 55% and BOM status of 45%. Garrison school had CBE of 9, TSC teachers were 8, and BOM teacher was 1 resulting to TSC staffing status of 88.8% and BOM teachers' status of 11.1%. Nanyuki school CBE was 46, TSC teachers were 43, BOM teachers were 3, converting to TSC staffing of 93.4% and BOM staffing of 6.5%.

The schools had 86.6% staffing by TSC or government teachers with only Inooro having ideal staffing. The other 5 schools had engaged BOM teachers to fill the gap without which the schools would have suffered in curriculum delivery and heavy workload for teachers. These BOM teachers are filling 13.2% gap. The TSC staffing deficit is 22 teachers, 16 teachers are filled by the BOM and still leaving a gap of 6 teachers unfilled. The findings are illustrated in Table 4.2.

Table 4.2: TSC and BOM Teachers

	Inooro	Loise	Thingithu	Air Base	Garrison	Nanyuki	Totals
CBE	28	19	19	26	9	46	147
TSC Staffing	29	16	18	11	8	43	125
TSC Staffing in %	103.5%	84.2%	94.7%	55.0%	88.8%	93.4%	86.6%
BOM Staffing	0	2	1	9	1	3	16
BOM Staffing %	0	11.1%	5.2%	45.0%	11.1%	6.5%	13.2%

The data in table 4.2 show that there is an unfilled gap of 6 teachers in Airbase school. The occurrence implies that workload for each teacher in the school is higher compared to other schools. They, therefore, teach more than the average 27 lessons per week. They also have more books to mark and more students to supervise over in

a day. In the other schools, staffing requirements have been sufficiently met. It, therefore, means that the workload is within the required threshold of 27 lessons per week.

4.3.3 Schools Category, Mode of Learning, Student Population and Gender

Public secondary schools are put in four categories, as national, Extra County, County, and Sub-county in that order denoting the level of infrastructure provided and the capacity for admission of many students. Most sub-county schools are for day scholars while the rest are usually for boarders. In our sampled schools, Nanyuki was a national school, Loise was Extra County both as boarding, and the rest were sub-county schools and day schools. Inooro doubled as day and boarding school. The student population in schools was Inooro with 520 students, (440 boys and 80 girls); Loise with 404 girls; Thingithu with 330 (298 boys, 32 girls); Garrison with 199 (117 boys, 82 girls) and Nanyuki with 774 boys. It was evident that the national and extra county schools were one sex only while the rest were mixed in gender. It follows that these are the same schools that teachers spend more time, especially in the evening and weekends. It, therefore, implies that in these schools teachers have an increased workload compared to the others.

Table 4.3: Schools Category, Mode, Student Population and Gender

	Inooro	**Loise**	**Thingithu**	**Air Base**	**Garrison**	**Nanyuki**	**Totals**
Category	Sub County	Extra County	Sub County	Sub County	Sub County	National	
Mode of Learning	Day	Boarding	Day	Day	Day	Boarding	
Student Population	520 B: 440 G: 80	404 Girls	330 B: 298 G: 32	490 B: 296 G: 194	199 B: 117 G:82	774 Boys	B: 1565 G: 1254 Tt: 2819
Sex	Mixed	Girls	Mixed	Mixed	Mixed	Boys	

4.4   Demographic Information of Respondents

4.4.1 Gender of Respondents

Findings indicate that 52.9% were male while 47.1% were female which is a fairly

an equal representation of both genders in the teaching profession. Both boys and

girls students have good role models. Gender representation in this study fulfills the

30% constitutional requirements expected in public nomination, and therefore it is

not a source of dissatisfaction among respondents who are teachers. (Constitution of

Kenya, 2010).

4.4.2 Type of School

Respondents were asked to specify the type of school they taught, whether day or

boarding. The results were that 55.7% of teachers were in boarding schools while

44.3% were in day schools. It was clear that more teachers were in the two boarding

schools serving 1178 students and fewer teachers in the rest of the four mainly day-

schools serving 1641 students. Boarding school had higher students' population

compared to day-schools and teachers had more responsibilities. The type of school

affected teachers' satisfaction where boarding schools with higher institutional

category like national and Extra County are known to have a broad curriculum, and

more teacher working hours than day schools due to supervised preps both in the

morning and evening and supervison of routine activities such as evening meals and

breakfast, table 4.8 has the details.

4.4.3 Respondents' Education Level

The level of education for the respondents was highest in degree at 81.4%, diploma

at 11.4% and lastly 7.2% for masters of education holders. Diploma or degree is entry grades in the teaching profession at the secondary level. With time, teachers advance in their level of education even to the master's level. Majority of the teachers, degree level and above at 88.6% had invested a lot of resources in acquiring desirable knowledge and skills. If their employer failed to recognize the effort, it could adversely affect satisfaction among teachers and vice versa. There is a direct relationship between job satisfaction and the level of a teacher's education.

4.4.4 Teaching Experience

The researcher sought to find out the teaching experience of the respondents. The results were as follows; those with more than 15 years' experience were the majority at 51.4%, between 11-15 years at 15.7%, between 6-10 years at 18.6% and lastly between 1-5 years were the least at 14.3%. It is clear that the teaching profession has high retention rates of employees probably because of attractive policies for older teachers like medical covers, leaves, and pension after retirement. The high retention rates are a manifestation of teacher satisfaction. The high retention rate of staff manifests satisfaction, and young people only get a chance of joining when the old exit. This explains why those with the least experience of 5 years and below were the fewest.

4.4.5 Institutional Administrators

The secondary schools have three levels of administrators, namely the principals, deputy principals and senior masters as illustrates in table 4.4. Of the 70 respondents, 27 or 38.6 % were administrators, which was an optimum number. Appointment to

an administrative position is a recognition that brings satisfaction to teachers and promotion as well.

Table 4.4: Appointment of Administrators in Secondary Schools

Category of Institution	Principal Grade	Deputy Principal Grade	Senior Master Grade
Sub county and All Day Secondary School	Principal T-13	Deputy Principal II T-11	Senior Master III T-10
County School with minimum enrollment of 540 students	Senior Principal T-14	Deputy Principal II T-12	Senior Master II T-11
National and Extra Country Schools with Minimum Enrollment of 1000 students	Chief Principal T-15	Deputy Principal I T-13	Senior Master I T-12.

4.5 Opportunities for Advancement

4.5.1 CBA between TSC and Unions 2017-2020

The teachers' unions, KUPPET and KNUT negotiated with TSC and signed a Collective Bargaining Agreement (CBA) that took effect from 1/7/2017 and shall be effective progressively for four years. The agreement covered all teachers in the employment of TSC for changes in grades and salary hike, and a large number were elevated to become administrators. This information is contained in TSC circular No.28/2017 entitled "implementation of phase one of the CBA for teachers (1st July-30th June 2018). Through this CBA all teachers deployed to perform administrative duties as at 30th June 2017 were converted to administrators by way of confirming their posts as principals and deputies. Besides, all secondary school teachers in job group "M" and "N" who were neither principals nor deputy principals were designated as senior masters or appointed as deputies to fill existing vacancies. Senior master was a new third tier administrative post where the appointee is in charge of department or group of departments. Further, all teachers who were in Job

group "P" and neither principals nor deputies were immediately appointed in these grades and deployed to institutions.

4.5.2 Identification and Deployment of Administrators

Appointment to levels of higher responsibilities became an excellent motivation for teachers. The findings were consistent with Wangai (2012) on higher responsibilities becoming an excellent source of motivation. Of the sampled 70 respondents, 27 or 38.6% were administrators, and 43 or 61.4% were teachers. Most of the teachers that were identified as administrators were those with experience, signifying competence and skills coupled with high-level education.

The policy on appointment and deployment of institutional administrators by TSC (2017) outlines the requirements to appointment as principal, deputy principal, and senior master.

For instance, a principal should have a master's degree in a relevant area, demonstrates competence and ability both as a classroom teacher, and as a deputy principal, with experience of 3 years and above; have undertaken the prescribed number of Teacher Professional Development (TPD) modules and the teachers' annual report is above average.

Further, the policy outlines a competitive process of identifying persons for the posts of administration. Identified vacancies are advertised and applications invited, shortlisted candidates are interviewed. Those who become successful are appointed

to the relevant grades and deployed as administrators to institutions that commensurate with their identified capabilities. Deployment to institutions is based on the categorization of the institutions; size and levels of enrolment; students gender; academic and professional qualifications of the teacher; relevant experience in the teaching service and gender balance criteria as provided in government appointments guidelines. Instructively, the senior principals, senior deputies or senior masters are deployed respectively to big institutions regarding category and enrolment of students. When such a deployment occurs, and they are accorded with more significant responsibilities, their job satisfaction increases.

4.5.3 Promotion of Ordinary Teachers to Higher Grades

According to TSC circular no. 7/2018, the first entry grade for a secondary school teacher is Secondary Teacher III teacher scale 6, which is for a diploma of education holder. Secondary teacher II T-scale 7 that is the point of entry for a bachelor of education degree holder or a teacher promoted from scale 6 follows this. Secondary teacher I T-Scale 8 is a promotional grade for secondary school teachers. T-Scale 8 ends the promotion levels of ordinary teachers, and after that, they are promoted to administrative positions starting from Senior Master IV. For those teachers, not aspiring administrative positions due to other personal reasons, opportunities for advancement are inadequate.

While all promotional grades and positions require a minimum of only three years' experience to qualify to be interviewed to the next grade, the commission only advertises vacancies when the government treasury has provided funding. Instances

where teachers act in higher positions while in lower grades are common. This delay is a significant challenge in the implementation of the policy on promotion, which brings dissatisfaction among teachers. Therefore, such instances result in low job satisfaction among teachers.

4.5.4 Findings from the Respondents on the Opportunities for Advancement

The response on whether teachers were satisfied with the opportunities for professional advancement provided and how their employer implemented it was clearly on the negative with 70.0% of the respondents registering disagreement. The details are as shown in table 4.5

Table 4.5: Satisfaction on Opportunities for Advancement and Implementation

	Frequency	Percentage
Strongly Agree	7	10%
Slightly Agree	10	14.3%
Neutral	4	5.7%
Slightly Disagree	12	17.1%
Strongly Disagree	37	52.9%
Total	**70**	**100%**

The above results show that teachers were not yet satisfied with the opportunities of promotion. The teachers said that through their initiative 28.6% had undertaken further academic achievements at the level of either degree or master's education which the employer had not acknowledged for the last five years. The occurrence was consistent with Nagoya (2015) findings, which indicated that most teachers were not exposed to opportunities for advancement. Also, they faulted the employer who did not have well-organized training on the job for improvement of skills that would

also pave the way for advancement in the profession. Only 20% had undertaken some training organized by MoEST or TSC in the last five years.

The new code of regulations for teachers (CORT) 2017 has provided for Teacher Development Programs (TDP) for all teachers, which are scheduled to begin in 2019. The TDP certificate coupled with a good annual performance assessment report will be a prerequisite for professional advancement. With only a fraction of them obtaining an opportunity for professional advancement through training, most of the teachers must have credited their satisfaction to the occurrence. The assertion is based on the finding by Iwu et al. (2018), that opportunities for professional development influence satisfaction.

The TSC has a policy on the promotion of teachers. A major challenge that faces the perfect implementation has been cited as a lack of funds from the government treasury. The teachers' level of dissatisfaction on the lack of opportunities for advancement is noteworthy, coming against the backdrop of an ongoing implementation of CBA. What this therefore means is that teachers are seeking individual recognition for their unique achievements other than being satisfied by the negotiated terms for the entire group however much this could still be welcome. This is in support of Prowse and Prowse (2010) who noted that equity theory is of individual motivation that predicts individuals will make a different assessment of the equity of their rewards at work. The assumption is that the unions negotiate a CBA with the employer occasionally which now is a right rather than big motivation.

Table 4.6: Deployment of Deputy Principals and Senior Masters of Secondary Schools as per Curriculum Based Establishment (CBE)

Streams	Classes	Max. Enrolment	CBE	D/Principals	Senior Masters/ Mistress
1	4	180	9	1	1
2	8	360	19	1	2
3	12	540	28	1	4
4	16	720	38	1	5
5	20	900	47	1	5
6	24	1080	55	2	6
7	28	1260	63	2	6
8	32	1440	68	2	7
9	36	1620	76	2	7
10	40	1800	85	2	7
11	44	1980	93	2	8
12	48	2160	101	2	9

Source: TSC (2017)

4.6 Workload for the Teaching Staff

The amount of workload performed by the teachers was assessed both by the number of teaching lessons in a week and all other responsibilities outside teaching that sometimes made the teachers work after lessons and weekends.

Research findings in table 4.2 indicate that the CBE of the sampled schools was 147 teachers and that the TSC had employed 125, meeting 86.6% of the requirement. There was a shortfall of 22 teachers or 15%. Through the initiative of the respective BOM's 16 teachers were employed or 13.2% and still missing six teachers or 2%. Perhaps, due to the shortfall, the occurrence might have led to more extended working hours. As indicated by Higton et al. (2017), such occurrence significantly impedes teacher satisfaction.

Table 4.7: Lessons per Week for Respondents

Lessons per week	Frequency	Percentage
Less than Stipulated	8	11.4%
As Stipulated	41	58.6%
More that Stipulated	21	30.0%
TOTAL	**70**	**100%**

4.6.1 Number of lessons Taught per Week

Majority of the respondents at 70% said that the number of the lessons they taught was as stipulated or less than by the TSC guidelines. However, a sizeable number of 21 respondents or 30% said they taught more than the stipulated lessons per week. The finding is a predetermining factor of dissatisfaction among teachers (Higton et al. 2017).

The stipulated lessons for ordinary teachers are 27 and to the administrators depend on the size of the institution. For instance, a single stream of the CBE of 9 principal should teach a maximum of 12, deputy principal 18 and the senior master 21. It can be deduced that the BOM teachers through the private arrangement of schools managed to reduce the understaffing in schools and the majority of the teachers were teaching comfortable loads. Likewise, the 30% who taught more lessons reflect the understaffing which is still in a few schools and needs attention. The findings are commensurate with assertions by Munyengabe and Yiyi (2016), and if the situation continues without being addressed, it might result in satisfaction problems among the teachers.

4.6.2 Teachers Engagement with Teacher/Students Activities

The Ministry of Education, Science, and Technology (MoEST) has different time schedules for boarding and day schools. The ministry affirms that the official operating hours of all-day public institutions shall be from Monday to Friday. Further, all institutions with boarding facilities shall operate on 24/7 hour basis. This means that students are under vigilance throughout, supervised by teachers assisted by non-teaching staff. This includes weekends when more leisure than learning takes place. On the other hand, engagements of day scholars by teachers are from 8.00 a.m. − 5.00 p.m. from Monday to Friday for approximately 40 hours. Since the teachers work within the conventional 40 hours of a week, job satisfaction is increased.

Table 4.8: Time Schedule for Day and Boarding Students

Monday-Friday	Boarders	Day
9.30 pm – 6.00 am	Bedtime	N/A
6.00 am – 7.15 am	Supervised routine Activities	N/A
7.15 am – 8.00 am	Supervised preps	Arrival time
8:00am – 3:30pm	Class hours	Class hours
3.30 pm - 4.45 pm	Co-curricular activities	Co-curricular activities
5.00 pm – 7.30 pm	Self-directed activities	N/A
7.30 pm – 9.30 pm	Supervised preps	N/A

Source: Legislative supplement no. 21 Basic Education Act 2013

From table 4.8 it is evident that teachers in boarding schools work more hours than those in day schools. Except for the preparation of lessons or marking most work for the teacher in day school is covered within 40 hours or slightly above this unlike for the boarding school teachers. The boarding set up that requires teachers to work for more hours signifies increased workload which decreases satisfaction.

Table 4.9: Distribution of Teachers in Schools

School	Frequency	Percent
Boarding	30	42.9
Day	31	44.3
Day and boarding	9	12.8
Total	**70**	**100**

It was noted that 39 teachers comprising 57.1% were in pure day or day and boarding schools. A similar number of 39 teachers indicated that they spend less than 10 hours more outside classroom with teacher-student contact. This involvement of the teacher is minimal. Findings in Table 4.9 show that 30 or 42.9% of the respondents were teachers in the two boarding schools which had a total of 1178 students comprising 42% of the total. It also follows that the respondents who indicated that they worked between 10-20 hours and more than 20 hours were 34.3% and 10% respectively, all making a total of 44.3%. Hours of involvement for the teacher are outrightly more meaning that 34.3% represents teachers in boarding schools, and the 10% represents the administrators in the same schools. It means that these teachers in boarding schools have more duties to do and basing the same on the equity theory, the teachers requires more compensation commensurate to their input otherwise their job satisfaction will reduce. Using table 4.10, this is well supported because 55.7% or the 39 respondents represent the teachers in day schools together with those in partial boarding arrangement. They felt that they work less than 10 hours in the evening, morning or weekends per week. This is a correct reflection of what is happening to the teachers whose schedule of duty is mainly Monday to Friday and within 8:00 am to 5:00 pm. The increased working hours were an indication of an increased workload. Indeed, having an increased workload negatively impacted job satisfaction. The question that was responded asking how many more hours' teachers

spend on teacher/students related activities in the evenings or weekends in a week was responded as follows.

Table 4.10: More Hours Spent by Teachers Besides from 8:00am-5.00pm per week

	Frequency	Percent
Less than 10 hours	39	55.7
Between 10-20 hours	24	34.3
More than 20 hours	7	10
Total	**70**	**100%**

Table 4.11 below shows the same pattern is repeated where 46 respondents with a representation of 65.7% are in agreement and are satisfied with the teaching load. This should be understood to mean the teachers who are working in day schools, having fairly light duties and the input of the BOM teachers who have made the majority of the teachers to teach the stipulated number of lessons or less. However, it is important to note the 22.9% who feel that they are not satisfied with the teaching load given at the place of work. This is clearly because of the shortage of government employed teachers that stood at about 15% and needed to be filled.

Table 4.11: Whether Teachers are satisfied by the Teaching Load

	Frequency	**Percent**
Strongly agree	26	37.1
Slightly agree	20	28.6
Neutral	8	11.4
Slightly disagree	10	14.3
Strongly disagree	6	8.6
Total	**70**	**100**

4.7   Performance Appraisal System for Teachers.

4.7.1 Whether Teachers are satisfied with 3 Times Performance Assessment per
        Year

According to Darling-Hammond (2010), the purpose of performance appraisal in an
organization is to assess the employee performance against established standards
which are already communicated to employees to improve their performance for
promotion and recognition and the weak performance for training or demotion.

TSC introduced a performance appraisal for Secondary school teachers in 2016. The
unions were opposed to it may be hoping that it can be used more for demotion
instead of promotion. In the same year, teachers were called to strike in pursuit of
salary increment that later culminated to the signing of CBA in 2017, and the
appraisal system comprised one of the grievances (Duflo, Dupas, and Kremer, 2015).
However, the Commission did not withdraw the appraisal insisting that it would
assist teachers to improve their performance. 40 respondents representing 57.1%
were satisfied with the number of assessment, but 30 respondents representing 42.9%
were not. Further, the 30 respondents would rather the assessments be reduced for
optimal results. The results were consistent with Wodon (2014) findings that
performance appraisals influence satisfaction.

At the end of 2017, the Commission received compliance of the appraisal system by
all teachers, and this has continued since. This means that all teachers are supporting
the appraisal. The figures can only mean that 57.1% are supporting with no
amendments of the system while 42.9% are supporting with amendments, which can

mean reduction of assessment times, modification of the assessment tools, a variation of appraisers or even the number of times to upload online. The findings were consistent with Wodon (2014) research conclusions that performance appraisal positively impacted satisfaction.

4.7.2 Design of the Performance Appraisal System

There is a detailed procedure of the activities for the appraisee and the appraiser as well. There are tools designed for both as well the schedule to be observed.

Table 4.12 below shows the results on whether teachers are satisfied with the performance appraisal design of activities.

Table 4.12: Performance Appraisal Activities

	Frequency	Percent
Strongly agree	5	7.1
Slightly agree	13	18.6
Neutral	6	8.6
Slightly disagree	21	30.0
Strongly agree	25	35.7
Total	70	100

The majority of the teachers, 46 respondents representing 65.7% are not satisfied with the design while 18 respondents representing 25.7% were satisfied. It is clear that the design is a major cause of dissatisfaction and it would be prudent to have the input of the teachers in designing the system. The weakness that has so far been pointed out by the teachers through their Unions includes a long tool that needs shortening that would go along in reducing a lot of paperwork and hence cost. There is also uploading hustle which is hampered by poor network and online congestion.

Teachers have expressed a desire to upload at the end of the year instead of the three times of every assessment. This would redeem the valuable time and reduce cost (Nation Team, July 17, 2018).

Sadri and Bowen (2011) quoting the Maslow's hierarchy of needs theory noted that employees have esteem needs that they always pursue. In pursuit of this, the employees seek to be appreciated, respected and listened to. This study shows that 63% of the respondents agreed that the appraisal system is capable of achieving the goals it was set to meet. They further decided that with the proper administration it could benefit both the learners and teachers together. However, the 37% were skeptical and doubted the objectivity of the whole process. This is where the employer can scale up the level of professionalism in the assessment especially the determination of the rating.

To satisfy the 37% who sought a reduction of the assessments and the variation of the appraiser's something can be done. While the three times assessment can remain because they are formatted with school terms, uploading can be done once at the end of the year. Variation of appraisers can be achieved with the senior master assessing the ordinary teachers in the first term, followed by the deputy and finally the head teacher assesses the same teachers in the third term. The cumulative mark is then uploaded for the Commission supervisors to use. Further, many more teachers need to view it positively as one to improve the delivery of services, compliment the exemplary performance and assist the weak through training.

4.7.3 Payment as Commensurate to Labor

The research sought to find out if the pay was commensurate with the labor for the respondents.

Table 4.13: Payment Vis a Vis the Labor

Response	Frequency	Percent
Strongly agree	6	8.6
Slightly agree	7	10.0
Neutral	6	8.6
Slightly disagree	14	20.0
Strongly disagree	37	52.8
Total	**70**	**100%**

The majority of respondents representing 72.8% disagreed that payment was commensurate to labor. It means that this is a major area causing dissatisfaction among teachers (Collie, Shapka, and Perry, 2012). This renders a lot of support to the equity theory that asserts employers should be rewarded according to the input. Prowse and Prowse (2010) quoting the theory noted that contribution of employees as in effort, skills training and seniority must compare well with the returns such as pay, fringe benefits, recognition, status, and promotion. The TSC can compensate the teachers in boarding schools who are putting more man hours than those in day schools higher. Alternatively, the Commission can liaise with the BOMs for some recognition which sometimes can be non-monetary but one that can raise the morale of teachers in those high category schools.

4.8 Trade Union Membership

The researchers sought to know whether many teachers were union members. The results were that 62 respondents representing 88.6% were members of the union.

This shows that majority of the teachers are members of the union explaining why many of the teachers comply with the union calls for strikes. It means that the TSC should consult the unions on the issues of the terms and conditions of service because they represent the teachers. Further, the 62 respondents were asked whether the unions had been serving them well. The response was that 25 respondents representing 40.3% were satisfied with the service they receive from the union. However,37 respondents representing 59.7% who are the majority were not satisfied. This means that the unions are at work and could have realized some achievements for the teachers, but they are far below expectation. Since the majority of the teachers are still members of the unions and therefore their supporters, the unions also need to take stock and find out what they are not doing right. They can change tact during their negotiations, reduce strife amongst themselves and probably with that they may achieve more and contribute to the satisfaction of more teachers than it is currently (Duflo, Dupas, and Kremer, 2015).

CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 Overview

This chapter presents a summary of the findings, the conclusions, recommendations and suggestions for further study. The study sought to assess the factors affecting teachers' satisfaction in public secondary schools with a focus on Nanyuki Municipality, Laikipia County.

5.2 Summary of the Findings

5.2.1 Findings on how Workload Affects Job Satisfaction among Teachers

The teachers' workload was assessed by the lessons the teachers taught per week against the prescribed number by the employer, TSC. 70% of the respondents felt that they were satisfied; teaching the stipulated lessons while 30% indicated they were overloaded. The schools had a shortfall staffing of 22 teachers which was a gap of 15%. Different Boards of Management in schools had privately employed teachers who managed to reduce the number of lessons taught by the regular TSC Teachers Workload was also assessed from other duties undertaken by the teachers besides teaching in the classroom. Those duties include the training of co-curricular activities, supervision of preps, supervision of cleaning or leisure activities among others. Responsibilities include being on call alert on weekend and night periods in boarding schools.

It was found out that 55.7% were involved less than 10 hours while 34.3% more than 10 hours and 10% more than 20 hours per week over the 40 hour period. This meant

that teachers in day schools as provided had fewer teacher-student contact hours comparing them to teachers in boarding schools. This overload in boarding schools by teachers was found to affect teachers' satisfaction negatively. Majority of the teachers in boarding category indicated that the employer or the school management did not compensate them for working for too many hours. Those working for more than 20 hours were likely to be the administrators in boarding schools. This supports the equity theory of motivation, where individuals seek to be compensated according to their input without which they express dissatisfaction. From the experiences that boarding school teachers had, it was evident that an increase in workload results in decreased job satisfaction.

5.2.2 Findings on how Opportunities in Advancement Affect Teachers Job Satisfaction

This factor was assessed by the question asking how long it had taken for the teachers to get a new grade or added responsibilities. The CBA covering 2017-2020 recognized all teachers in 2017, but those with real gains were the administrators. Teachers' grades went up to T-scale 12 as senior master I leaving three more grades to top administrators (principal and deputy) only. Teachers felt they require more senior grades outside of being administrators.

On whether the respondents had undertaken any training provided by MoEST or TSC in the last five years, only 21.4% of the respondents were in the affirmative. This meant that there was no regular training for teachers organized by the government. The proposed training by TSC referred to as the Teacher Development

Programme is set to start in 2019. This lack indeed caused a lot of dissatisfaction to teachers. Besides, 28.6% of the respondents said that through their initiative they had attained higher academic credentials, but the employer had not acknowledged. This also was a major area affecting satisfaction leading to poor motivation.

On the measure of the Likert scale of 5, the respondents were gauged on their satisfaction on the availability of opportunities for advancement, and they posted 17.3% slightly disagreed, and 52.9% strongly disagreed making a total of 70.2%. Attainment of knowledge and skills required in the teaching profession is a significant investment and teachers expect recognition commensurate with that input. In most cases, this is not forthcoming.

5.2.3 How Regular Performance Assessment Influence Teacher's Satisfaction

Satisfaction on the performance appraisal was assessed by the number of times it was conducted in a year. 57.1% supported the three times it is being done while 42.9% called for a reduction. The unions called for the redesigning of the system citing the cost of paper and data bundles when uploading. They also put across the poor network and a large number of teachers who access the website as a major frustration that also uses too much time. Majority of the teachers were optimistic that the system was designed to benefit the learner and the teacher.

However, only 37% did not believe that the process was objective enough to achieve the intended purpose. Regular performance assessments had the effect of decreasing satisfaction.

5.3   Conclusion

The conclusion that can be drawn from the findings is that workload affected the satisfaction of teachers in public secondary school in Kenya negatively,being that there was a shortage of government teachers. On the professional advancement and recognition teachers in the municipality were dissatisfied that there were neither regular training organized by employers leading to advancement nor immediate recognition of teachers' additional academic achievement.

Lastly, it was found out that teachers were supporting the performance management, but regular assessment caused dissatisfaction.

5.4   Recommendations

5.4.1 Workload

The Teacher Service Commission need to staff schools better by providing teachers according to the CBE. The MoEST can also give some subsidy to sub county/day schools to carter for the BOM teachers. It is also important to acknowledge that teachers in boarding schools have more work than those in day schools and hence remunerate them higher. Some monetary reward and also fringe benefits can be factored in. The TSC can give boarding allowance and the BOMS to give meals, airtime and health programs.

5.4.2 Opportunities for Advancement

Training and career development programs are crucial for employee professional development. The Programmed Teacher Development courses by TSC should reach

all teachers. Any further relevant knowledge or skills that the teacher acquires should likewise be acknowledged because it's valuable contribution with a positive impact on performance. Monetary and non-monetary rewards are both necessary for professional advancement and satisfaction.

5.4.3 Performance Appraisal System

The appraisal tools can be improved with the input of the teachers preferably through the unions. The appraisal process is to be implemented mainly for curriculum delivery improvement. The exemplary performers can be identified for promotion and the weak for support and training. Rating should be objective and without bias.

5.4.4 Relationship of the Study with the Theories Used

This study has affirmed the accuracy of the Maslow's hierarchy of needs as the basis for individual satisfaction. Teachers seek to satisfy the physiology needs by adequate remuneration, to satisfy self-esteem needs with the provision of recognition of professional advancement and involvement in decision making. In finding fulfillment, variation from the arguments, in thetheory, was observed when teachers sought for professional advancement which in itself can satisfy them physiologically, satisfy esteem needs and self-actualization altogether, rather than aggrandisement in the hierarchical order.

Likewise, this study was guided by the equity theory that asserts that employees seek to maintain equity between the inputs that they bring to a job and the outcomes that they receive from it against the perceived inputs as a basis for their satisfaction. The

meaning is that where the perception of equity is favourable to the employees, employers are satisfied and on the contrary dissatisfied where the working environment is perceived to be unfair to them.

The increased workload for teachers is not commensurate to pay, lack of professional advancement that was adduced by the failure of the employer to recognize attainment of new knowledge and skills was seen as explaining the basis for teachers dissatisfaction. This study, therefore, concurs with the argurments advanced by equity theory.

5.5   Suggestion for Further Study

This study assessed the factors affecting teachers' satisfaction in public secondary schools and focused in Nanyuki municipality. Since all teachers in public secondary schools have one employer, similar research can be carried out in other areas in Kenya to enable generalization of results. It was awe-inspiring to note that although joining a union was not compulsory in Kenya, many teachers were members. Interestingly a significant number said they were not satisfied with the services given by the union. These calls for more research for better understanding of the underlying reasons causing the dissatisfaction in trade union fraternity also.

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APPENDICES

APPENDIX A: Questionnaire for the Teachers

Circle the Correct Alternative

A. Background information

1. What is your gender?

    (a) Male   (b) Female

2. What type of school do you teach in? :-

    (a) Boarding   (b) Day   (c) Day and boarding

3. What is the level of your education?

    (a) Diploma   (b) Degree   (c) Masters

4. How long have you been a teacher?

    Between

    (a) 1-5 years

    (b) 6-10 years

    (c) 11-15 years

    (d) More than 15 years

5. Are you an administrator (principal, deputy principal, senior master).

    (a) Yes ( )

    (b) No ( )

Opportunities for Advancement

6. Within which period did you last get professional advancement either improvement of grade or added responsibilities?

    (a) Within 3 years

(b) Within 5 years

(c) More than 5 years

7. Have you undertaken any form of training provided by TSC or MOEST in the last 5 years?

(a) Yes

(b) No

8. Has any of you attained higher academic credential but the employer failed to acknowledge in the last five years?

(a) Yes

(b) No

Workload

9. How many lessons do you teach per week?

(a) Less than 28

(b) More than 28

10. Approximately how many more hours do you use to teachers/students related activities in the evenings or weekends in a week?

(a) Less than 10 hours

(b) More than 10 hours

Performance Appraisal

11. Are you satisfied with the 3 times performance assessment per year?

(a) Yes ( )

(b) No ( )

12. Of those saying No, would you like the number of performance increased or reduced?

    (a) Increased ( )

    (b) Reduced   ( )

13. Do you think the performance management by TSC will benefit both the learner and the teacher?

    (a) Yes ( )

    (b) No ( )

14. Are you satisfied that the process is conducted with objectivity to achieve the intended purpose?

     (a) Yes-

     (b) No-

15. Are you a member of a trade union?

    (a) Yes   (b) No

16. Of those who said yes, has your trade union been serving you well?

    (a) Yes ( )

    (b) No ( )

Tick the Correct Alternative

No.	Question	1	2	3	4
	Workload				
17	I am satisfied by the teaching load I have.				
	Opportunities for Advancement				
18	I am satisfied with the opportunities for professional advancement provided and implemented.				
	Performance Appraisal				
19	I am satisfied with how the performance appraisal activities for teachers are designed.				
20	My pay is commensurate to my labour.				

Key

1_____Strongly Agree

2_____Slightly Agree

3_____Slightly Disagree

4_____Strongly Disagree

APPENDIX B: Questionnaires for the Heads of Institutions

Respond as appropriate

1. What is the name of your school?

   ………………………………………………………………………………

   What is the CBE of this school?

   ………………………………………………………………………………

2. How many TSC teachers are in the school?

   ………………………………………………………………………………

3. How many BOM teachers are in the school?

   ………………………………………………………………………………

4. What is the staffing status of TSC teachers against the expected CBE (in

   Percentage) in your school?

   ………………………………………………………………………………

5. What is the percentage of BOM teachers in this school?

   ………………………………………………………………………………

6. Indicate the population of the students?

   ………………………………………………………………………………

7. Mention what type of school? (boys, girls, mixed)

   ………………………………………………………………………………

8. What is the mode of learning for students (day, boarding, day and boarding)

   ………………………………………………………………………………

9. Name category of school it be, sub-county, County, extra county, national

   (chose one)

   ………………………………………………………………………………

APPENDIX C: Interview Schedule for TSC County Director in Laikipia County (Nanyuki Municipality)

Unstructured Questions

Workload

1. How many public secondary schools are in Nanyuki municipality?

2. How many teachers are currently serving the public secondary schools in Nanyuki municipality?

3. How many students are there in public secondary schools in Nanyuki?

4. Are there enough teachers in those public secondary schools?

   Yes/No

   If No, what is the shortage?

5. What are the prescribed maximum lessons for a teacher, deputy principal and principal in a secondary school?

Opportunities for Advancement

6. Is there a policy on how teachers are promoted by the Teachers Service Commission?

7. Is the policy implemented as it should?

8. How do you identify teachers willing to become administrators i.e. principals, deputy principals, H.O.Ds?

Performance Appraisals

9. How many times does the TSC carry out performance appraisals in a year?

10. Are the teachers coping up well with the number of performance appraisals you have said?

11. On behalf of TSC how do you carry out performance appraisal for teachers in public secondary schools in the municipality?

12. What are the strengths and weaknesses of the assessment tools as pointed out by either the unions or the employer?

13. Is the performance management designed to benefit both the teachers and the learners?

APPENDIX D: Letter of Introduction

<div align="right">

The Open University of Tanzania

Faculty of Business Management

Department of Leadership and

Governance

<u>Dar es Salaam.</u>

</div>

The Principal

_____Sec. School

Dear Sir/Madam

RE: PERMISSION TO CONDUCT RESEARCH

I am postgraduate student pursuing a master's degree in Human Resource and Management in the Open University of Tanzania. I am conducting a research on "factors affecting teachers' satisfaction in public secondary schools: A focus on teachers in Nanyuki Municipality, Laikipia County." Allow me or my assistant to interact with teachers in your school.

Thank you in advance for your cooperation and assistance in distributing, filling and collection of the questionnaires.

Yours Sincerely

IRENE NJOGU