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RELATIONSHIP BETWEEN SELECTED MANAGEMENT PRACTICES AND TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN MOLO SUB-COUNTY, NAKURU COUNTY, KENYA

JULIUS ROTICH

A Research Thesis Submitted to the Board of Graduate Studies in Partial Fulfilment of the Requirements for the Award of the Degree of Master of Education in Educational Administration

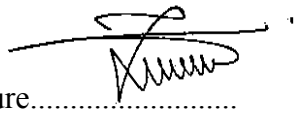
UNIVERSITY OF KABIANGA

OCTOBER, 2024

DECLARATION AND APPROVAL

Declaration

This Thesis is my original work has not been presented for the award of a Diploma or Conferment of a degree in this or any other institution.



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DEDICATION

I would like to dedicate this thesis to my family, relatives and friends who gave me the moral and financial support in the writing of this thesis.

ACKNOWLEDGEMENT

The realization of this thesis would not have been possible without the aid, direction and support of so many others individuals and organizations. Herein I will only mention a few who have been very instrumental in this pursuit. First and foremost, I express my sincere appreciation and acknowledgement to the Almighty God for his providence and profound grace. Second, my deepest gratitude goes to my supervisor, Professor Joshua Manduku and Dr Viveline Ngeno for their continued direction, encouragement, support and guidance from the conception to completion of this thesis. To concluded, may the good Lord richly recompense all those who significantly contributed and supported me to the success of this study in one way or another.

ABSTRACT

Teachers' job satisfaction is a critical determinant of school success, influencing both teacher effort and student outcomes. This study explores the relationship between selected management practices specifically remuneration, promotion, and workload and teachers' job satisfaction in public secondary schools in Molo Sub-County, Nakuru County, Kenya. The research objectives The objectives of the study are to: establish the relationship between teachers' remuneration and teachers' job satisfaction; examine the relationship between promotion of teachers and teachers' job satisfaction and investigate the relationship between teachers' workload and teachers' job satisfaction in public secondary schools in Molo Sub-County. The study is grounded in Herzberg's Two-Factor Theory and Maslow's Hierarchy of Needs, providing a conceptual framework for understanding the relationship between the independent variables (remuneration, promotion, workload) and the dependent variable (job satisfaction). A correlational research design was employed, utilizing a mixed-methods approach that combined both quantitative and qualitative techniques. Data were collected from 33 public secondary schools, with a sample comprising 210 teachers and 10 principals selected through stratified random and purposive sampling methods. Questionnaires were administered to gather primary data, supplemented by secondary data from published documents such as journals, books, and reports Data analysis involved both descriptive and inferential statistics, with results presented in tables and figures. Interview responses from principals and the Sub-County Director of Education were analysed using content analysis based on emerging themes. Findings revealed that teachers' remuneration has a positive and significant relationship with job satisfaction ($R=0.776$, $P=0.000<0.05$), indicating that competitive salaries enhance teachers' quality of life. Additionally, promotions were positively correlated with job satisfaction ($R=0.953$, $P=0.000<0.05$), as they provide recognition and opportunities for professional development and leadership. Furthermore, the study found a positive relationship between workload and job satisfaction ($R=0.905$, $P=0.000<0.05$), with well-distributed responsibilities allowing teachers adequate time for lesson preparation and student evaluation. The study concludes that remuneration, promotion, and workload significantly affect teachers' job satisfaction in Molo Sub-County's secondary schools. It recommends that authorities responsible for teacher salaries consider adjustments to ensure competitive remuneration compared to private institutions. Moreover, the criteria for teacher promotions should reflect merit, experience, and academic qualifications, while schools must manage workloads to prevent teacher burnout and enhance job satisfaction. By optimizing these factors, schools can foster an environment where teachers are motivated and effective, ultimately benefiting student learning outcomes.

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ACRONYMS/ABBREVIATIONS

CDE	County Director of Education
CTE	Chronic Traumatic Encephalopathy
KU	Kenyatta University
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
SEM	Structural Equation Model
TSC	Teachers Service Commission.
UNESCO-IICBA	United Nations Educational, Scientific and Cultural Organization UNESCO's International Institute for Capacity Building in Africa (IICBA)
UoK	University of Kabianga
US	United States

OPERATIONAL DEFINITION OF TERMS

Public Secondary school: Refers to an academic institution that operates using public resources and offers free post primary education to the public.

Remuneration: Refers to the financial payment that an employee is given in exchange for a service performed in an institution or organization.

Selected Management Practices: Refers to those practices by the employer and its agents that affect teachers' welfare. The services in this case are teacher remuneration, teachers' promotion and teachers' workload.

Teacher Job Satisfaction: It is the feeling that teachers have towards their jobs as a result of services offered by their employer and the various schools where they work.

Teacher Promotion: It refers to a formal advancement of a teacher from a lower to a higher job position within the educational system, typically involving an increase in responsibilities, pay, and status.

Workload: Refers to the work or number of work units assigned to an individual in a given time frame. For teachers in day schools, it consists of lessons and other responsibilities assigned to them. For boarding schools, workload also entails the additional time spent in school supervising and attending to the varied needs of students in a given day.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This section covered the background of the study, statement of the problem, purpose of the study, objectives of the study, research hypothesis, justification and significance of the study, scope and limitations of the study, theoretical and conceptual framework and operational definitions of terms.

1.2 Background of the Study

Management practices in schools have a direct influence on teachers' job satisfaction (Liu, Bellibaş, & Gümüş, 2021). These practices include teachers' remuneration, promotion and workload. Students' achievement is greatly influenced by the teacher. The leadership in school should therefore seriously consider the issue of teacher job satisfaction and their retention so as to take advantage of the growth and experience of hardworking teachers. The pursuit herein lies in the discovery of methods that influence retention, growth and satisfaction of teachers in the teaching profession (Marshik, Ashton, & Algina, 2017).

Suárez (2016) notes that management practices are not limited to an organization, industry or sector but to successful organizations. The study defines them as best practices that are designed, interpreted, and implemented within an organization based on its structure, operations, management, environment, and most importantly the people. Accordingly, these best practices are designed, identified, and implemented with the sole purpose of improving the organization's efficiency and effectiveness as well as creating standardization and consistency (Poldrack, Huckins, &Varoquaux,

2020). In public secondary schools, the management practises that affect a teacher's performance include teacher remuneration.

Job satisfaction, according to Omar, Aziz, and Salleh (2020), is the perspective a worker in an organization has about their work. Employees will not be satisfied with their jobs if they are not receiving any psychological or physiological fulfilment from the work they are currently performing. According to Bhat (2018), job satisfaction is the perspective that workers have on their jobs, which is made up of a range of positive and negative emotions. As a result, this speaks to the variety of perspectives that employees have about their jobs. This continuum leads to the understanding that a person's characteristics determine their level of job satisfaction, which is the result of meeting each person's needs, which differ substantially from one another.

In essence, job satisfaction can be seen as a multifaceted concept that includes favourable compensation, professional advancement opportunities, a safe workplace, and a host of other factors. According to Wangechi, Kiragu, and Sang (2018), a key component of any organization's workforce growth is job satisfaction. They make the point that increasing workers' job satisfaction will have a favourable impact on their productivity. The positive and reciprocal relationship that job satisfaction has with life satisfaction in terms of an individual's life and its impact on social, personal, and professional spheres further highlights the significance of job satisfaction. A person's personality can evolve healthily only in the presence of job satisfaction.

Teachers' compensation is often a contentious issue, especially in public schools, where salaries may not always match the expectations or needs of the teaching staff. According to Fatima and Ali (2016), remuneration is one of the primary determinants of job satisfaction. In their study conducted in Islamabad, Pakistan, they found that teachers' financial compensation directly impacted their satisfaction levels. The study

revealed that teachers in both public and private secondary schools expressed dissatisfaction with the fixed payment systems that did not reflect their workload or contributions to the schools. Teachers' job satisfaction was found to increase when they received recognition for their efforts, had autonomy in decision-making, and were able to see the tangible results of their work. These findings emphasize the importance of adequate and fair compensation in retaining motivated and dedicated teachers.

Remuneration not only influences teachers' day-to-day work experience but also plays a crucial role in their long-term career decisions. Teachers who feel that their salary is not commensurate with their qualifications, skills, and the demands of their job are more likely to leave the profession or seek opportunities elsewhere. This is particularly problematic in rural areas such as Molo Sub-County, where schools may already struggle with teacher shortages. Low teacher retention rates can disrupt the continuity of instruction, resulting in negative consequences for student performance. To address this issue, it is imperative for school management to regularly review their compensation packages to ensure they are competitive and reflective of the teachers' contributions to the school's success.

Promotion of teachers is a factor that greatly influences teacher's job satisfaction in public secondary schools (Ghavifekr & Pillai, 2016). Many occupations and all professions give employees a chance of develop their careers through promotion in a clearly defined promotion's hierarchy. Promotion is a passage from a lower to a higher rank in one's career progression. It is a reinforcement that management uses in the reward system to aid in the motivation of their employees. This motivational aspect is pegged on the notion that when rewards are only based on factors that do not take into account the performance of employees like employees' seniority, job title, or across-the-board pay raises, then these employees are more likely to decrease their efforts in

their work. The Peter Principle as posited by Benson, Li and Shue (2019) states that in a hierarchical system, the use of promotion as the sole method for rewarding good performance will make the employees to be dissatisfied and to progress to their level of competence. This is because good performance in one job may not be in yet another. This they state is the reason why the compensation plans or pay-for-performance programmes are becoming popular.

Studies have shown that many teachers are becoming more and less satisfied with their work because of the work load as well as intent to change their profession and institutions. Five main motives were discerned for teacher attrition especially those who are newly qualified; those who never began their careers in the teaching profession as well as those who dropped out after a short time in the profession. These motives are as follows: school policies, relations with students and parents, job satisfaction, future prospects, and teacher workload (Sulis, et al., 2022).

Teachers are every country's main backbone in the education system. They carry the enormous burden of moulding young minds so that they may achieve the country's vision and mission (Beghetto, & Madison, 2022). Greater roles and responsibilities have been bestowed upon teachers in the 21st Century. This is majorly attributed to some external factors that greatly impact on humankind such as the intricate intercultural communication and globalisation. Besides the afore mentioned, teachers also have to contend with other challenges in their profession ranging from teachers' knowledge, competency, discipline issues of students, school facilities, and teacher's economic standing. Many a times, increased responsibilities as well higher expectations weigh the teachers down particularly when they feel that their commensuration is not fair enough (Beghetto, & Madison, 2022).

The study was conducted in Molo Sub-County, Nakuru County, due to concerns about the performance of public secondary schools, which have been linked to teachers' dissatisfaction with their profession. Existing evidence indicates that schools where teachers are satisfied is associated with fair remuneration, transparent promotion processes, and manageable workloads tend to show better student performance and overall school achievement. Therefore, there is need to examined whether selected management practices have led to dissatisfaction and therefore low performance of students.

1.3 Statement of the Problem

Public secondary schools where teachers are satisfied with their jobs due to fair and adequate remuneration, transparent and timely promotion processes, and manageable workloads, leading to improved school performance and student outcomes. However, in Molo Sub-County public secondary schools have reported dissatisfaction of teachers with their profession which led to low and fluctuating achievement. Research has shown that management practices such as teacher remuneration, promotion, and workload management are directly linked to job satisfaction and, consequently, to teachers' retention, growth, and overall effectiveness in their roles, which in turn affects student achievement and organizational goals. Despite this, there is limited empirical evidence on the specific relationship between these selected management practices and teachers' job satisfaction in the context of Molo Sub-County, leaving a gap in the literature. This study aims to fill this gap by examining how teacher remuneration, promotion, and workload influence job satisfaction in public secondary schools in Molo Sub-County, Nakuru County, Kenya, and their subsequent impact on school performance.

1.4 Purpose of the Study

The purpose of this study was to investigate the relationship between selected management practices and teachers' job satisfaction in public secondary schools in Nakuru County, Kenya.

1.5 Objectives of the Study

This study sought to address the following specific objectives:

1. To establish the relationship between teachers' remuneration and teachers' job satisfaction in public secondary schools in Molo Sub-County.
2. To examine the relationship between promotion of teachers and teachers job satisfaction in public secondary schools in Molo Sub-County.
3. To investigate the relationship between teachers' workload and teachers' job satisfaction in public secondary schools in Molo Sub-County.

1.6 Research Hypotheses

The study hypothesizes that:

Ho1. The salary of teachers and their level of job satisfaction in Molo Sub-County's public secondary schools do not significantly correlate.

Ho2. In Molo Sub-County's public secondary schools, there is no discernible link between teachers' job satisfaction and promotions

Ho3. The workload and job satisfaction of teachers in public secondary schools in Molo Sub-County do not significantly correlate.

1.7 Justification of the Study

Stakeholders play various roles in the sustenance of educational institutions as such, they need accountability for the resources they spend in education not only because of

their scarcity but also because those who use them need to exhibit responsibility. For an organization to flourish, the human workforce has to be satisfied with their job. Job satisfaction as well as motivation of the workforce are very critical for the long-term growth of any organization or institution such as a school. These two entities (job satisfaction and motivation) are vital determinants of an educational institution's performance and success.

Many trained teachers in Kenya leave the teaching profession in search of jobs that are considered to be better paying and more prestigious than teaching. Furthermore, teachers in Kenya at all levels of education often get involved in negotiations (through their unions) with the government in seeking for better remuneration as well as better working conditions. The recurring industrial strikes by teachers usually paralyze learning activities in the country for longer periods of time. This sorry state of affairs has raised numerous questions on the welfare of teachers thereby leading to the conception of this study. This study is premised on the fact that that there is need to look for ways in which the government can retain teachers in public schools in order to make them contented with their workplaces and profession to be able to effectively deliver their services to their recipients.

1.8 Significance of the Study

The results of this study would help the school administration in coming up with innovative plans which if implemented, will help in improving and enhancing the teachers' morale and motivation. This assertion is corroborated by Comighud and Arevalo (2021) who posit that a motivational program that is effective and a reward system pertinent to teachers' needs would result in teachers who are effective, dedicated

and committed. This finding will provide some insights to the Ministry of Education regarding job satisfaction.

It is believed that this study will yield data and information that would be useful for proper planning and decision making at the Teachers Service Commission and guide future policy on employment and remuneration of teachers in public secondary schools. Moreover, it will add new knowledge in the area of educational management and planning. The study will also unearth areas where research has not been done hence provide vital background data for such studies.

1.9 Assumptions of the Study

The study had the following assumptions:

1. That the research respondents will participate willingly in the study by providing useful and relevant information for the study.
2. That all public secondary schools have teachers employed by the Teachers Service Commission; they have the same salary structure, workload and promotion criterion.
3. That data was collected very objectively to allow for valid observations and recommendations to be made from the results of the study.

1.10 Scope and Limitations of the Study

The scope defines the parameters of the investigation such as the variables considered, population and sample, the setting, period covered and instrumentation. Limitations on the other hand, set forth qualifications, reservations, or weaknesses inherent in the design. Basically, this reflected the expected inadequacies in respect to internal validity of outcomes.

The study also focused on selected management practices which entailed teacher's remuneration, teacher's promotions and teacher's workload.

1.10.1 Scope of the study

This study has two sets of variables: the dependent and the independent ones. The dependent variable is job satisfaction of teachers. The independent variables are teacher remuneration, teacher promotion, and teacher workload. By examining these three management practices in the context of public secondary schools in Molo Sub-County, the study seeks to provide insights into how these factors influence teachers' satisfaction with their jobs, their commitment to the profession, and ultimately, their effectiveness in the classroom. The study was delimited to public secondary schools in Molo Sub-County County and was conducted between September and December 2022 based on continuous decline and low performance in the Sub-County.

1.10.2 Limitations of the study

The study aimed at making causal association or relationship between selected management practices and teacher job satisfaction. Nonetheless, a third variable not mentioned in the study could possibly influence the two variables without a causal relationship existing between them. This means that there could be an alternative explanation for the relationship therefore; future studies can be undertaken using different approaches that would control the effect of confounding variables.

The research was conducted within a specific geographical location in Molo Sub-County, Nakuru County, involving a defined group of individuals—teachers in public secondary schools. These teachers were working under certain prevailing circumstances, and consequently, the findings may not be representative of teachers in other regions, educational systems, or countries.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviewed relevant literature having important conceptual contributions to the objectives of the present study. It entailed reviewing of existing studies from secondary sources such as books, journals and theses among others with keen attention to selected management practices and teacher job satisfaction. Empirical literature related to the study was also reviewed. The reviewed literature was organized according to the objectives of the study. The chapter also has a research gap as well as a theoretical and conceptual framework at the end of this chapter.

2.2 Job Satisfaction

The attitude a worker in an organization has about their work is known as job satisfaction (Omar, Aziz, & Salleh, 2020). Bhat (2018) posits that job satisfaction is a prism that encompasses a range of positive and negative emotions and sentiments that employees use to view their work. As a result, it describes the variety of perspectives that employees have on their jobs. According to this continuum, an individual's characteristics, or the outcome of meeting each person's wants, which differ considerably from person to person, are what constitutes job satisfaction. It is crucial not to confuse job satisfaction with motivation since the former is mostly concerned with an employee’s attitude as well as his/her internal state of being in regards to his/her work. Job satisfaction can be related to an individual’s sense of accomplishment or more. However, if the current work that the employee is doing does not give him/her any gratification be it psychological or physiological, then he/she will not have any satisfaction in his/her job.

One of the factors that is used to determine the concept of job satisfaction. One of them is an individual's current job fulfilling his/her psychological as well as physiological needs through the organizational process. Job satisfaction can also be viewed essentially as a multidimensional attitude that is made up of good payment, promotion in one's career, a healthy working environment and so much more. According to Aziri (2011), a person with a higher level of job satisfaction likes the work that he/she does while those with low job satisfaction dislike the jobs that they are engaged in. According to Wangechi, Kiragu, and Sang (2018), a key component of any organization's workforce growth is job satisfaction. They make the point that increasing workers' job satisfaction will have a favourable impact on their productivity. The positive and reciprocal relationship that job satisfaction has with life satisfaction in terms of an individual's life and its impact on social, personal, and professional life further highlights the value of job satisfaction. Because job satisfaction is an employee's generalized attitude toward their work based on evaluation of various parts of their employment, it is an essential condition that encourages the healthy development of instructors' personalities.

Orute, et al., (2012) perceive job satisfaction as the attitude an individual has towards his/her work. This attitude varies from a positive to a negative one. They observe that job satisfaction is linked to improved performance and increased commitment to an organization. On the contrary, the lack thereof results in paralyzing blows in the organization since employees who lack job satisfaction regularly have low morale, lack attachment and a sense of belonging to the organization. Job satisfaction can also be viewed as a function that is positively connected to the level at which an individual's personal needs are met and satisfied within his/her job situation such as when they get security from economic hardship; recognition of their effort; opportunity to contribute

and participate in decision making and managing the affairs, fringe benefits and sound payment structure among others (Amin, 2021).

Job satisfaction is pegged on several factors including monetary (Mwangi et al., 2017) and non-monetary such as career growth and progression, job security and working conditions (Obwoyere & Kipkebut, 2016). It is expressed via an individual's emotional feelings. Addai *et al.,* (2018) define job satisfaction as a positive emotional state that is an outcome of the appraisal of the complete domain of an individual's job. They further observe that employees stay committed to the job and are motivated when they feel a sense of satisfaction with the work that they do. Job satisfaction is thus very important as it profoundly affects the effort that an employee puts in his/her work. If not given the attention that it deserves, it will negatively affect the employee thereby leading to a decrease in his/her performance.

Other than affecting the employee's job, it also negatively affects his/her quality of life. Without a doubt, all employees have their unique differences and expectations however; there are those factors that are universally shared. Such factors include an employee's working environment, fair policies in an organization, appreciation of the employee, creativity or innovation, safety and health. Work is significant to all humans and individuals invest enormous amounts of their life time on their jobs. On this basis, job satisfaction is inevitable as it also augments the employee's as well as employer's performance and productivity.

Park and Johnson, (2019) did research on CTE health science teachers in the United States (US) with the purpose of examining the relationships between job satisfaction, work engagement, and turnover intention. They analysed a total of 249 responses by employing a hierarchical multiple regression and the outcome showed a positive correlation between the worker's engagement and job satisfaction. On the contrary,

there was a negative correlation in regards to worker turnover intention. This study revealed that regardless of the level of work engagement, an organization would still face turnover if the employees did not have job satisfaction. The study found out that teachers' as workers can be successfully retained if they are assured of job satisfaction.

This study is similar to the current because of the shared dependent variable which in this case is job satisfaction. Another point of convergence between these two studies is that the respondents are teachers. The point of divergence however, is that while the present study used a hierarchical multiple regression, the current one employed the tenets of the Herzberg and Maslow Hierarchy of Needs theories to analyse data. Another difference is in the independent variables with the present study's being worker's engagement and worker turnover intention while the current one's are teacher remuneration, teacher promotion, and teacher workload. It is evident from the studies reviewed that job satisfaction enhances performance and decreases employee turnover (Liu, Bellibaş, & Gümüş,2021). Job satisfaction also indicated relationships with work goals, positive effect, self-efficacy and working conditions (Naz, 2017).

Korir and Ndegwa (2020) in their study on job satisfaction and employee performance at Finlays Kenya Limited in Kericho County Kenya, highlight that employees' job satisfaction is a very important factor to the long-term growth as well as success of any organization. They state that job satisfaction amidst many other factors influence the productivity and efficiency of employees. They argue that employees are a key asset and that their departure could result in a significant influence on the performance of the organization. In addition, it may ultimately lead to a phenomenal decline in the productivity of the organization. The researchers posit that job satisfaction is significant because it helps to attain not only customer satisfaction but also effective succession planning. They concluded that job satisfaction has a significant and direct effect on

employees' performance. This study is vital to the present one for a number of reasons. For instance, it provides relevant literature on the influence that job satisfaction has on employee performance. This study is however different from the current one with regard to the type of respondents used and the setting. While it used employees of Finlay's Kenya Limited in Kericho County as its respondents, the current one used secondary school teachers in Molo sub county, Nakuru County, as its informants.

Bhat (2018) conducted a study to investigate the effect of job satisfaction on the variables of gender and types of school (government and private). Using the job satisfaction scale for teachers constructed by Anand (1975), data was collected from 120 teachers (60 males and 60 females) selected from government and private high schools in the district of Baramulla. The study findings revealed that salaries, promotion and staff development greatly enhanced job satisfaction for teachers.

Bhat (2018) states that in the field of education, the measurement of teachers' job satisfaction has gained prime focus and attention by researchers. It is therefore vital to provide teachers with the utmost facilities and support to ensure that they achieve job satisfaction. A better performance at work is only possible if the teacher's job enables him/her meet his/her basic needs in terms of salary and better status. Categorically, quality performance from teachers can only be anticipated when they are satisfied with their jobs. Job satisfaction of teachers is heightened by higher levels of security, good relationship amongst themselves, good school environment, and incentives by the government and support by the community (Amin, 2021). Across the world there have been several cases and reports of job dissatisfaction among teachers which consequently leads to high rates of teachers who quit their work.

2.3 Teachers' remuneration and teachers' job satisfaction

One clear reason to labour is to make money. It improves one's quality of life in addition to allowing one to meet fundamental demands. Therefore, when someone receives less than what they are entitled to, they feel upset. Employees may work longer hours than expected but are not compensated for it, which demoralizes them (Gomba, 2016). It makes sense that someone would be less satisfied with their employment if they are not compensated for their efforts (Abuhashesh, et al., 2019).

The finding of Kumar (2019) in a study on the effects of compensation on the job satisfaction of teachers, which was carried out in Bangladesh reveals that the relation between the factors that affect compensation in a teacher's work and their job satisfaction is significant. He postulates that compensation is a key factor that drives and motivates employees regardless of their profession. The finding shows that when teachers are well compensated, they will be satisfied with their job; moreover, they are driven to have positive feelings towards their jobs. This then implies that one major source of job dissatisfaction for a teacher is poor compensation. Furthermore, the study findings showed that there exists a mismatch between compensation of teachers and their job description and this subsequently affects their work negatively leading to low job satisfaction. He further argued that work allowances like retirement, transportation and medical, significantly affect teachers' job satisfaction.

Africa has for some time now been reporting incidences of poor performance in education at various levels which has been considerably linked to a band of dissatisfied teachers (Richardson & Radloff, 2014). Adesulu et al., (2015) argues that of all the African states, Nigeria has been the worst hit due to a number of reasons the most notable being a total disregard of the teacher by successive governments that have

continually refused to pay teachers' salaries. This has as a result negatively impacted on these teachers both psychologically and physiologically thereby reducing not only their enthusiasm for their jobs but also their efforts in ensuring that they provide quality education. Iwu et al., (2018) postulate that teachers can only be effective when on their own accord, they endeavour to promote excellence which can only be realized when they are adequately motivated. This therefore means that teachers, who play a pivotal role in the socioeconomic development of the country, need to be adequately remunerated. More precisely, their salaries need to be paid in full and in time for it generally affects their productivity, job satisfaction and eventually their development of the society.

According to Iwu et al. (2018), teachers in Nigeria are seen as a significant resource for influencing students' performance in their quest of a high-quality basic education and are very resourceful in affecting socioeconomic advancement, but they lack sufficient motivation. The factors influencing teachers' job satisfaction were investigated in their study on obtaining high-quality education. In Oyo state, Nigeria, a sample of 547 teachers from 23 schools in the Ibadan South-West Local Government Area were taken. The primary work elements that considerably contribute to teachers' job happiness, according to the study, are their pay as well as possibilities for professional development and more duties related to their work. They pointed out that teachers' pay is a very essential and sensitive aspect that should be carefully evaluated because it influences how well instructors operate in all areas of their lives, but especially at work. Pre-primary school instructors are generally reported to not actively participate in social activities and private family occasions, according to Ndijuye and Tandika (2019). This is a result of their financial contributions, which have also negatively impacted their

capacity to provide for their own and their extended family members' fundamental necessities.

In the Northern Zone of Ghana, Pepra-Mensah, Adjei, and Agyei (2017) conducted research on the relationship between basic school teachers' job satisfaction and their pay. They draw attention to the fact that pay is crucial for every form of business since it plays a major role in luring and keeping talented workers. The purpose of their study was to find out how instructors felt about their pay and how it affected their level of job satisfaction. The study's conclusions, which were based on a convenience sample of 100 basic school instructors, demonstrated that teachers had an unfavourable opinion of the teaching service's remuneration policies. They also discovered a strong link between teachers' work satisfaction and the aspects of salary that include base pay, incentives, and benefits. Their findings clearly show that instructors who receive inadequate pay will have lower job satisfaction and lower productivity. Turnover as a result will have an impact on both the school and the kids.

Pepra-Mensah, Adjei, and Agyei (2017) note that the role of teachers in building and shaping the society is not only far reaching but has a significant effect of the calibre of individuals they teach and mould. With this in mind, they state that compensation policies and packages need to be regularly revised in order to increase the number of effective teachers who are satisfied with their profession. This study is different from the current one with regard to the informants used in the study. While it is evident that both are interested in the job satisfaction of teachers, the present one was specifically interested in basic school teachers while the current on secondary school teachers. The settings of the studies also differ with the former study being carried out in Ghana and the latter in Kenya. In addition, this study had only one independent variable which is teacher compensation while the current has three namely: teacher remuneration, teacher

promotion, and teacher workload. Moreover, while this study used a convenience sampling technique, the current employed a stratified random sampling technique to select the schools and the teachers who took part in the study. The point of convergence for the two studies however, is that they share the dependent variable.

In order to investigate teacher job satisfaction in Ghana's Techiman Municipality, Ansah-Hughes (2016) conducted a study. A random sample of 306 instructors from junior high and senior high schools was taken. The study's conclusions showed that although teaching was the best career choice for the teachers in the Techiman Municipality, the majority of them would like to change careers due to a lack of job satisfaction. Numerous scholars [Ansah-Hughes (2016), Agyei (2017), Ndijuye and Tandika (2019)] have noted that the primary factor influencing job satisfaction is compensation. This assertion is supported by another study conducted in Ghana by, Addai et al., (2018) who state that there is a high frequency of teachers agitating for among other factors better pay in their profession. In this similar study, the researchers also sought to assess the influence of job satisfaction and organizational justice on turnover intentions among teachers. Using one hundred and fourteen teachers to complete the organizational justice index, the teachers' satisfaction scale and the turnover intention scale, the study revealed that only pay contributed significantly to teachers' turnover intentions. The study findings showed that teachers prioritised their pay hence giving limited attention to other factors such interactional justice.

Kenyan secondary schools have encountered issues with their teachers. The Kenyan government implemented structural adjustment programs as a result of financial constraints, which had a significant influence on financing for education. Teachers are now disillusioned with these programs due to a variety of reasons, including inadequate and uncompetitive pay. Similarly, there has been discontent with non-monetary aspects

such inadequate working conditions, excessive workloads, institutional governance, professional development, and recognition, to name a few (Nabbanja, 2022). There has therefore been an exodus of teachers from the public into the private schools; some have moved to other countries with a view of attaining better pay opportunities.

Due to the significant impact education has on people's socioeconomic growth, policies have been implemented to guarantee that students complete their education and receive high-quality academic outcomes. The demand for high-quality education in Nairobi County has raised the apprehension of all pertinent parties involved in the education sector. A variety of tactics have been used to try to achieve better results and better performance, such as the implementation of performance contracts, the subsidization of secondary education (SSE), longer teaching and learning hours, remedial classes on the weekends, and policies involving extensive testing.

Muguongo, Muguna, and Muriithi (2015) in a study conducted on the effects of compensation on job satisfaction among secondary school teachers noted that insurance coverage, one of the forms of compensation packages, greatly impacts teachers' job satisfaction. The survey also showed that teachers are primarily happy with the medical coverage provided by the insurance policies they have been granted. Furthermore, the bonuses they receive have a minor impact on their job happiness since they encourage them to do a good job teaching. Consequently, those who have the authority to oversee the well-being of educators must make sure that incentives are provided to instructors in order to inspire them to meet their objectives.

In Buraidh City, Saudi Arabia, Al Ajlan (2019) conducted research on the variables affecting the job satisfaction of public secondary teachers. The purpose of this study was to look into the factors that affect secondary public school teachers' job satisfaction. Since this study was quantitative, information from 150 teachers was gathered via

questionnaires, and descriptive statistics were used for analysis. The study's primary finding demonstrated the impact of compensation, school administration, and working conditions on teachers' job satisfaction. It further showed that of the three factors, remuneration had the most significant and the greatest effect on the job satisfaction of teachers in public secondary schools in Buraidh city, Saudi Arabia. Remuneration as he pointed out, not only affects job satisfaction but it also affects teachers' performance and output as corroborated by Rashee, et al., (2016) and Al Doghan and Al Bar (2015).

Al Ajlan's (2019) study is crucial to the current because it informs it by providing relevant literature on the concept of job satisfaction which is also a variable in the current study. This study is similar to the current in the sense that it also employed a questionnaire to collect data. The point of divergence between the two studies however, are the tools used in the analysis of data. While the present study employed descriptive statistics, the current used both descriptive and inferential statistics. Moreover, the present study was conducted in Saudi Arabia while the current in Kenya. From the studies reviewed (Kumar, 2019; Pepra-Mensah et al., 2017; Iwu et al., 2018; Muguongo, Muguna & Muriithi, 2015; Addai et al., 2018 among others), it is evident that not much has been done on the relationship between management practices and job satisfaction of teachers in public secondary schools more so in Molo Sub-County, Nakuru County, Kenya. This, therefore, necessitates the need to undertake such a study.

2.4 Promotion of Teachers and Job Satisfaction

Since everyone works to be able to thrive and succeed wherever they are, this is a crucial component of job satisfaction. They will, nevertheless, feel stuck and dissatisfied if they discover that there isn't a chance for both advancement and improvement (Osborne & Hammoud, 2017). A promotion boosts someone's self-

esteem and gives them a sense of appreciation. Promotions therefore encourage workers to do better at their jobs. According to Anzazi (2018), a promotion can result in a larger office or a larger spending account, among other benefits that make it valuable for workers. In a similar vein, it serves as a compliment and a way to acknowledge hard work. Increased control over one's co-workers may accompany a promotion, which some employees may find enjoyable. Promotion has received less attention than other elements that affect an employee's job happiness, despite the fact that it has a significant impact on individuals' careers and income.

In order to investigate the impact of job promotion and training on employees' work motivation and performance, Haryono, Supardi, and Udin (2020) conducted a study in Indonesia. Data from 215 respondents were analysed by the study using a quantitative survey method and the structural equation model (SEM) with Amos 24. According to the findings, job performance was significantly correlated with training, promotion, and work motivation; however, job promotion had the strongest correlation and a more direct impact. The researchers contended that a job promotion has a direct impact on an employee's life and boosts morale at work, which not only leads to greater job satisfaction but also to a greater sense of belonging within the company and overall productivity. They went on to say that initiatives aimed at enhancing worker performance would pay off, particularly in the form of job promotions.

Hee et al., (2019) note a decline in the status of teaching profession for the last fifty years in developed countries. This decline is attributed to diminishing prospects for incentives for teaching, as well as limited association between the performance of teachers and development. In particular, Noor, Khanl, and Naseem, (2015) concurs with the conclusion made in Herzberg’s two-factor model and argue that low teachers’

motivation and job satisfaction could be because of work overload, poor salary and in some cases the negative societal view of teachers and their teaching profession.

Haßler, Bennett and Damani (2021) have shown that in sub-Saharan Africa, a big population of the current pre-primary schools are dealing with a daunting crisis which is teachers' motivation. They point out that this crisis is related to inadequate compensation, low standards of living, bad status, inefficient policies, environments, and management. The motivational crisis that schools are experiencing can be attributed to a number of factors, including but not limited to the socioeconomic status of teachers, the methods they used to enter the profession, the behaviours and mannerisms of the students, the syllabus coverage, and the stress of exams, as noted by Kefa (2019), who supports the arguments made by Haßler, Bennett, and Damani (2021). Ndijuye and Tandika (2019) also corroborate the assertions made on teacher motivation. They posit that teacher status that is, personal, social and socio-economic, self-confidence, classroom environment, the behaviour of students; work stress, rewards and incentives profoundly affect motivation of the teachers.

Although a number of studies have looked at the factors that influence job satisfaction, little attention has been paid to the influence and impact of promotions as well as employee expectations around promotions, despite the fact that they are important. Employees may put in less effort at work when they know they won't be promoted, unless they are confident in their ability to pursue advancement and promotion in the future.

After the implementation of educational reforms, Avidov-Ungar and Arviv-Elyashiv (2018) investigated the variables that may influence teachers' attitudes toward internal school promotion. They examined teachers' satisfaction from two angles: the personal, which is a teacher's desire to advance into a leadership role, and the organizational,

which referred to teachers' opinions about the fairness of the promotion process. The study discovered that about four-fifths ($\frac{4}{5}$) of teachers want advancement to a promotional role and that, generally, they see the promotion cycle as reasonable and fair. Additionally, the more prominent the teachers' feeling of empowerment, the more noteworthy their longing for future advancement and their confidence in the decency of the special interaction. It was also revealed that teachers who were in administrative positions at the time when the study was conducted exhibited the most grounded feeling of empowerment.

According to Kumar's (2019) study conducted in Bangladesh, teachers' job happiness is significantly impacted by their promotions. Teachers who get promoted stand to gain more social standing, more responsibilities, and opportunities for personal development. According to Saif et al. (2012), people who have some degree of trust in a positive and hopeful future experience satisfaction. This could entail improving their chances of landing a better job or giving them access to opportunities for advancement and growth in their current careers. The researchers argue that when one feels that their chances of advancement in their careers are limited, there may consequently be a decline in their job satisfaction (Badubi, 2017).

Employee satisfaction with regard to promotion chances will be determined by a number of factors, including their likelihood of being promoted and the validity and equity of the criteria used for promotions within their company. Promotions can take many different shapes, usually accompanied by varying benefits. This means that various employees' job satisfaction levels are impacted differently by their prospects for promotion. As a result, this must be taken into account while creating promotion policies in order to increase employee satisfaction (source). Many occupations offer their workers an opportunity to advance their careers by allowing them to seek

promotion through a transparent and defined promotion hierarchy. This aspect of career advancement is known as vertical mobility dimension. In management, promotion is one of the tools for reinforcement used in the system of rewards to assist in motivating employees. Other re-enforcers consist of payments, recognition, participation, desirable tasks, autonomy, job advancement, job security and working environment (Kumar, 2019; Macharia, 2016).

From a motivation point of view, rewards allocated only on the basis of non-performance factors, like across-the-board pay raises, job title, and seniority are likely to make employees lessen their job efforts (Eshun, 2011). In a hierarchy that exclusively adopts promotion of employees to reward their performance, workers are inclined to grow to the highest level of competency. This is due to the fact that good performance in one kind of job is not necessarily an assurance of the same in another different kind of job. That is why the compensation plans or pay-for-performance programmes are becoming more popular (Eshun, 2011).

Nwakasi and Cummins (2018) undertook a case study in North West Nigeria with the aim of examining the relationship between motivation of teachers and teachers' high productive performance. This region was chosen because previous reports revealed that it had been struggling with issues related to literacy specifically and education generally as compared to the other parts of the nation. The study adopted the Baseline Survey and employed a binary multiple logistic regression model for data analysis. The findings of this evaluation showed that female teachers are more likely to achieve increased job satisfaction as compared to their male counterparts. This they noted is because Nigeria, a patriarchal society, bestows upon men more expectations such as being providers for their households and holding respectable positions in the community at large. In addition, they note that for men teaching is seen as a low-level profession (UNESCO-

IICBA, 2017) which further dampens their morale, their feelings about themselves and makes them devalue the position they hold in the society. For the female teachers, the scenario is different; this is so because the society associates the teaching profession with women and holds it in high regard for this gender. Females are thus encouraged to join the teaching profession in the country since it makes them contribute significantly to their households and their communities.

In a study commissioned by IPRASE, Guglielmi et al., (2016) opine that the yearning for opportunity for development and career growth is a very significant predictor for job satisfaction mostly among younger teachers. Ndijuye and Tandika (2019) note the poor attitudes that pre-primary teachers had towards their profession. These attitudes were due to matters pertaining to conditions of service such as, poor pay, systemic benefits, professional support, professional in-service development and training, and participation in decision making. All these factors as well as timely promotion affected the teachers' motivation for job performance (Erdoğan, Turaşlı, & Toran, 2018).

Anzazi (2020) examined the effects of employee turnover on organization performance of Telkom Kenya Limited. It was noted that employee turnover was a major concern for many organizations owing to lack of career growth, poor motivation, lack of reward management and lack of health and safety. Using a descriptive research design with a targeted group of 120 employees in different outlets in Nairobi County, the findings showed that turnover was high because the employee reward was unsatisfactory. Moreover, there was lack of commitment in employee career growth and development which they state, denied the employees an opportunity to grow in their careers. The findings further revealed that low levels of motivation also led to high employee turnover. The literature reviewed has shown that several studies have been done across the world, to investigate the effects of training and promotion on motivation of worker

hence the implications thereof on job performance of an employee (Haryono et al., 2020; Nwakasi, & Cummins, 2018; Anzazi, 2020). In light of these, limited attention has been given to the relationship between promotion of teachers as a managerial practice and teachers' job satisfaction thereby necessitating an evaluation of the relationship between management practices and teachers' job satisfaction in public secondary schools in Molo Sub-County, Nakuru County, Kenya.

2.5 Teachers' workload and job satisfaction

According to the business dictionary (2018) workload of an employee can be defined as the work units or assignment given to an individual within a given time frame. For teachers, the workload comprises the lessons, assignments as well as every other responsibility assigned to them within a given period. For the schools that offer boarding facilities, the teachers' workload could as well mean the quantity of time spent in school in supervision of students in line with the number of students that have been attended to in a given time frame. If the teachers are given too much workload, they will have limited time for rest and this can make the work environment stressful. A teaching environment that is not conducive negatively affects the management of the classroom as well as the levels of satisfaction of teachers (Demirdag, 2015).

In a survey that was carried out by Bassett (2016) senior managers (school principals and their deputies) stated that they work for an average of 59 hours every week, whereas the middle management that consists of departmental heads work for 52 hours while the other teachers work for a total of 47 hours in a week. The survey indicated that these working hours significantly contributed to the poor performance of teachers at all levels mainly because of the increased levels of stress. From the survey, it was concluded that there is a need to come up with various strategies geared towards facilitating the

management of teacher workload such us reducing meetings, use of support staff, "filtering" the demands made by outside agencies and prioritizing of teachers' tasks.

Through a study that was carried out in New Zealand in 2003 by the National Survey of Secondary Schools of New Zealand showed that both principals and teachers had a high workload. The findings indicate 67 working hours a week for the principals above class contact time on average. Most of the principals and teachers desired that the amount of paper work in their work load be reduced and adjustments made in the curriculum. Rose and Sika (2019) argue that high workload affects teacher quality especially in regards to the structure for support of effective teaching and learning. They further state that the behaviour of a teacher as well as the quality of teaching is determined by his/her workload.

Price Waterhouse Coopers (2001) carried out research in the UK from March 2001 to December 2001 with a purpose of identifying the main determinants of teacher and head teachers' workload and to coin a program for the effective management of workload. The outcome revealed that 75% of the teachers reported a heavy workload; 71 % reported that the quality of teaching was influenced by their workload and 47 % reported that workload had an effect on their health. Poor health encompassed physical, emotional and psychological effects; it showed a relationship with absenteeism.

In a study carried out on the single predictor of the influence of headmasters' leadership on special education teachers job satisfaction in state of Johor, Malaysia, Binti Saharudin (2021) used a structural equation modelling (SEM) approach with AMOS 21 software to analyse responses from 400 questionnaires. The study found out that headmaster leadership and teacher workload recorded high effect size values on the job satisfaction of teachers. These results proved that headmaster leadership as well teacher workload significantly affected the job satisfaction of special education teachers.

Toropova, Myrberg and Johansson (2021) corroborate these findings and assert that due to the international problem of teacher shortage, teacher job satisfaction warrants a closer and keener look if quality education is to be achieved. Moreover, just as job satisfaction is closely related to teacher retention so is the well-being of teachers and their students. The researchers demonstrated that there a significant relationship between school working conditions and teacher job satisfaction. More precisely, teacher workload among other factors was the most closely related to teacher job satisfaction. Toropova, Myrberg and Johansson (2021) further state that the teachers' perceptions of their workload have a direct and significant association with their job satisfaction. An excessive workload may lead to emotional exhaustion; in some cases, it may result in one quitting the teaching profession (Liu, Bellibaş & Gümüş, 2021).

Rose and Sika (2019) note that in South Africa, workload negatively affects teachers. The teachers' perception, decision and intention regarding workload were personal as well as challenging; Teachers are the chief disseminators of knowledge to the learners, this therefore means that when they have a high workload their performance will be negatively affected. Nwakasi, and Cummins (2018) argue that a high workload has been constituted as one of the root causes of decreasing job satisfaction for teachers especially in public school in rural areas of Northern Nigeria. For the teachers, the high workload takes different perspectives. For instance, it could be teaching too many classes; having large class sizes or too many pupils in the classrooms. UNESCO-IICBA, (2017) concur with the above observation. They further state that job satisfaction is aggravated by the teachers' perceptions of whether their students are intelligent or smart enough or not with regard to their performance. If students perform dismally and the teachers become less motivated, job satisfaction is reduced (Wolf, et al., 2015).

Usman and Kabir (2019) carried out a study on the relationship between job demand, workload and job satisfaction among teachers in public secondary schools in Kaduna Metropolis, Nigeria. They used a population of 307 teachers in public secondary schools and a sample of 154 teachers from 131 public secondary schools in the nine educational zones for the study. Job Demand, Workload and Job Satisfaction Questionnaire (JDWJS) was used for data collection. Data analyzed using descriptive statistics and Pearson Product Moment Correlation indicated that there was a significant relationship between job demand, workload and job satisfaction of teachers in public secondary schools in Kaduna metropolis, Nigeria. They noted that the factor that mostly affected teachers and hindered them from achieving job satisfaction is stress that results from a high workload. This factor, they argued, had a profound effect on the teachers' job contentment and commitment. The study therefore, they concluded that anticipating the very best out of these teachers as concerns the delivery of quality be it in teaching, products, and outcomes could be foggy, unattainable and not practical because the high stress levels ultimately led to reduced levels of job satisfaction. As a precautionary measure, the study recommends that the Ministry of Education should enforce certain policies or standards for stress management among teachers to cushion them against stressors that negatively impact their job satisfaction.

The findings of Huyghebaert et al., (2018) support this notion in their study that investigated the mediating role of sleeping problems in the relationship between workload and outcomes. The outcome of a sample of 884 teachers revealed that the positive indirect effects of workload on emotional exhaustion and presentisms, and the negative indirect effects of workload on job satisfaction and performance, through sleeping problems, were only significant among overcommitted teachers. They further stated that teacher workload as well as their over commitment in their work were also

directly linked to all four outcomes; they both positively related to emotional exhaustion and presentisms and negatively related to job satisfaction and performance.

The workload of Kenyan secondary school teachers is high. This is because the Ministry of Education expects these teachers to teach a maximum of 30 lessons per week. However, this is not what happens in schools. The number of lessons taught is determined by a variety of factors such as teacher availability. When a school has a shortage of teachers, the ones available take more lessons than what is recommended by the Ministry, a situation that not only increases the teachers stress levels but one which also negatively impacts on their job satisfaction. In India, a study by Santhi (2011) showed that additional classes have a norm in the educational system even pre-dating all the existing educational programmes as well as examinations. Hitherto, the validation and reasons for the preservation of these classes has been put to question due to unconfirmed claims that in some instances the extra classes were purposed to supplement teachers' emoluments rather for the betterment of students. This supposes that the extra lessons are not only scheduled and paid for, but also that the syllabus cannot be completed by the teachers without the paid for and scheduled extra lessons.

Mutegi (2014) did a similar study on the factors that affect the coverage of syllabus and found out that the handling of bigger classes by 37.7% of the teachers resulted in the delayed coverage of syllabus in secondary schools in Langata, Nairobi. Further her results showed that teachers with fewer subjects (48.8%) were able to complete the syllabus in time while approximately 21.7% were not able to cover the syllabus in time as a result of the many subjects they were teaching hence a higher workload. A similar study done in Kenya by Okeke and Mtyuda (2017) showed that there were parents who arranged and paid for extra tuition with the aim of improving their children’s performance by covering the syllabus and concepts that are tested at K.C.S.E.

examinations. Consequently, teachers have to work extra hours in addition to the official stipulated timetable, for the syllabus coverage and revision for KCSE examinations.

In Nakuru West Sub County, Kenya, Maldrine and Kiplangat (2020) conducted a study which to establish how teachers' workload influences job satisfaction. They adopted a descriptive research design with a sample size of 150 respondents and analysed data using descriptive and inferential statistical methods. They observed that teachers' performance in secondary schools was significantly reliant on their job satisfaction which, consequently impacted on students' performance. Based on their findings, they recommended that relevant stakeholders in the education system should seeks ways of reducing the teachers' workload with the intention of helping them attain job satisfaction and improve their performance.

Aruasa et al., (2019) carried out a study on determinants of physicians and nurses' professional satisfaction at the Moi Teaching and Referral Hospital, Eldoret, Kenya. The purpose of the study was to determine the factors affecting physicians' and nurses' professional satisfaction and implications for patient care at the Moi Teaching and Referral Hospital in Kenya. The study findings indicate that the factors that impacted on physicians and nurses' professional satisfaction include but not limited to workload. The findings showed that their job satisfaction was significantly affected by long working hours as well as increased demands on their time. Based on their findings, the researchers argue that the workload should be seriously considered so that a reasonable level ensures satisfaction. The study further revealed that the amount of workload, inadequate staff and increased demand of worker's time were related to increased stress and decreased levels of job satisfaction. In addition, high workload and job stress were associated with negative impact on performance and increased risk of occupational

health hazards from the various literature reviewed, (the National Survey of Secondary Schools, 2003; Price Waterhouse Coopers, 2001; Rose & Sika, 2019; Nwakasi & Cummins, 2018; Santhi, 2011; Mutegi, 2014). Scholars have interrogated the relationship between teacher workload and their job satisfaction however, they did not consider it as a managerial practice. This therefore, made the researcher to examine the relationship between management practices and teachers' job satisfaction in public secondary schools in Molo Sub-County, Nakuru County, Kenya.

2.6 Theoretical Framework

There are theories that can be associated with job satisfaction, with the Herzberg theory and Maslow Hierarchy of Needs being amongst some of the most widely cited. This study used the tenets of the two theories mentioned to analyse data that was collected.

Herzberg theory

Herzberg's Two-Factor Theory was proposed by Frederick Herzberg in 1959 as a framework to understand employee motivation and job satisfaction. The theory distinguishes between two types of factors that influence workers' attitudes towards their jobs: hygiene factors and motivators. Hygiene factors, which include elements such as working conditions, interpersonal relations, company policies, supervision, and salary, are external to the job itself. These factors, when inadequate, lead to dissatisfaction, but their improvement only prevents dissatisfaction without necessarily enhancing satisfaction. On the other hand, motivators such as the work itself, promotion, achievement, recognition, and responsibility are intrinsic to the job and are key drivers of job satisfaction. These motivators foster long-term positive effects on employees' attitudes and performance, leading to true job satisfaction.

Herzberg’s theory provides a useful lens in the management practices under which are teachers’ remuneration, promotion, and workload can be classified into hygiene factors and motivators. Teachers' remuneration and workload correspond to hygiene factors, meaning improvements in these areas would alleviate dissatisfaction but may not fully promote satisfaction. Conversely, promotion of teachers aligns with Herzberg’s motivators, suggesting that offering career advancement opportunities can significantly boost teachers' intrinsic motivation and job satisfaction. Thus, Herzberg’s theory helps clarify how addressing both hygiene factors (remuneration and workload) and motivators (promotion) is essential to fostering overall job satisfaction among teachers.

Maslow’s Hierarchy of Needs

Maslow's Hierarchy of Needs, proposed by Abraham Maslow in 1954, is a psychological theory that explains human motivation based on a hierarchy of needs. Maslow organized these needs into five levels, forming a pyramid structure. At the base are the most fundamental physiological needs, such as food, water, and shelter, followed by safety needs, including security and stability. The middle of the pyramid consists of social needs, such as love and belonging, while the next level encompasses esteem needs, which include recognition and self-worth. At the top of the hierarchy is self-actualization, which represents personal growth, fulfilment, and the realization of one's potential. According to Maslow, individuals must satisfy lower-level needs before progressing to higher-level ones, and motivation arises from the desire to fulfil these unmet needs.

Maslow’s hierarchy provides a framework for understanding how these practices affect different levels of teachers' needs. Teachers' remuneration addresses basic physiological and safety needs; as fair compensation ensures financial security. Workload, if balanced, can contribute to fulfilling safety and social needs by reducing

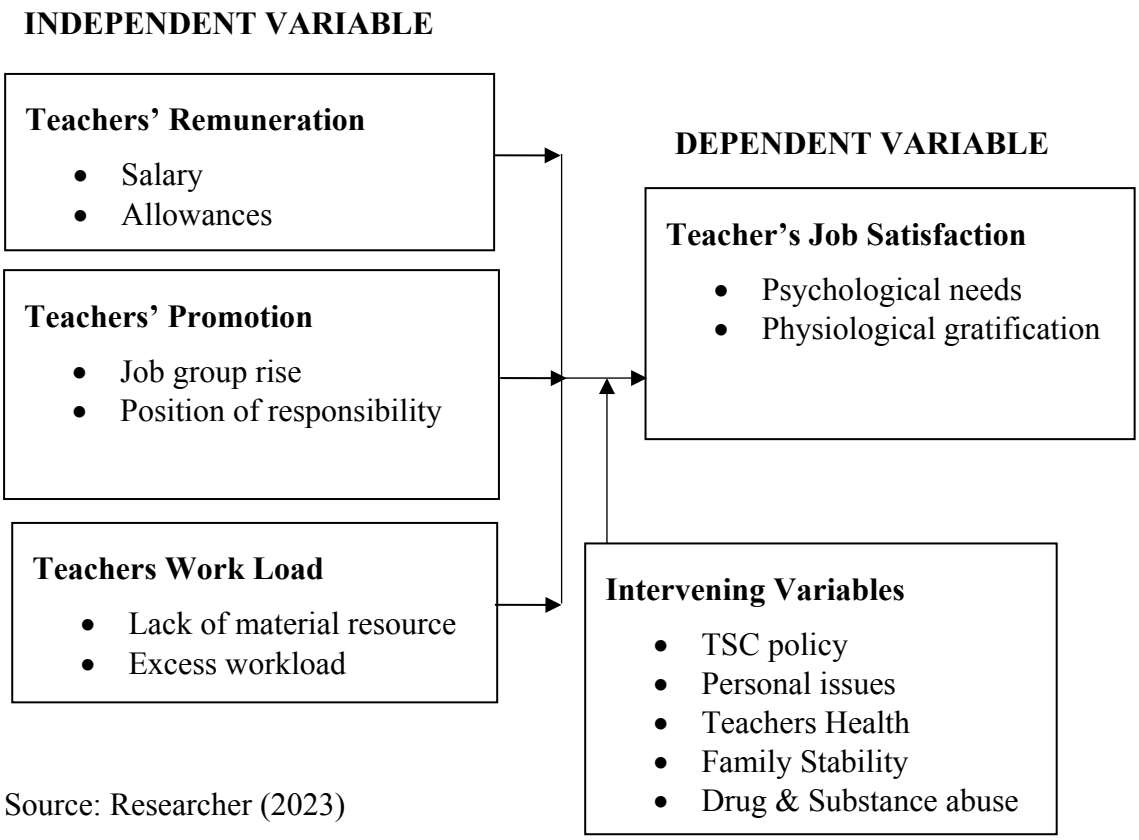
job stress and promoting a sense of belonging within the work environment. Promotion opportunities, on the other hand, align with higher-level needs such as esteem and self-actualization, as they offer recognition, career advancement, and personal growth. Therefore, by ensuring that management practices address needs across all levels of Maslow's hierarchy, schools can enhance teachers' overall job satisfaction. This framework also provides insight into how deficiencies at any level may hinder satisfaction and retention among teachers in public secondary schools.

2.7 Conceptual Framework

The conceptual framework of this study was used to illustrate the interplay of different factors that are crucial for the promotion of job satisfaction of teachers.

Figure 1:

Conceptual Framework



Source: Researcher (2023)

The figure shows the relationship between the independent variables (teachers' remuneration, teachers' promotion and teachers' work load) and the dependent variable (teachers' job satisfaction) and the intervening variables (TSC policy, personal issues, teachers' health, family stability and drugs and substance abuse). The intervening variable was homogenous across the sample and population hence, were not measured but the researcher ensured randomization of data collection.

2.8 Identification of Knowledge Gap

Despite a considerable body of research emphasizing the impact of teacher remuneration on job satisfaction, there is a notable gap in studies specifically focusing on how this relationship plays out in Molo Sub-County, Nakuru County, Kenya. Most research has been conducted in regions like Ghana (Pepra-Mensah et al., 2017) and Nigeria (Iwu et al., 2018), which, while useful, may not account for the unique socio-economic and administrative contexts of Kenyan public secondary schools. Additionally, previous studies often focus on one independent variable, such as teacher remuneration (Kumar, 2019), while the current study seeks to explore a broader range of management practices, including teacher promotion and workload. This broader approach highlights the need for more nuanced research that examines the interplay of multiple factors affecting job satisfaction in Kenya's secondary school teachers. Thus, this research aims to fill the gap by examining not just remuneration but also how other management practices influence teachers' job satisfaction in a Kenyan context.

Research on the effect of teacher promotions on job satisfaction has been relatively limited, especially in sub-Saharan Africa. While studies like those by Haryono, Supardi, and Udin (2020) have investigated the connection between job promotions and employee performance in Indonesia, there is little evidence on how this dynamic

operates specifically within Kenyan public secondary schools. Additionally, existing research tends to focus on promotional systems in developed countries (Hee et al., 2019), leaving a gap in understanding how the unique challenges faced by teachers in developing countries—such as limited career advancement opportunities—impact their job satisfaction. This study addresses this gap by investigating the effect of teacher promotion in a Kenyan context, where opportunities for advancement may be fewer and the socio-economic factors influencing promotion may differ significantly from those in more developed regions. This lack of research calls for a deeper investigation into how promotion prospects affect teachers' job satisfaction in Kenya's public secondary schools, particularly in Molo Sub-County.

The existing literature has extensively explored the relationship between teacher workload and job satisfaction across various contexts, highlighting the negative impacts of high workload on teacher performance, stress, and job satisfaction. However, a notable gap exists in considering teacher workload as a management practice that can be influenced by school leadership and policy interventions. Specifically, there is limited research on how school management practices, including workload distribution, can actively shape teachers' job satisfaction. This study seeks to fill this gap by examining the relationship between management practices such as workload management and teachers' job satisfaction in public secondary schools in Molo Sub-County, Nakuru County, Kenya.

The studies reviewed give various conditions that justify that there is great dissatisfaction by teachers in their jobs. This is evidenced by teachers leaving their profession and the poor performance of learners in examination. Therefore, there is need to do more research on teachers' job satisfaction the reason why this study embarked on research on how to improve teacher satisfaction by considering the

following: teacher remuneration, teacher promotion, and teacher workload. The study was conducted in Molo sub-county. The researcher employed some of the research instruments as well as methods of analysis used in the studies reviewed.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the research design, study area, target population, sample size and sampling techniques, data collection instruments, pilot study, validity and reliability of research instruments, data collection and analysis procedures and finally the ethical considerations in research.

3.2 Research Design

This study applied a correlation research design which aims at investigating relationships between two or more variables without the researcher controlling or manipulating any of the variables (Seeram, 2019). This design reflects the strength and/or direction of the relationship between the variables. This direction could either be positive or negative. This research is descriptive in nature; it is also non experimental hence does not entirely rely on scientific methodology. The researcher in this type of research design is interested in measuring the variables, comprehending them and assessing the statistical relationship (i.e., the correlation) between them without any influence from any extraneous variable (Price et al., 2019).

A correlation study can be employed to describe the strength as well as the direction of the relationship between variables and when a relationship is observed, the scores help to predict scores of one variable against the other. Additionally, a correlation study can be used when the statistical relationship being studied is thought to be causal, but the researcher cannot manipulate the independent variable because it is impossible, impractical, or unethical. The study adopted both quantitative and qualitative methods

to investigate the study variables. Six major steps normally taken in conducting descriptive studies are as follows: problem identification, review of literature, selection of participants and instruments, collection of valid and reliable data, data analysis and finally, conclusions and making recommendations.

3.3 Study Area

This study was conducted in Molo Sub-County, one of the eleven sub-counties in Nakuru County. The Sub County has posted a dismal performance in national examinations for the past three years recording an average of 4.3 mean grade since 2018. Molo Sub-County is a major contributor to the country's food basket. The residents grow maize, beans and potatoes for subsistence; they also grow pyrethrum as the main cash crop. The sub county is cosmopolitan with diverse cultural practices where Kalenjins, Kikuyus and Kisii's are the major ethnic groups that live in the area. Molo, just like other sub-counties of Nakuru, has numerous industries which deal in agro-processing and manufacturing. It also has numerous small and micro enterprises. Some of these diverse business enterprises, are run by teachers hence, there is a likelihood of them quitting public service to run their business enterprises or to pursue alternative employment.

3.4 Target Population

The target population refers to the units from which a study intends to generalize its findings (Mugenda & Mugenda, 2009). This study targets teachers from selected public secondary schools in Molo sub-County. Molo sub-County has a total of 33 public secondary schools with a total of 423 teachers employed by the Teachers Service Commission. The Sub County has posted a dismal performance in national

examinations for the past three years recording an average of 4.3 mean grade since 2018. Table 3.1 gives the summary of the target population.

Table 3.1

Target population

Study Population	Target Population	Sampling Percentage
Public Secondary Schools	33	30%
TSC teachers	423	47.51%
TSC Principals	33	30%
TSC Sub County Director of Education	1	100%

Source: Molo Sub-County County Director of Education TSC (2021)

3.5 Sample Size and Sampling Procedures

Oso and Onen (2009) observe that a sample is a smaller group that is selected procedurally from the larger target population. Stich and Brinker (2010) note that sampling involves systematically selecting the representative cases from the larger population that was used for the study. The main aim of sampling is to get accurate empirical data by using a smaller representative group leading to a reduction in the cost of the study.

3.5.1 Sample Size

According to TSC (2019), there are 33 public secondary schools, and 423 teachers in Molo sub-County. Sample size was determined by Krejcie and Morgan (1970) formula and table (see appendix iii) which has been adapted by the Research Advisors (2006).

Using proportionate stratified random sampling, 10 schools were selected from 33 schools where 10 principals were also involved in the study as well as 1 sub-county director of education. From selected ten schools, a sample of 201 teachers were selected from the 423 teachers. The sub county Director of Education was also purposively selected since he has the relevant information on issues concerning teachers in the county. Table 3.2 shows the sample size of the schools as well as the respondents involved in the study.

Table 3.2

Sample size

Study Population	Sampling Method	Target Population	Sample Size
Teachers	Stratified Sampling	423	201
Principals	Purposive Sampling	33	10
Sub-County Directors of Education	Purposive Sampling	1	1
Total		457	212

Source: Adopted and modified from Molo Sub-County TSC (2021)

3.5.2 Sampling Technique

The study adopted a multistage sampling technique where the researcher first got the number of schools to be included in the sample. Then the researcher employed the Krejcie and Morgan (1970) formula to obtain the samples. Using the stratified random sampling technique, the researcher sampled 10 schools. Schools were first put into different strata according to their location in the sub county then their category that is whether they are national or Extra County or County schools and the third strata was according to the gender of the students in those schools. The researcher then selected

the appropriate number of schools from each category at random. Table 3.3 shows the stratum of schools in Molo Sub County.

Table 3.3

Stratum of Schools in Molo Sub-County

	Category	No. of Schools	Sampled School
1	Extra-County Schools	4	1
2	County Schools	2	1
3	Sub County Schools	27	8

In the second stage, teachers were selected to participate in the study. From the 10 schools previously sampled, a total of 201 teachers were chosen, averaging 20 teachers per school. The selection process considered teachers who had served in their respective schools for a minimum of two academic years to ensure that they had sufficient experience and exposure to the school environment and management practices being studied.

In the third stage, a refinement of the selection process was applied. If any teacher selected had less than two years of service in their current school, they were replaced with another teacher who met the minimum experience requirement. To maintain fairness and gender balance, the names of eligible teachers were written on separate pieces of paper according to gender and placed into two containers. The papers were thoroughly mixed, and one name was drawn from each container to select a male and female teacher. This process was repeated until the required number of teachers from each school was reached. Teachers with less than two years of experience were

excluded from the study as their limited exposure might not provide accurate insights into the management practices and their influence on job satisfaction.

3.6 Data Collection Instruments

Data was gathered using questionnaires administered to teachers to in order to gain deeper insights on the selected management practices and how they relate teacher job satisfaction. An interview schedule on the other hand, was administrated to the sub–County Director of Education.

3.6.1 Questionnaires

The questionnaires were given to teachers. The decision to use questionnaires for data collection in this study was guided by several factors. First, questionnaires are cost-effective and allow for the collection of a substantial amount of data from a large number of respondents (Bhattacherjee, 2012). Additionally, they are relatively easy to administer and analyze, making them efficient tools for gathering information. According to Creswell (2013) and Kothari (2009), the speed, convenience, and efficiency of questionnaires make them a preferred method for data collection in research studies. Given that the target population for this study consists of highly literate individuals, it was anticipated that respondents would have no difficulty understanding and responding to the questionnaire items.

The researcher was primarily interested in gathering data on the views, opinions, perceptions, feelings, and attitudes of the participants regarding selected management practices and their impact on teachers' job satisfaction. To measure job satisfaction, the study employed the Minnesota Satisfaction Questionnaire (MSQ), developed by Weiss et al. (1967), which is a widely recognized and validated tool for assessing job

satisfaction. The MSQ has been used extensively in academic research for over three decades, confirming its reliability and relevance (Downes, Thomas, & Singley, 2002).

For the purposes of this study, some modifications were made to the MSQ to ensure that it was contextually appropriate for the Kenyan educational environment. The questionnaire was divided into three sections: bio-data, respondents' views on the selected management practices and their impact on teacher job satisfaction, and suggestions for improving the situation.

The first section (section A) sought to elicit information on the demographic characteristics of teachers. The second (section B), contained issues dealing with selected management practices and teacher job satisfaction while the third (section C) contained open-ended questions seeking suggestions on how the situations that negatively affected teacher job satisfaction could be ameliorated. Respondents were required to give their views on a five-point Likert scale consisting of the extent to which they agree or disagree with a particular item. The 5-point Likert scale consisted of '5' strongly Agree, '4'Disagree, '3' Neutral, "2" Disagree and '1' strongly Disagree.

3.6.2 Interview Schedule

The interview schedules were given to principal and Sub-County Director of Education. Interviews are used in qualitative research to elicit information by asking questions in conversations. It is the most common format used to collect data in qualitative research. Interview is a framework which allows for standards and practices to be both recorded and achieved. Interviews are beneficial for a number of reasons. For instance, they are used to deliver in-depth data which cannot be acquired from a questionnaire; the interviewer has the opportunity to eliminate questions that are likely to confuse the interviewee in the process of data collection; the interviewer has the chance to make

clarifications in case of any challenges thereby enabling the respondents to provide appropriate feedback and respondent in a manner that is flexible as compared to questionnaires (Adams & Cox, 2008). Given some of the above advantages, the researcher administered an interview to the sub county Director of Education to get deeper insights on the plight of teachers in Molo sub county and how these selected management practices affect their job satisfaction.

3.7 Validity and Reliability of Research Instruments

Validity and reliability of a study are essential and should be tested.

3.7.1 Validity

Validity refers to the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Cresswell (2013) suggests that one should use different methods to evaluate validity. According to him, the researcher should use at least two strategies. Using content validity, the researcher analysed the content as well as the objectives of the study in order to make sure that they are representative of the universe of items to be studied. The researcher also sought expert advice from supervisors as well as colleagues in the department of Educational Administration, Planning and Management to guarantee that the chosen instruments have content validity. Face validity on the other hand, was achieved by the researcher who ensured that the questions were formulated in such a way that they were not only attractive to the respondents, but also short and concise. This was achieved through interrogation by experts and supervisors to achieve clear and correct questions.

3.7.2 Reliability

This is a measurement of the magnitude to which a given research instrument bears consistent outcomes or data after more than one trial (Mugenda & Mugenda, 2009). Reliability of a research is affected by random error which may be due to erroneous coding; ambiguous instructions given to the respondents, the interviewer or interviewee experiencing fatigue or bias of the interviewer among others. To find out whether the research instruments were reliable, a pilot study was conducted in two schools in the neighbouring Kuresoi Sub-County where a test-retest technique was applied. The questionnaire was administered to 30 teachers from the two schools and the same questionnaire administered again after two weeks to the same respondents. The two results were correlated using the Pearson Moment Correlation Coefficient. Thereafter, split half reliability was done where the questionnaire was divided into two, the items with odd numbers were put on one side and the items with even on another. The Pearson Product Moment Correlation $(r_{1/2})$ method was used to compute the correlation between these two groups of scores. The Spearman's Brown formula on the other hand, was used to calculate the reliability of the full instrument. Best (2005) argues that if the coefficient of reliability is greater than 0.60 then the instrument is reliable. The reliability of the full instrument was found to be 0.7 and hence deemed reliable.

3.8 Data Collection Procedure

The data collection was undertaken in three stages. The first phase involved a scouting visit to the study area which was conducted in May 2021. This was mainly to get familiar with area that the research was done and to acquire appropriate institutional level data that was useful in improving the research proposal. The researcher also interacted with the potential participants to get additional information related to the area

of study. It is at this stage that further clarification was made on the research problem with the focus being on selected management practices and how they affect teacher job satisfaction in public secondary schools.

The second phase involved piloting of the instruments using the same category of participants but from two schools in Kuresoi South Sub-County together with the County Director of Education. The piloting was carried out to determine the clarity of the questionnaires administered to the respondents. The respondents were required to ask questions in case some of the items in the questionnaire were not clearly understood. Based on the outcome of the pilot study, some items were reorganized, others done away with while some added. The test for validity and reliability that was undertaken at this point was to clarify the study problem as well as refine the selected instruments. The researcher also got a research permit at this stage.

The third which is also the last phase was where the actual data collection was carried out between May and July 2022.A letter was sought from the University of Kabianga and a research permit was acquired from the National Commission for Science, Technology and Innovation (NACOSTI). To access the sub-county, a letter from the county director of education was sought. Once the study was completed, the research findings were made available to various stakeholders in the education sector. Copies of the research were availed at the university and a copy each was sent to the Ministry of education and NACOSTI.

3.9 Data Analysis Procedures

Data only has meaning in terms of interpretations made by the researcher. The large amount of data must be converted into some statistical measures before meaningful interpretation can be made. Data obtained was coded for easy analysis; it was then

analysed using qualitative and quantitative methods. For quantitative data, responses to the closed-ended items in the data collection instrument were assigned codes and labels. Statistical Package for Social Sciences (SPSS Version 20.0) was used to aid in data coding, entry and analysis. Frequency counts in form of tables and graphs were obtained and used to generate descriptive information about the respondents and to illustrate the general trend of the findings on the two variables of the study.

The descriptive statistics to be computed included percentages, frequencies and means. For inferential statistics, multiple regression and correlation analyses were applied for testing the hypotheses on the relationship between selected management practices and teachers job satisfaction. Multiple regression analysis was used to determine which among the four independent variables affects job satisfaction the most. Correlation test was used to explain whether or not two attributes are related. It does not measure the degree or the form of relationship between two attributes rather, it is a technique for making judgment of how significant the association or relationship are (Kothari, 2008).

Qualitative data which included notes, documents and other materials were organized and transcripts printed. The data was then reviewed and explored and codes created. The codes were then reviewed, revised and combined into themes and sub-themes. The themes were then presented in a coherent manner. The responses were edited to ensure correct grammar, chronology, coherence and precision after which presentation was done in chapter four through tables, pie charts and graphs.

3.10 Ethical Considerations

According to Resnik, Rasmussen, and Kissling (2015), research misconduct remains a significant concern across international contexts. Institutional and national policies play a critical role in both preventing and addressing research misconduct. While

institutional policies are designed to monitor and prevent such misconduct at the local level, national policies ensure the consistent enforcement of ethical standards across broader contexts. Key ethical considerations in research include safeguarding confidentiality, obtaining informed consent, ensuring physical and psychological protection, upholding responsibility, honesty, and transparency, clearly explaining the study's purpose, and providing participants with a debriefing after their involvement.

In this study, the rights of all participants were protected to the fullest extent. Participation was strictly voluntary, with no coercion or manipulation involved. Participants were fully informed about the study's procedures and were required to give informed consent before their involvement. This ensured that they understood what their participation entailed, including any potential risks or benefits.

The researcher took specific measures to protect participants from any physical, psychological, or emotional harm. Two key standards were employed to safeguard the privacy of the respondents. First, participants were guaranteed confidentiality. They were instructed not to include any personal identifiers such as names or other identifying details in the research materials. Second, the researcher assured participants that any information provided would remain private and would not be shared with anyone outside of the research team. The safety of collected data was also considered by ensuring that data are protected with password and can safely access by authorized individuals only The data collected was used solely for the purposes of this study, ensuring the anonymity and confidentiality of all participants.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

In this section the results from demographic data were outlined. Descriptive statistics were used to present the findings in terms of frequency and means. Correlation analysis was also carried out and the results presented in tables. These results were supported by content analysis of data from the interview schedule. Discussions were done in relation to the following variables: teachers' remuneration, teachers' promotion, teachers' workload and job satisfaction. The linear regression results were further applied to test the hypotheses of the study.

A response rate of 88.6% was obtained from the questionnaires. This percentage was deemed excellent as it provided room for further researcher. Mugenda and Mugenda (2003) propose that a return rate of 80% and above is rendered as excellent for further manipulation. All the ten principals (coded as P1 to P10) participated in the interview. The results from the questionnaires as well as those from correlation analysis were presented concurrently with those from content analysis.

4.2 Demographic Data

Demographic data, obtained from the questionnaires, consisted of information on gender, age, professionalism, area of specialization, teaching experience, setup of school and the type of school. The frequency distribution of the components of demographic data were presented using tables. This was further interpreted and discussed based on the aspects of demographic data presented below. Table 4.1 gives information on the demographic variable of gender.

Table 4.1:

Gender of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	97	54.5	54.5	54.5
	Female	81	45.5	45.5	100.0
	Total	178	100.0	100.0	

The results in table 4.1 revealed that the male were slightly more than the female respondents at 54.5% and 45.5% respectively. Table 4.2 gives information on the demographic variable of age.

Table 4.2:

Age of the Teachers

Age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 30 years	24	13.5	13.5	13.5
	31-40 years	89	50.0	50.0	63.5
	41-50 years	65	36.5	36.5	100.0
	Total	178	100.0	100.0	

Age of the respondents was also examined and presented in table 4.2. According to the results, 89(50.0%) respondents which is more than half were in the middle age bracket between 31-40 years. This was followed by 41-50 years who were 65(36.5%) and below 30 years who were 24(13.5%) respondents. Table 4.3 gives information on the demographic variable of professional and academic qualification.

Table 4.3:

Professional and Academic Qualification

Qualification		Frequency	Percent	Valid Percent	Cumulative Percent
	Bachelor's Degree	107	60.1	60.1	60.1
	Master's Degree	71	39.9	39.9	100.0
	Total	178	100.0	100.0	

As per the results in Table 4.3, the professional and academic qualifications of the teachers were bachelor's representing 107(60.1%) had master's degree respondents were 71(39.9%). From the percentages, it is evident that holders of bachelor's degree were the majority. The fact that some of the respondents have master's degrees is an indication of high levels of literacy and career development among the teachers. This is proof that respondents are professionally and academically qualified to teach in secondary schools. Table 4.4 gives information on the demographic variable ofarea of specialization.

Table 4.4:

Area of Specialization

	Area	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Languages	70	39.3	39.3	39.3
	Humanities	46	25.8	25.8	65.2
	Technical	19	10.7	10.7	75.8
	Sciences	43	24.2	24.2	100.0
	Total	178	100.0	100.0	

The area of specialization results indicated that languages were leading with 70(39.3%) number of teachers. This was followed by humanities with 46 (25.8%), sciences 43(24.2%) and lastly technical with19 (10.7%) respondents. The results show that language teachers are more than those in other areas of specialization. Similar results were obtained by Us-Saqlain, Shafqat and Hassan (2020) who confirmed that language teachers were more than those in science, technical and humanities in secondary schools. This implies that the TSC has sent more English teachers to the sub-county as opposed to the number of science, technical and humanities teachers. Table 4.5 gives information on the demographic variable of teaching experience.

Table 4.5:

Teaching Experience

Experience	Frequency	Percent	Valid Percent	Cumulative Percent
0-5 years	24	13.5	13.5	13.5
6-10 years	44	24.7	24.7	38.2
10-20 years	65	36.5	36.5	74.7
Over 20 years	45	25.3	25.3	100.0
Total	178	100.0	100.0	

In relation to teaching experiences 65 (36.5%) of the teachers had experience between 10-20 years. 45(25.4%) had over 20 years 44(24.7%) had between 6-10 years and 24(13.5%) had teaching experience of between 0-5 years. The results imply that the mean experience duration is 10-20 years. These results imply a low turnover since most of the teachers have worked for over one to two decades. Table 4.6 gives information on the demographic variable of set of schools.

Table 4.6:

Set of the Schools

School Set-Up	Frequency	Percent	Valid Percent	Cumulative Percent
Urban Set-Up	94	52.8	52.8	52.8
Rural Set-Up	84	47.2	47.2	100.0
Total	178	100.0	100.0	

The investigation revealed that majority of schools 94(52.8%)are in the urban set-up, while the rest 84(47.2%) in the rural. This corroborates the assertion made by Ukkaliset al., (2018) that most schools are in an urban set-up. This finding reveals that towns or urbanized centers promote the establishment of more schools than the rural areas. Table 4.7 gives information on the demographic variable of type of school.

Table 4.7:

Type of School

School Type	Frequency	Percent	Valid Percent	Cumulative Percent
Boarding	128	71.9	71.9	71.9
Day	26	14.6	14.6	86.5
Mixed Boarding and Day	24	13.5	13.5	100.0
Total	178	100.0	100.0	

From the demographic data presented, there are more boarding schools 128(71.9%) than day 26(14.6%) and mixed boarding and day 24(13.5%). Since boarding schools are the majority, teachers who provide services in these schools get more incentives

and privileges as opposed to their counterparts in day and mixed day and boarding schools.

4.3 Findings on Teachers' Remuneration

The findings of teacher remuneration were obtained from the questionnaires. The initials U, SS, S, VS and ES were used to show the level of satisfaction with U implying unsatisfied, SS for slightly satisfied, S for satisfied, VS for very satisfied and ES for extremely satisfied. Table 4.8 gives information on teachers' remuneration.

Table 4.8:

Teachers Remuneration Descriptive Statistics

	U	**SS**	**S**	**VS**	**ES**	**Mean**
The amount of pay for the work I do.	47	64	20	21	26	2.5225
	26.4%	36.0%	11.2%	11.8%	14.6%	
The opportunity to make a better earning for decent living.	0	0	152	26	0	3.2921
	0.0%	0.0%	85.4%	14.6%	0.0%	
The way my job provides for steady employment.	67	39	25	21	26	2.4382
	37.6%	21.9%	14.0%	11.8%	14.6%	
How my pay compares with that of similar jobs in other departments.	43	88	21	26	0	2.1685
	24.2%	49.4%	11.8%	14.6%	0.0%	
My pay and the amount of work I do.	43	64	45	26	0	2.3034
	24.2%	36.0%	25.3%	14.6%	0.0%	
How my pay compares with that of other workers within the school.	20	66	45	47	0	2.6685
	11.2%	37.1%	25.3%	26.4%	0.0%	
How my pay compares with those of similar jobs in private sector.	64	39	25	50	0	2.3427
	36.0%	21.9%	14.0%	28.1%	0.0%	

Table 4.8 revealed that a number of respondents 64(36.0%) were slightly satisfied with their pay. However, the remuneration received for the work done was unsatisfactory for 47(26.4%) of the respondents. A mean of 2.5225 showed that teachers were somehow satisfied with the salary they received. The results showed that if teachers were given an opportunity to get a better pay so as to live decently, majority of them 152(85.4%) would seize that opportunity. This was confirmed by mean of 3.2921 which showed that the teachers were satisfied with the current job.

There were 67(37.6%) respondents mentioned that their jobs were not as source of steady employment. However, 39(21.9%) noted that their jobs are sources of steady employment. The overall mean of 2.4382 showed that many of teachers were slightly satisfied with their profession as a source of steady employment and income. The results showed that 88(49.4%) of the respondents were in agreement that a teacher's pay is slightly satisfactory compared to those of similar jobs in other departments. A mean of 2.1685 implies that a teacher's pay is satisfactory compared to the pay received by others in different departments. According to the results, 64(36.0%) of the respondents were slightly satisfied with the pay in relation to the amount of work done at school. The mean of 2.3034 indicated that the salary received slightly satisfied teachers based on the amount of work done.

A majority 66(37.1%) of the respondents were slightly satisfied that the salary received compares with that of other workers within the school. A mean of 2.6685 showed that the salary was satisfactory as compared to what other employees in the school received. As compared to what others who hold similar jobs in private sector receive, results revealed that 64(36.0%) of the respondents were not satisfied with their pay. Despite more teachers being unsatisfied, the mean of 2.3427 revealed that an average number

of teachers were slightly satisfied with their salaries in comparison to what others who hold similar jobs in private sector receive.

All Principal and Sub-County director of Education were in agreement from the interview response that ask if teacher's pay influence job satisfaction. In their defence, the Principals pointed that teacher who are under paid do not concentrate in their work and often look for supplementary side job that would supplement the deficit in the household income. Further responses indicated that TCS have tried to harmonize teachers' payment with other civil servant in public section which is an on-going process. Once the TSC and the government are able to settle all the collective agreement, teacher would be happy and satisfied with their job, however, strikes often indicate the dissatisfaction of teacher in every academic cycle. The response to "what aspects of pay make the most difference for teachers in their jobs?" indicated that 80% of the Principal agreed on the amount of salaries while 50% pointed allowance. This indicate that teacher needed their allowance and salaries be harmonized to make the profession worthwhile and satisfying.

The Principals in response to the what were challenges in remuneration of teacher pointed lack of harmonization of salaries and allowances with other public sectors. This challenges are often affected by disagreement between trade union and TSC as government representative and sometime leads to industrial actions.

This implies that the government should ensure that collective bargain agreement is agreed and implemented as agreed by the stakeholders. Kumar (2019) corroborates this assertion by noting that remuneration was the driving force among the teachers in Bangladesh. The study also found that other work allowances like medical, retirement and transportation significantly contributed to job satisfaction.

The first null hypothesis which was tested under the first objective is as follows:

Ho_1 There is no significant relationship between teachers' remuneration and teachers' job satisfaction in public secondary schools in Molo Sub-County.

A correlation analysis was conducted to ascertain the relationship between teachers' remuneration and job satisfaction. This was presented in Table 4.9.

Table 4.9:

Correlations Analysis

		Job Satisfaction
Teachers' Remuneration	Pearson Correlation	.776**
	Sig. (2-tailed)	.000
	N	178

The Pearson correlation coefficient of 0.776 was obtained from the results with significant value of 0.000. The results show that in both cases the P value 0.000 was less than 0.05. This indicates that there is a strong positive significant correlation between teachers' remuneration and job satisfaction.

This finding is supported by a study conducted by Fatima and Ali (2016) who also found a strong correlation between remuneration and job satisfaction. Therefore, the researcher rejected the null hypothesis and accepted the alternative one which states that there is a significant relationship between between teachers' remuneration and job satisfaction. In other words, teachers job satisfaction was dependent on their remuneration. The two variables are thus related in reality and not as a result of some chance factor.

4.4 Findings on Teachers' Promotion

The results on teachers' promotion were obtained from questionnaires. The tool used a satisfaction Likert scale from 1 to 5 where 'U' stood for unsatisfied, 'SS' for slightly satisfied, 'S' for satisfied, 'VS' for very satisfied and 'ES' for extremely satisfied. Mean was also obtained to ascertain the level of satisfaction based on the satisfaction Likert scale. The results are presented in Table 4.10.

Table 4.10:

Teachers' Promotion Descriptive Statistics

	U	SS	S	VS	ES	Mean
The social position in the community that is associated with the job.	0 0.0%	82 46.1%	46 25.8%	50 25.8%	0 0.0%	2.8202
The opportunities for advancement on this job.	62 34.8%	20 11.2%	46 25.8%	26 14.6%	24 13.5%	2.6067
The way I am recognized when I do a good job.	19 10.7%	89 50.0%	44 24.7%	26 14.6%	0 0.0%	2.5787
The way I get credit for the work I do.	19 10.7%	68 38.2%	20 38.2%	71 39.9%	0 0.0%	2.8034
The opportunity to supervise other people.	19 10.7%	69 38.8%	40 22.5%	24 13.5%	26 14.6%	2.8258
The way promotions are awarded in this job and within school.	43 24.2%	44 24.7%	41 23.0%	24 13.5%	26 14.6%	2.6966
The opportunity to be held in high regard by society.	19 10.7%	23 12.9%	86 48.3%	50 28.1%	0 0.0%	2.9382
The way my boss trains his/her employees.	63 35.4%	45 25.3%	20 11.2%	26 14.6%	24 13.5%	2.4551
The chance to interact with important people.	39 21.9%	69 38.8%	20 11.2%	24 13.5%	26 14.6%	2.6011

The results in Table 4.10 indicate that 82(46.1%) of the respondents were slightly satisfied with the social position that the community associates with the job. The mean of 2.8202 showed that the respondents were satisfied with the position the community accorded them. The results further revealed that 62(34.8%)respondents were dissatisfied with the opportunities for advancement in their jobs however, 46(25.8%)were satisfied with those opportunities. A mean of 2.6067 indicated that the respondents were satisfied with the advancement opportunities that the teaching job availed.

The results showed that 89(50%) respondents were slightly satisfied with the recognition give to them for good performance. A mean of 2.5787 indicated that the respondents were satisfied with the recognition they received when they performed well. There were 71(39.9%) respondents who were satisfied with credit given to them for work done. A mean of 2.8034 indicated that the credit given for work done was satisfactory in most schools. The results also revealed that 69(38.8%)of the respondents had opportunities to supervise other people. A mean of 2.8258 indicated that the respondents were satisfied with the opportunities that they had to supervise other people.

There were 44(24.7%) respondents who were slightly satisfied with the way promotions were given out in the teaching profession as well as within school. A mean of 2.6966 showed that the promotions were satisfactorily given to teachers based on work done in the schools. A total of 86(48.3%) respondents were satisfied with the opportunities when the society held them in high regard. A mean of 2.9382 indicated that respondents found that their jobs were held in high regard by the community and other stakeholders.

Another 63(35.4%) respondents were dissatisfied with the way the Teachers Service Commission (TSC), the body mandated to run the affairs of teachers as well as its

agents were training their employees. This resulted in a mean of 2.4551 which implies that respondents were slightly satisfied with the training offered by TSC and its agents to its employees. The results further revealed that 69(38.8%) of the respondents were satisfied with the chances they had to interact with important people. A mean of 2.6011 was achieved implying that teaching as a career provides teachers with chances to engage with prominent people.

The Principals' response to "how does promotion affect teacher job satisfaction?" indicated that promotion had great importance among teachers since it created job satisfaction. Promotion are often associated with increase in salaries, less class workload, allowance increment and change in status as pointed by Principals. Hence, teacher often look for such opportunities since they are both intrinsic and extrinsic motivating.

On how the school effect promotion of teachers as revealed by Principal and Sub-County director of education, the themes revealed that the first promotion initiated through Principals and effected by TSC where junior teacher are elevated through structure promotion that consist of increase in salary scale and allowances. The second promotion of teacher are initiated directly by the Principal where individual is given responsibility like class teacher, guidance and counselling, examination officers, games master among other responsibility. These promotions are rewards through benefits, allowances, reduced workload, office space and recognitions. Both promotion have financial and non-financial motivation attached to it which increase job satisfaction among the teachers.

Finally, the Principals and Sub-County Director of Education indicated the main challenge of teacher promotion in schools are lack of commitment of teacher when such promotions are not accompanied by intrinsic and extrinsic motivation packages. This

forces the government or school strive to achieve promises made to teachers who are promoted. This forms the genesis of unfulfilled promises and sometime leads to industrial actions.

These findings are supported by those of Guglielmi et al., (2016) who opine that teachers who had opportunities of growing and developing their careers were mostly satisfied in their jobs. This finding was mostly evident in young teachers who would advance their studies thereby getting promotions in the process. This concurs with current study's finding where most teachers who are advancing and growing in their careers are satisfied.

The second null hypothesis which was tested under the second objective is as follows:

Ho_2 There is no significant relationship between teachers' promotion and teachers' job satisfaction in public secondary schools in Molo Sub-County.

A correlation analysis was conducted to ascertain the relationship between teachers' promotion and teachers' job satisfaction. This was presented in table 4.11 below.

Table 4.11:

Correlations Analysis

		Job Satisfaction
Teacher's Promotion	Pearson Correlation	.953**
	Sig. (2-tailed)	.000
	N	178

A Pearson correlation coefficient of 0.953 revealed a high positive correlation between teachers' promotion and job satisfaction. Therefore, there was a high positive significant relationship between teachers' promotion and job satisfaction ($P<0.05$).

The researcher thus rejected the null hypothesis and accepted the alternative which states that there is a significant relationship between between teachers' promotion and job satisfaction. In other words, the teachers' job satisfaction was dependent on their promotion. The two attributes are therefore associated in reality and not as a result of some chance factor.

4.5 Findings on Teachers' Workload

Teacher's workload was examined using a five-point Likert scale of satisfaction where 'U' stood for unsatisfied, 'SS' for slightly satisfied, 'S' for satisfied, 'VS' for very satisfied and 'ES' for extremely satisfied. Mean was also obtained to ascertain the level of satisfaction based on the satisfaction Likert scale. The results are presented in Table 4.12.

The results in Table 4.12 revealed that 73(41.0%) respondents were slightly satisfied with the opportunity to work within the working hours. A mean of 2.4382 indicated that the respondents were slightly satisfied with the timelines as stipulated in their terms of service. In addition, the findings revealed that 66(37.1%) respondents were slightly satisfied that the workload is within the employer's guidelines. A mean of 2.5730 revealed that respondents were satisfied that the workload was within the guidelines of TSC. According to the results, 85(47.8%) respondents were slightly satisfied that the number of students they handle in class was manageable. The mean was 2.5787 which indicated that most of the respondents were satisfied with the number of students they handle in every class.

Table 4.12:

Teachers' Workload Descriptive Statistics

	U	SS	S	VS	ES	Mean
The opportunity to work within the working hours.	43	73	59	3	0	2.4382
	24.2%	41.0%	33.1%	1.7%	0.0%	
The workload is within the employer's guidelines.	43	66	19	24	26	2.5730
	24.2%	37.1%	10.7%	13.5%	14.6%	
The number of students I handle in class is manageable.	20	85	23	50	0	2.5787
	11.2%	47.8%	12.9%	28.1%	0.0%	
The time allocated per lesson is as per the required standard.	0	20	108	50	0	3.1685
	0.0%	11.2%	60.7%	28.1%	0.0%	
The workload is in conformity with the pay.	43	64	21	24	26	2.5843
	24.2%	36.0%	11.8%	13.5%	14.6%	
The work allocated is more than can be done within the stipulated time.	20	87	21	24	26	2.7135
	11.2%	48.9%	11.8%	13.5%	14.6%	
The non-teaching responsibilities are within my abilities.	20	108	24	26	0	2.5955
	11.2%	60.7%	13.5%	14.6%	0.0%	
There is enough time for non-teaching responsibilities.	20	108	24	26	0	2.5955
	11.2%	60.7%	13.5%	14.6%	0.0%	
There is opportunity to make use of my abilities and skills.	0	83	45	50	0	2.8146
	0.0%	46.6%	25.3%	28.1%	0.0%	
There is enough time to mark learners' assignments.	20	89	19	50	0	2.5562
	11.2%	50.0%	10.7%	28.1%	0.0%	

A response of 108(60.7%) indicated that most respondents were satisfied with the time allocated per lesson. This was confirmed by a mean of 3.1685 which revealed that the time allocated for every lesson is within the standard. The findings additionally revealed that 64(36.0%) respondents were slightly satisfied that the workload was in conformity with the pay. A mean of 2.5843 indicated that the respondents were satisfied that the workload was equal to the pay.

As per the results, 87(48.9%) respondents were slightly satisfied that the work allocated could be done within the stipulated period of time. A mean of 2.7135 showed that there

was need to allocate more time for the workload given to the respondents. 108(60.7%) respondents were satisfied that the non-teaching responsibilities assigned to them were within their abilities. The mean was 2.5955 which indicated that majority were satisfied with the non-teaching responsibilities given to them. Another similar finding was that 108(60.7%) respondents were satisfied that there is enough time for non-teaching responsibilities. From the mean of 2.5955, it is evident that the non-teaching responsibilities were accorded enough time.

Another result indicated that 83(46.6%) respondents had opportunity to make use of their abilities and skills. A mean of 2.8146 showed that respondents had opportunities to use their abilities and skills satisfactorily. Finally, the study found that 89(50.0%) respondents had enough time to mark learners' assignments. This had an overall mean of 2.5562 which implied that most of the respondents had time to mark the learners' assignments.

The Principals' and Sub-County Direction of Education interview response to teachers' workload indicated that teacher workload constituted number of lesson allocation, making class work and exams, class teaching, school duties, special responsibilities assigned by school Principal and participate in extra-curriculum activities. The Principals also responded that the school met the minimum laid down workload as prescribe by the TSC. There were 40% of the Principals who pointed that their school have even exceeded the minimum workload capacity by far. The response from the Principals concurred with the questionnaires where the level of teacher workload has an influence on job satisfaction and performance of the teacher. They pointed that teachers with sufficient workload performed better than those that were over worked.

The main challenge in workload among the schools was associated with high number of unit allocation to teacher resulted to low performance and satisfaction of teachers.

Most of the Principals have often asked for replacement or increase of teaching staff which have assisted to reduce the workload per teacher.

According to Aruasa et al., (2019) working hours affected job satisfaction such that schools where teachers used long hours to carry out their responsibilities reported high incidences of dissatisfaction among the teachers. This result is contrary to the findings of the current study which reveals that job satisfaction was achieved since most of the respondents were satisfied with the working hours in most public secondary schools in Molo sub-county, Kenya.

The third and last null hypothesis which was tested under the third objective is as follows:

Ho_3 There is no significant relationship between teachers' workload and teachers' job satisfaction in public secondary schools in Molo Sub-County.

A correlation analysis was conducted to ascertain the relationship between teachers' workload and teachers' job satisfaction. This was presented in Table 4.13.

Table 4.13:

Correlations Analysis

		Job Satisfaction
Teacher's Workload	Pearson Correlation	.905**
	Sig. (2-tailed)	.000
	N	178

A Pearson correlation coefficient found that teachers' workload had a high positive correlation with teachers' job satisfaction (R=0.905). Hence, the results indicate that teachers' workload had a positive significant effect on job satisfaction (P<0.05). This result concurs with the finding of Usman and Kabir (2019) who noted that workload and job satisfaction are highly correlated. Therefore, the researcher rejected the null hypothesis and accepted the alternative one which states that there is a significant relationship betweenteachers 'workload and teachers 'job satisfaction. In other words, teachers' job satisfaction was dependent on their workload. The two variables are therefore associated in reality and not as a result of some chance factor.

4.6 Findings on Job Satisfaction

Job satisfaction was assessed using mean, an element of descriptive statistics. The output of percentage frequencies was used to show the rate of job satisfaction based on five points satisfaction scale ranging from unsatisfied to extremely satisfied. This was presented in Table 4.14.

In accordance to the results displayed on Table 4.14, 66(37.1%) respondents were satisfied that the attitude towards their job was positive. This was confirmed by a mean of 2.9326 which showed that the respondents had positive attitudes towards the teaching profession. Majority representing 83(46.6%) were satisfied that their present job offers psychological or physiological gratification. Based on a mean of 2.9607, the respondents were satisfied that their profession offered psychological or physiological gratification. As per the results 60(33.7%) respondents were satisfied that their current job fulfills their psychological and physiological needs. A mean of 2.8202 indicated that teachers' psychological and physiological needs were satisfied by the current job.

Table 4.14:

Job Satisfaction Descriptive Statistics

	U	SS	S	VS	ES	Mean
The attitude towards the job is positive	0	62	66	50	0	2.9326
	0.0%	34.8%	37.1%	28.1%	0.0%	
The present job offers psychological or physiological gratification.	0	83	45	24	26	2.9607
	0.0%	46.6%	25.3%	13.5%	14.6%	
The current job fulfills the psychological and physiological needs.	23	60	45	26	24	2.8202
	12.9%	33.7%	25.3%	14.6%	13.5%	
Job satisfaction means liking the job	0	83	69	26	0	2.8258
	0.0%	46.6%	38.8%	14.6%	0.0%	
There is a positive correlation between job satisfaction and work engagement.	39	44	69	26	0	2.6067
	21.9%	24.7%	38.8%	14.6%	0.0%	
Job satisfaction enhances the performance and productivity.	39	89	24	26	0	2.9888
	21.9%	50.0%	13.5%	14.6%	0.0%	

There were 83(46.6%) respondents who were satisfied with the job by virtue of liking it. The mean was found to be 2.8258 which implied that job satisfaction was achieved through liking the job at hand. In response to whether there was a positive correlation between job satisfaction and work engagement, the study revealed that 69(38.8%) respondents were satisfied that job satisfaction was correlated with work engagement which was confirmed by a mean of 2.6067. Finally, the results revealed that 89(50.0%) respondents were satisfied that job satisfaction enhances the performance and productivity of an employee in an institution. A mean of 2.9888 showed that job satisfaction improves the performance and enhances productivity of teachers in schools.

The Principals' and Sub-County Director of Education interview respondent that job satisfaction had an influence on performance of the teacher as well as the schools. The

Principals pointed that job satisfaction are mainly associated with teacher's remuneration, promotions, work environment, workload and top management support.

4.7 Regression Analysis

Multiple linear regression model was adopted in testing the significant value of teachers' remuneration, promotion and teachers' workload on job satisfaction. The results were summarized in regression model ANOVA and coefficient represented in Tables 4.15, 4.16 and 4.17 respectively.

Table 4.15:

Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.965[a]	.930	.929	.27366	2.484

a. Predictors: (Constant), Teacher's Workload, Teacher's Remuneration, Teacher's Promotion

b. Dependent Variable: Job Satisfaction

According to the result of Table 4.15, teachers' workload, remuneration and promotion representing management practices had a strong relationship with job satisfaction (R=0.965). The results revealed that 93.0% of variation in job satisfaction was associated with management practices namely: teachers' remuneration, workload and promotion. However, other factors that were not discussed in the study contribute 7.0% in variation to job satisfaction. Table 4.16 shows the regression analysis results on the relationship between management practices and job satisfaction.

Table 4.16:

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	173.824	3	57.941	773.680	.000[b]
	Residual	13.031	174	.075		
	Total	186.855	177			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Teacher's Workload, Teacher's Remuneration, Teacher's Promotion

The results showed that management practices had significant relationship with job satisfaction as indicated by F (3,174) =773.680, P=0.000<0.05. Hence, there was a significant relationship between management practices and job satisfaction. Table 4.7 shows the regression coefficients.

Table 4.17:

Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.249	.060		4.162	.000		
	Teachers' Remuneration	.178	.033	.164	5.467	.000	.445	2.249
	Teachers' Promotion	.652	.045	.691	14.581	.000	.178	5.610
	Teachers' Workload	.157	.048	.159	3.254	.001	.167	5.986

a. Dependent Variable: Job Satisfaction

The results indicated in Table 4.17show the regression equation for the relationship of management practices given by teachers' remuneration, promotion and workload in relation to job satisfaction.

JS = 0.249 + 0.178 TR + 0.652 TP + 0.157 TW

JS stands for Job Satisfaction, TR for Teachers' Remuneration, TP for Teachers' Promotion and TW for Teachers' workload. The results indicated that there was increase in Job satisfaction when each of the three variables increase in the given percentages Teacher's Remuneration 17.8 %, Teacher's Promotion 65.2% and Teacher's Workload 15.7%. This implies that the management practice that had the highest positive impact on teacher job satisfaction was teachers' promotion followed by remuneration and lastly, workload.

In the first objective, the null hypothesis was rejected and the alternative adopted since teachers' remuneration had a positive significant relationship with job satisfaction (Beta = 0.178, $P<0.05$). This implies that there is significant relationship between teachers' remuneration and teachers' job satisfaction in public secondary schools in Molo Sub-County. The study concurs with the findings of Fatima and Ali (2016) who revealed that teacher compensation practices had significant positive correlation with job satisfaction. Moreover, Iwu et al., (2018) also support the current study's finding by noting that remuneration contributes to an increase in responsibility and growth of teachers resulting in job satisfaction.

The second null hypothesis was rejected and alternative accepted. The study found that teachers' promotion had a positive significant relationship with job satisfaction (Beta = 0.652, $P<0.05$). Therefore, there is significant relationship between promotion of teachers and teachers' job satisfaction in public secondary schools in Molo Sub-County.

Badubi (2017) who supports this result noted that promotion had a positive impact on job satisfaction. Hence, it is necessary to develop promotion policies that are equitable and acceptable in order to improve employee satisfaction.

The null hypothesis of the third objective was also rejected and the alternative adopted since the study findings reveal that teachers' workload had a positive significant relationship with job satisfaction (Beta = 0.157, $P<0.05$). Hence, there is significant relationship between teachers' workload and teachers' job satisfaction in public secondary schools in Molo Sub-County. Maldrine and Kiplangat (2020) corroborate this finding in a study that was conducted in Nakuru. They revealed that workload significantly affects job satisfaction among teachers.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a summary of results, conclusions and recommendations of the study. The suggestions for further research are also given in the section.

5.2 Summary of Findings

In the first objective, the results revealed that there were 152(85.4%) respondents who were satisfied that currently, the teaching profession has better opportunities for teachers to earn decent living as supported by the mean of 3.2921. The results also showed that respondents were satisfied with the remuneration that they got in comparison to what other workers in school received as revealed by the mean of 2.6685. The overall mean of 2.4382 showed that most teachers in public schools were slightly satisfied with their profession as a source of steady employment when compared to those in the private sector. In addition, the results showed that most respondents were satisfied with the work done as revealed by the mean of 2.3427. Teacher's remunerations had a strong positive correlation with job satisfaction (R= 0.776, P=0.000<0.05). Therefore, the study found that teachers' remuneration had a positive significant relationship with job satisfaction (B=0.178, P=0.000<0.5).

The results of the second objective revealed that respondents were satisfied with the social positions accorded to them by the community as revealed by a mean of 2.8202. The teachers were satisfied with the credit they received for the work done as stipulated by the mean of 2.8034. This has improved their chances of meeting and interacting with prominent people in the society as indicated by the mean of 2.9382. Additionally, respondents were satisfied with the opportunities to supervise others as indicated by the

mean of 2.8258. The respondents were also satisfied with the manner in which promotion was done in the schools as evidenced by the mean of 2.6966. The teachers were satisfied with the recognition that they got for doing their jobs well as indicated by the mean of 2.5787. However, the respondents were least satisfied with the way training was done in a majority of schools as indicated by a mean of 2.4551. Promotion of teachers had the highest positive correlation with job satisfaction (R=0.953, P=0.000<0.05). Therefore, there was positive significant relationship between promotion of teachers and teachers' job satisfaction (B= 0.652, P=0.00<0.05).

The results of the third objective revealed that time allocation per lesson was as per the required standard which resulted in high satisfaction among the teachers (mean of 3.1685). However, the work allocated was found to be slightly more than the recommended as revealed by the mean of 2.7135. The result indicated that teachers were able to satisfactorily use their abilities and skills in teaching as revealed by the mean of 2.8146. It was also found that the work load was within employer's guidelines as indicated by a mean of 2.5730. The results further revealed that respondents were satisfied with the number of students that they handle in class as indicated by the mean of 2.5787. The study also revealed that respondents were satisfied with the time allocated for non-teaching activities (mean of 2.5955); it was noted that the workload satisfactorily conforms to the pay (mean of 2.5843) and there is sufficient time to mark learners' assignment (mean of 2.5562). However, there was slight satisfaction on opportunity to work within the working hours (mean of 2.4382). In overall, teacher's workload had a positive significant correlation with job satisfaction. Therefore, teacher's workload had positive significant relationship with job satisfaction (B=0.157, P=0.000<0.05).

5.3 Conclusions

From findings of the first objective, the study concluded that there was a positive and significant relationship between teachers' remuneration and job satisfaction in secondary schools. The findings suggest that the teaching profession has improved in terms of financial compensation, providing teachers with a decent living standard. Compared to other school staff, teachers feel that their pay is relatively better in relation to the workload they handle. However, public school teachers' remuneration remains lower than that of their counterparts in private schools, indicating room for improvement in this area to further enhance satisfaction.

on second objective, the study concluded that promotion also had a positive and significant relationship with job satisfaction among secondary school teachers. Teachers felt satisfied with the social recognition they received, the opportunities for supervision, and their interactions with prominent members of society. These aspects contributed to a sense of belonging and acceptance within the community. Additionally, most teachers were content with the way promotions were conducted, which motivated them to advance their careers. However, there was a noted need for improvement in the way training is provided, which could further increase job satisfaction.

Finally, the study concluded that teacher’s work load had a positive and significant relationship with job satisfaction. While the workload was generally aligned with employer guidelines, allowing teachers to use their skills effectively and dedicate sufficient time to non-teaching responsibilities such as grading, it was still perceived as demanding. Teachers expressed a need for more time to ensure adequate syllabus coverage, despite being satisfied with the current time allocation per lesson. The study concluded that a balanced workload contributes to job satisfaction, but efforts to alleviate the burden would further enhance this satisfaction.

5.4 Recommendations

The study recommends that the Teachers Service Commission (TSC), in collaboration with the Salaries and Remuneration Commission (SRC), conduct a comprehensive review of public secondary school teachers' pay scales. This review should benchmark public teachers' salaries against those in private institutions to ensure competitiveness. The goal is to attract and retain skilled educators by offering compensation packages that reflect teachers' qualifications, workload, and market rates. Policy adjustments based on this review can ensure equity and improve teacher retention, ultimately enhancing school performance.

It is recommended that the TSC and school boards implement a transparent, merit-based promotion system that prioritizes teachers' experience, professional development, and performance. To increase job satisfaction and performance, criteria for promotion should include clear indicators such as years of service, completion of advanced academic qualifications, and demonstrated impact on student outcomes. This system should be communicated openly to all teachers, and professional development programs should be provided to prepare teachers for promotion opportunities, enhancing their career progression and motivation.

School administrators, in collaboration with the Ministry of Education, should adjust teacher workloads to ensure a balanced distribution of teaching responsibilities. This includes differentiating workload by class size, subject complexity, and the number of lessons per week. By aligning workloads with the allocated time in the timetable, teachers will be better equipped to manage their responsibilities without experiencing burnout. This adjustment will not only improve job satisfaction but also enhance the quality of instruction and student performance. Regular workload audits should be conducted to ensure alignment with these standards.

5.5 Suggestion for Further Research

The researcher notes that the following studies can be carried out in future:

1. Examine the effect of non-monetary motivation on job satisfaction. The study mainly focused on two extracts of non-monetary motivation which were promotions and workload. Other factors that can be studied are autonomy, career development, recognition among others.
2. Assess the effect of extrinsic motivation on employee satisfaction in secondary schools. This will focus on motivation that comes externally rather than internally.
3. Investigate the influence of motivation on employee performance in secondary schools.

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APPENDIX I: INTRODUCTION LETTER

UNIVERSITY OF KABIANGA,

P.O. Box 2030-20200,

Kericho.

Date:……

Dear Teacher,

RE: REQUEST FOR DATA COLLECTION

I am a postgraduate student at the University of Kabianga(UOK) currently carrying out research on THE RELATIONSHIP BETWEEN SELECTED MANAGEMENT PRACTICES AND TEACHERS' JOB SATISFACTION IN PUBLIC SECONDARY SCHOOLS IN MOLO SUB COUNTY, NAKURU COUNTY, KENYA.

To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire that will help me to generate data required for this study. This information will be used purely for academic purposes and will be treated with confidentiality. Your name and that of your office will not be mentioned in the report. Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours sincerely,

_____

Julius K. Rotich.

APPENDIX II: QUESTIONNAIRE FOR TEACHERS

The information you give will benefit the researcher since it will aid in accomplishing his academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Please do not write your name

SECTION A: Biodata

Please you are required to simply indicate by a tick (√) in the preference box below.

1. Sex; Male { } Female { }

2. Age: Below 30 Years { } Between 31-40 Years { } 41-50 Years { } 51-60 Years { } Above 60 Years { }

3. Professional and Academic qualification; Bachelor's degree { } Master's Degree { } PHD { } others { } If others specify……

4. Area of specialization ……..

5. Teaching experience in public secondary school; 1-5 years { } 6-10 years { } 10-20 years { } over 20 years { }

6. Is your school in an urban set up { } rural set up { }

7. Is your school Boarding { } Day { } Mixed boarding and day { }

SECTION B: Teachers Perception on selected management practices

Perception of teachers on remuneration

Ask yourself: How satisfied am I with this aspect of my job?

1means I am not satisfied (this aspect of my job is inferior than I would like it to be).

2 means I am *only slightly* satisfied (this aspect of my job is not quite what I would like it to be).

3means I am *satisfied* (this aspect of my job is what I would like it to be).

4 means I am *very* satisfied (this aspect of my job is better than I expected it to be).

5means I am *extremely* satisfied (this aspect of my job is much better than I hoped it could be).

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**	**4**	**5**
8. The amount of pay for the work I do.					
9. The opportunity to make a better earning for decent living.					
10. The way my job provides for steady employment.					
11. How my pay compares with that of similar jobs in other departments.					
12. My pay and the amount of work I do.					
13. How my pay compares with that of other workers within the school.					

14. How my pay compares with that of similar jobs in private sector.					

Perception of teachers on promotion

Ask yourself: How satisfied am I *with this aspect of my job?*

1means I am not satisfied (this aspect of my job is inferior than I would like it to be).

2 means I am *only slightly* satisfied (this aspect of my job is not quite what I would like it to be).

3means I am *satisfied* (this aspect of my job is what I would like it to be).

4 means I am *very* satisfied (this aspect of my job is better than I expected it to be).

5means I am *extremely* satisfied (this aspect of my job is much better than I hoped it could be)

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**	**4**	**5**
15. The social position in the community that is associated with the job.					
16. The opportunities for advancement on this job.					
17. The way I am recognized when I do a good job.					

18. The way I get credit for the work I do.					
19. The opportunity to supervise other people.					
20. The way promotions are given out on this job and within school.					
21. The opportunity to be held in high regard by others.					
22. The way my boss trains his/her employees.					
23. The chance to interact with important people.					

Perception of teachers on workload

Ask yourself: How satisfied am I *with this aspect of my job?*

1 means I am not satisfied (this aspect of my job is inferior than I would like it to be).

2 means I am *only slightly* satisfied (this aspect of my job is not quite what I would like it to be).

3means I am *satisfied* (this aspect of my job is what I would like it to be).

4 means I am *very* satisfied (this aspect of my job is better than I expected it to be).

5means I am *extremely* satisfied (this aspect of my job is much better than I hoped it could be).

On my present job, *this* is *how I* feel about the following:

Statement	1	2	3	4	5
24. The opportunity to work within the working hours.					
25. The workload is within the employer's guidelines.					
26. The number of students I handle in class is manageable.					
27. The time allocated per lesson is as per the required standard.					
28. The workload is in conformity with the pay.					
29. The work allocated is more than can be done within the stipulated time.					
30. The non-teaching responsibilities are within my abilities.					
31. There is enough time for carrying out non-teaching responsibilities.					
32. There is opportunity to make use of my abilities and skills.					
33. There is enough time to mark learners' assignments.					

Perception of teachers on Job Satisfaction

Ask yourself: How satisfied am I *with this aspect of my job?*

1 means I am not satisfied (this aspect of my job is inferior than I would like it to be).

2 means I am *only slightly* satisfied (this aspect of my job is not quite what I would like it to be).

3means I am *satisfied* (this aspect of my job is what I would like it to be).

4 means I am *very* satisfied (this aspect of my job is better than I expected it to be).

5means I am *extremely* satisfied (this aspect of my job is much better than I hoped it could be).

On my present job, *this* is *how I* feel about the following:

Statement	**1**	**2**	**3**	**4**	**5**
34. The attitude towards the job is positive					
35. The present job offers psychological or physiological gratification.					
36. The present job fulfils the psychological and physiological needs.					
37. Job satisfaction means liking the job					
38. There is a positive correlation between job satisfaction and work engagement.					
39. Job satisfaction enhances the employee's performance and productivity.					

THE END

THANK YOU FOR TAKING PART IN THE STUDY

APPENDIX III: INTERVIEW SCHEDULE FOR PRINCIPALS AND SUB-COUNTY DIRECTORS OF EDUCATION

The information you give will be of benefit to the researcher in accomplishing his academic goal. Please respond to the items to the best of your knowledge and as truthful as possible.

Please do not write your name

Part 1: Job Satisfaction

1. Does teacher job satisfaction influence their performance in any way?
2. What factors within your institution affect your teachers' job satisfaction?

Part 2: Teachers' Remuneration

3. In your view does teacher pay have any influence on their job satisfaction? Elaborate on your answer.
4. What aspects of pay make the most difference for teachers in their jobs?
5. What are the challenges in the remuneration of teachers in public secondary schools?

Part 3: Teachers' Promotion

6. How does promotion affect teacher job satisfaction?
7. How does your school effect promotion of teachers?
8. What are the challenges in teacher promotion in your school?

Part 4: Teacher Workload

9. In your understanding, what constitutes a teacher's workload?
10. Does your school meet the minimum laid down workload as prescribed by the TSC?

11. Do the teachers' workload in your institution affect the teacher job satisfaction and performance?
12. What are the challenges related to workload in your school?

APPENDIX IV: KREJCIE AND MORGAN (1970) TABLE

Table 3.1

Table for Determining Sample Size of a Known Population

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	346
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	354
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	191	1200	291	6000	361
45	40	170	118	400	196	1300	297	7000	364
50	44	180	123	420	201	1400	302	8000	367
55	48	190	127	440	205	1500	306	9000	368
60	52	200	132	460	210	1600	310	10000	370
65	56	210	136	480	214	1700	313	15000	375
70	59	220	140	500	217	1800	317	20000	377
75	63	230	144	550	226	1900	320	30000	379
80	66	240	148	600	234	2000	322	40000	380
85	70	250	152	650	242	2200	327	50000	381
90	73	260	155	700	248	2400	331	75000	382
95	76	270	159	750	254	2600	335	1000000	384

Note: N is Population Size; S is Sample Size *Source: Krejcie & Morgan, 1970*