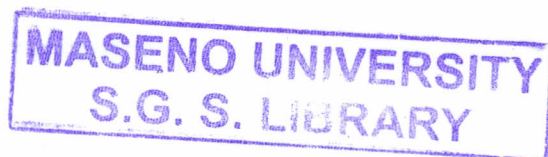


**FACTORS INFLUENCING JOB SATISFACTION AMONG SECONDARY
SCHOOL DEPUTY PRINCIPALS IN HAMISI DISTRICT, KENYA**

BY

AUJATA BARASA CATHERINE



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MASENO UNIVERSITY

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ABSTRACT

Deputy Principals play a pivotal role in management of schools. The prerequisite of good job performance by a deputy principal is job satisfaction. However, when they are not satisfied they are likely to decline the position of deputy headship. From 2008 to 2012, four deputy Principals resigned, 2 were demoted and 15 refused to take up deputy headship in Hamisi District, citing deputy headship position as not fulfilling. This was contrary to other neighbouring districts like Sabatia, Vihiga and Emuhaya which experienced only 3 cases of refusal to take up deputy headship position. The purpose of this study was to establish factors influencing job satisfaction among secondary school Deputy Principals in Hamisi District. Objectives of the study were to; find out the influence of terms and conditions of service, determine influence of school discipline, establish the influence of the Principals' leadership and find out the influence of work environment on the deputy Principals job satisfaction. The study adopted a conceptual framework that was used to focus on the variables of the study. Descriptive survey design was used. The study population consisted of 36 head teachers, 36 deputy head teachers, 36 Directors of studies, 36 Board of Governors (BOG) Chair persons and 36 Parents' Teachers Association (PTA) chairpersons. Saturated sampling was used to select 33 Principals, 33 Deputy Principals, 33 Directors of Studies, 33 BOG Chairpersons and 33 PTA Chairpersons. Data was collected using questionnaire and interview schedules. Face and content validity of the instruments was established by experts in Educational Administration. Reliability of the instruments was determined by test re-test method in 3(8.33%) of the schools that were not involved in the study. Pearson r coefficient of the deputy head teachers' questionnaire was 0.84 at a set p- value of 0.05. Quantitative data was analyzed using descriptive statistics in form of frequency counts and percentages. Qualitative data was transcribed and analyzed in emergent themes and sub themes. The study established that the following factors influenced deputy principals job satisfaction; role of deputizing principals 28(84.83%) and acting as principal in absence of principal 27(81.81%), role of disciplining students 23(69.69%), student adherence to school rules and regulations 22(66.66%), celebration of results 30(90.90%); delegation of duties 29(87.87%), proximity of the school from the road network 22(66.66%) and proximity of deputy principal's office to the principal's office 19(57.58%). The study concluded that the terms and conditions of service, school discipline, principal's leadership and work environment factors influence job satisfaction of deputy head teachers. The study recommended that Teachers Service Commission (TSC) should improve on salaries and medical allowances for teachers while the principal should provide for housing. The findings of this study are significant to the Ministry of Education, TSC, County Directors of Education, Deputy Principals and Principals in formulating policies that promote job satisfaction and add to the body of knowledge on job satisfaction.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Job satisfaction is important and a desirable goal for organizations because satisfied workers perform at higher levels than those who are not satisfied (Chambers, 1999 & Burke, 2002). Job satisfaction refers to attitudes and feelings that people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. National college for school leadership (2003) in Britain reported that role tensions exist between deputies or assistant heads as the responsibilities often overlap with those of the principal. In some cases, deputies are expected to fulfill all the responsibilities of the principal and to deputize fully when the principal is away from the school. It is also reported that, within most schools assistant and deputy principals are given particular areas of responsibility such as discipline, staff development, data-management or attendance. This makes deputies view the role as having maintenance rather than a developmental or leadership function. The leadership potential of assistant and deputy Principals in many schools is not being fully realized or exploited.

Johnson and Holdaway (1994) mentioned the importance of researching job satisfaction within the educational context with special emphasis on school principals. They pointed out three main reasons for this. First, negative phenomena such as absenteeism and principal turnover are associated with low levels of satisfaction. Second, there is a strong association between job satisfaction and the overall quality of life in society. Third, new challenges such as modernization, the revaluation of technology and increases in

accountability impose a great deal of pressure upon Principals and draw attention to the need for more concern over job satisfaction. The deputy principal is second in command and always charged with the Principals duties when the principal is away. Thus, the need to study whether the same factors influenced the job satisfaction of deputy principals in Hamisi District.

According to Porter and Lawler (cited in Lunenburg & Ornstein, 2004), the “perceived equitable rewards are a major input into employee satisfaction. “The outputs of ones jobs are all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working conditions, job prerequisites, recognition, responsibility, and so on” (Lunenburg & Ornstein, 2004). The inputs include such aspects as employees’ educational qualification, work experience, professional training, personal ability, personality qualities or characteristics, commitments and efforts and attitude towards the job among others which they bring with them to the institution (Lunenburg & Ornstein, 2004). In addition, workers are expecting to see justice and fairness in terms of the work they do and the fruits of their work. This implies that if the employees are fairly rewarded, they become happy or contented with their job and the opposite is true. It is clear in the literature that, when an employee works, he or she expects an equal measure in terms of salary, promotions, fringe benefits, job security, working conditions recognition, and so on. These makes them be satisfied on job. However, it is not known whether the same factors would influence job satisfaction of deputy Principals in Hamisi District. Thus, the current study sought to find out if the

same factors would influence job satisfaction among secondary school deputy Principals in Hamisi District.

Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural areas were less satisfied with their jobs than those working in urban areas (Bennell & Akyeampong, 2007). This implies that the location of school was a determining factor of their differences in job satisfaction. The researchers found out that the location of the school influences the job satisfaction of teachers. It was not known whether or not the location of the school influenced job satisfaction of secondary school deputy Principals in Hamisi District.

Greenberg and Baron (1995), employees occupying managerial or leadership positions in the organization indicate higher levels of job satisfaction than others. This implies that teachers who occupied senior positions like being Deputy Principal, Senior Academic master/mistress, and Head of Department among others in their respective schools were more satisfied with their job than their colleagues without such promotional positions. Similarly, Dinham and Scott, (2000), found that teachers who had earned promotions in their schools were more satisfied with their job than others. The study findings indicated that the promotions influenced job satisfaction but it was not known whether promotions would have had the same influence on the deputy principals in Hamisi District. Thus, the current study intended to establish whether promotion and other factors in the current study would influence the satisfaction of deputy Principals in Hamisi District.

To understand employee attitudes and motivation, Fredrick Herzberg interviewed 203 American engineers and accountants in Pittsburgh, USA, to determine which factors in an employees' work environment caused satisfaction or dissatisfaction. He asked people to describe in detail situations in which they felt exceptionally good and bad about their jobs. He found that, replies people gave when they felt bad were significantly different from the replies people gave when they felt good. These findings led to motivation-Hygiene theory, which primarily concluded that intrinsic factors related to job satisfaction while extrinsic factors related to job dissatisfaction (Herzberg & Mausner, 1959). Elimination of sources of dissatisfaction does not mean that the reduction is motivating to the worker or will lead to job satisfaction. Rather, job satisfaction and dissatisfaction are affected by different sets of factors and have different effects upon employee motivation and performance. Hygiene factor tends to affect dissatisfaction and performance below acceptable levels. Motivation factors tend to affect job satisfaction, motivation and performance above acceptable levels.

Herzberg (1968) as quoted by Linda (1998), found that hygiene factors such as company policy, types of supervision, status, job security, salary, working conditions and interpersonal relations keep employees from being dissatisfied, though they do not motivate. Motivation factors such as achievement, recognition, the work itself, responsibility, growth and advancement appear to motivate people and are associated with job satisfaction. In order to motivate somebody Herzberg claimed that motivators must be built into an employee's job, the content of the work rather than where it is conducted, is the important factor. This view is shared by (Razik & Swanson, 1995) who

contends that work must be enriched in such a way that it allows opportunities to feel achievement and recognition, provide for meaningful advancement and meaningful responsibility.

This theory has been used in various studies for example Pedzani (2012) in the study levels of job satisfaction of teachers in Botswana. The researcher used a conceptual framework modeled on Herzberg's two factor theory showing motivators (satisfiers) (achievement and responsibility, advancement, work itself and responsibility); Hygiene factors (dissatisfiers) (organization policy, supervision, salary, working conditions and interpersonal relationship). The sample consisted of 150 teachers, 150 for senior secondary, 75 deputy principals, 55 for Principals select randomly. He used a modified version of the Job Descriptive Index (JDI) to collect data for the study. The findings of the study were: teachers were satisfied with their job of teaching in Botswana, majority of respondents were not satisfied with opportunities for promotion in general, teachers were satisfied with supervision because it is done tactfully and they are praised when they do good job. The teachers were satisfied with the people they worked with. The study in Botswana indicated that the teachers were satisfied with supervision but dissatisfied with promotion opportunities. Pedzani (2012) found that the teachers were satisfied with the people they work with, supervision and opportunities for promotion in Botswana. In this respect, the gap that the study attempted to fill was whether supervision, promotions and other factors had influence on the job satisfaction of deputy Principals in Hamisi District.

Davis (2008) in his study on 'assisting assistant principals' in Australia indicated that there was need to interview and hire the right assistant principals and then ensure that they remain on in campus for several years. It is necessary for the principals to help or support their assistant principals. A study carried out in Western Sydney, Australia, by Dinham and Scott (1998), on a three-domain model of teacher and school executives' career satisfaction, stipulated the various aspects that influence job satisfaction. These included leadership climate, decision-making, school infrastructure and school reputation, student achievement and professional self-growth, workload and impact of change, status and image of teachers and merit promotion. The findings indicated workload and impact of change, status and image of teachers and merit promotions were least satisfying (Dinham & Scott, 1998). The current study was conducted in public schools and 33 deputy Principals were involved. The gap that the study sought to fill was whether leadership climate, decision-making, school infrastructure and school reputation, student achievement and professional self-growth, workload and impact of change, status and image of teachers, merit promotion would influence the job satisfaction of deputy principals in Hamisi District, Kenya.

Summer report (2003) in England indicated that Assistant and deputy principals often experienced lack of professional support in their role. The support of the principal and other members of the leadership team is a key contributor to feeling valued and motivated in the role. Where deputy and assistant principals are given leadership responsibilities within the school, higher levels of job satisfaction follow. There are limited opportunities for formal leadership training for assistant and deputy principals. This is a major

drawback in preparing for headship and becoming more effective in the role. The current study sort to establish whether the role of deputizing the principals influenced job satisfaction among deputy principals.

A report by Wilkins and Head (2002) based on a case study of 18 teachers found the most common causes of dissatisfaction to be heavy workload, a poor working relationship with a superior and being out of tune with the thrust of recent policy thinking in education. This influences the job satisfaction of the deputy principals who are charged with supervision of teachers. This study is complemented by Ross (2001) who found that teachers quit more to get out rather than to move on to other things. They cite heavy workload, bureaucracy, poor pupil behavior which puts strain on the teacher-parent relationship and accountability culture which leads to tension between the classroom teacher and middle managers. The teachers include deputy principals (Section 23 of TSC Act, 2012).The studies reviewed indicated that working relationship with superiors, heavy workload, bureaucracy, poor pupil behaviour, tension between teachers and middle managers influenced the job satisfaction of teachers. However, the knowledge gap that this study sought to fill was whether work conditions influenced deputy principal's job satisfaction in Hamisi District. The current study aimed at finding out whether the above factors had influence on the job satisfaction among secondary school Principals in Hamisi District.

Juma, Simatwa and Ayodo (2012), in the study, assessment of job satisfaction and dissatisfaction among female principals in secondary schools in Kenya: A case study of

Rachuonyo North and South Districts. The researcher used a conceptual framework modeled on Herzberg's two factors theory to study the factors influencing job satisfaction and dissatisfaction and establishing strategies of improving job satisfaction among female principals.

A study by Simatwa (2011) on Human resource management: job satisfaction and dissatisfaction among teachers in Kenya, indicated that 50% of teachers cited poor pay, working conditions, medical scheme and fringe benefits strangled the profession. Deputy principals belong to this category of teachers who are not satisfied with pay, work conditions, medical scheme and fringe benefits. What was unknown was as to whether salary, working conditions, medical scheme and fringe benefits influenced deputy principals job satisfaction in Hamisi District hence the subject of study.

Ndichu and Silsil (2007), stipulates the roles and responsibilities of the deputy principal are as follows: Being in charge of school administration when the principal is not present, responsible to the principal for guidance and counseling of teachers and students, ensure that proper discipline is maintained in school, ensures examination and assessments are carried out and proper scheduling of instructional programs is done, responsible to the principal for supervision of teaching staff and many more.

Deputy headship in Hamisi District seems to be dissatisfying as from 2008 to 2012, four deputy principals resigned, 2 were demoted and 15 refused to take up appointments and citing low job satisfaction in the position of deputy headship as a factor, yet the neighbouring districts of Sabatia, Emuhaya and Vihiga only experienced three cases

where appointed deputy principals refused to take up appointments. Therefore the study intends to establish the factors influencing job satisfaction among secondary school deputy Principals in Hamisi District.

1.2 Statement of the Problem

Job satisfaction among deputy principals is a concern globally. Studies have revealed that terms and conditions of service, school discipline, principal's leadership, work environment, school policies, work itself and incentives do influence job satisfaction of teachers, deputy principals and head teachers. Deputy principals play a crucial role in management of schools as they deal with student discipline, supervision of curriculum implementation, coordination of school activities, supervision of teaching and non-teaching staff and they serve as a link between the student, staff and the principal.

A satisfied deputy principal is likely to fulfill his /her obligations effectively and therefore job satisfaction is vital. In cases where deputy Principals are not satisfied they would decline to take up positions of deputy headship, resign from deputy headship or perform their duties casually. In Hamisi District, it had been noted that from 2008 to 2012, fifteen appointed secondary school deputy Principals refused to take up offices, 4 Deputy principals resigned from their positions and 2 were demoted from deputy headship position citing low job satisfaction. This study therefore sought to establish factors influencing job satisfaction among secondary school deputy Principals in Hamisi District.

1.3 Purpose of the Study

The purpose of the study was to establish factors influencing job satisfaction among secondary school deputy principals in Hamisi District, Kenya.

1.4 Specific Objectives of the Study

The objectives that guided the study relating to Hamisi District were to:

- i) Find out the influence of terms and conditions of service on the job satisfaction among secondary school deputy principals.
- ii) Determine the influence of school discipline on the job satisfaction among secondary school deputy principals.
- iii) Establish the influence of principal's leadership on the job satisfaction among secondary school deputy principals.
- iv) Find out the influence of work environment on the job satisfaction among secondary school deputy principals.

1.5 Research Questions

The following research questions guided the study relating to Hamisi District:

- i) What is the influence of terms and conditions of service on job satisfaction among Secondary school deputy principals?
- ii) What is the influence of school discipline on job satisfaction among secondary school deputy principals?
- iii) What is the influence of principal's leadership on job satisfaction among secondary school deputy principals?
- iv) What is the influence of work environment on job satisfaction among secondary school deputy principals?

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1.6 Conceptual Framework

Independent Variables

Terms and Conditions of service

- Roles
- Workload
- Promotion procedures
- Salary
- Allowances

School discipline

- Students
- Teachers

Principal's leadership

- Delegation
- Decision making
- Supervision
- Appraisal
- Communication

Work Environment

- Location of office
- School infrastructure
- Office space
- Work station house
- Sanitation facilities

Dependent Variables

Job satisfaction

- Contentment
- Fulfilling

Intervening Variables

- Deputy principal's attitude
- Teachers attitude
- Students attitude
- Working experience
- Deputy principal's Age
- Deputy principal's family status

Figure 1: A Conceptual Framework showing Factors Influencing Job Satisfaction among Secondary School Deputy Principals

The study was guided by a conceptual frame work (Figure 1). The conceptual framework indicates that there are factors which influence job satisfaction among secondary school deputy head teachers. These factors may create job satisfaction among employees if they are good, that is if they enhance fulfillment in workers. The selected factors in this case are: Terms and conditions of service, school discipline, principal's leadership and work environment. These factors provide job satisfaction among employees when they are fulfilled. When they are fulfilled they create a feeling of pleasure among the employees as they perform their work with commitment, with devotion, embracing team work, co-operation and high productivity. However, intervening variables like attitude, age, academic/ professional levels, working experience and salary scale indirectly influence job satisfaction among deputy principals. These variables moderate the behaviour of an individual.

1.7 Significance of the Study

The findings of this study may be significant to:

- i) MOE in making necessary recommendations for improvement of working conditions of secondary school deputy principals.
- ii) MOE in formulating professional development programs for secondary school deputy principals, which focus specifically on leadership skills and knowledge.
- iii) TSC in improving the work life balance among the secondary school deputy principals.
- iv) TSC in the formation of appropriate recruitment and retention policies of secondary school deputy principals.
- v) Future researchers in the related field.

1.8 Assumptions of the Study

The study assumed that:

- i) Secondary school deputy principals were trained and experienced teachers.
- ii) Secondary school deputy principals were appointed by TSC.
- iii) Secondary school deputy principals aspired to be principals.
- iv) Deputy principals guided other teachers respectfully as they monitored curriculum implementation.
- v) Deputy principals were qualified counselors for both teachers and students.

1.9 Scope of the Study

The study used 36 Public Secondary schools in Hamisi District and focused on the influence of terms and conditions of service, school discipline, principal's leadership and work environment.

1.10 Limitation of the Study

The findings are only limited to public secondary schools in Hamisi District, thus cannot be generalized to other contexts.



1.11. Definition of Operational Terms

Environmental factors	External conditions to the job that affect workers in their areas of operation also described as work environment.
Hygiene factors	These are maintenance factors that attract potential employees to a given job.
Job Satisfaction	Contentment or fulfillment that arise from performance of a given task in one's area of operation.
Job Dissatisfaction	Discontentment that arises out of lack of fulfillment in performance of a given task in one's area of operation.
Leadership	Guidance provided by principals in management of schools
Motivation	The drive that prompts people to perform given tasks.
Motivational factors	Are intrinsic in conditions the job that enhances people's will to perform as they provide satisfaction.
Satisfaction	The contentment or fulfillment experienced in the service of the institution in a defined area of operation.
School discipline	Means level of school personnel's, adherence to school norms which is described as high if there is high compliance and low where adherence is on a downward trend.
Terms and Conditions of service	Contractual aspects of teacher's employment of service
Work environment	External conditions to the job of Deputy Principals in a school .

CHAPTER TWO

LITERATURE REVIEW

2.1. Influence of Terms and Conditions of Service on Job Satisfaction among Deputy Principals in Secondary Schools

One key assumption about the deputy or assistant principal is that they aspire to headship and that their current role is an important stage in their development as a potential principal. West (1992) cites three possible roles for the deputy head: a deputy as head's deputy (the traditional role), deputy as prospective head (preparation for headship) and the deputy as deputy-head-of-school (the emergent role), all of which are considered to shape practice in schools. The deputy as prospective principal implies that the time spent as a deputy offers a preparation and entry point to headship. While headship is certainly not an aspiration for all deputy or assistant principals, many deputy and assistant heads do seek promotion to headship. It is clear that almost all deputy principals seek promotion which if not provided for they would remain demotivated. This would pave way for frustration and thus desire to resign, absenteeism and many more. This indicates that they are not realizing satisfaction on their job.

Travers and Cooper (1996) claim that low satisfaction with salary and the lack of promotion opportunities contributed significantly to teachers' intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job. However, recent survey conducted among 245 human resource representatives and 7, 101 workers in United States of America revealed that employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers. The researchers

found that salary, lack of promotion opportunities led to low levels of job satisfaction to employees. However, it is not clear whether or not salary and lack of promotion led to low job satisfaction among deputy principals in Hamisi District. The current study sought to establish factors that influence job satisfaction among secondary school deputy Principals in Hamisi District.

Walker and Kwan (2009) in a study in Hong Kong, China found that a number of professional, demographic and motivational factors appeared to link to vice principal's desire to Principalship position. These include involvement in professional development in school and a personal desire to keep learning. Thus, vice principals who have a strong desire for personal growth and are more actively involved in professional development in their schools have greater desire to become principals. Those who have harmonious working relationships are less inclined to apply for principalship. The research found that vice principals sought principalship as a result of motivation. That meant they were happy with the job including all the experiences they went through while on job. The current study sort to find factors that influenced job satisfaction of deputy Principals in Hamisi District.

Walker and Kwan (2009) in their study on Seeking Principalship: specific position attractors, indicate that there are three factors the aspiring principals consider when applying for principalship. These include autonomy and innovation, convenience, familiarity and status. The study involved 164 aspiring principals in Hong Kong. Pijanowski and Brandy, (2009), on the influence of salary in attracting and retaining

school leaders indicates that, salary influences changing roles of the principalship and candidates concerns about increasing less desirable working conditions of school leader.

A report by the National professional teacher's organization of South Africa (2002) highlighted aspects regarding teacher morale. They included: poor salary packages, poor quality of communication, amount of paperwork, lack of educational prospects, lack of educational resources, lack of quality support from departmental offices, change of educational methodology and policy and poor leadership styles of provincial officers.

A Study by Altman (2004) as quoted by Hult, Ronda, and Kim (2005), indicates that Faculty development programs in Uganda tend to ignore satisfaction and focus exclusively on job effectiveness. The researcher asked respondents factors that contributed to career success; the obstacles to success and sources of job satisfaction and what changes would be made to improve recruitment and retain faculty members. His findings indicated the following: Sources of success and job satisfaction were positive interaction with colleagues, access to campus resources, and support from administrators and positive experiences. Obstacles to success were low salaries and negative teaching experiences i.e. unfair processes of evaluation, promotion, tenure, difficulty balancing work and family, overwhelming workloads. It is clear from the literature that interaction with colleagues, access to resources, support from administrators and positive experiences positively influenced the job satisfaction of employees. However, it is not clear whether or not these factors could have a similar influence on the deputy principals

in Hamisi District. Thus the current study sought to establish the factors influencing job satisfaction among secondary school in Hamisi District.

Gaya (2008) in the study, job satisfaction of deputy principals in private schools in Nairobi Province, Kenya found that deputy principals were satisfied with their job but slightly satisfied with remuneration and job security. The findings of the study were described in relation to job satisfaction among deputy principals to improve their performance. The study findings indicated deputy principals were satisfied with most aspects of their job but slightly dissatisfied with their remuneration and job security. The current study was conducted in public secondary schools and 33 deputy principals were involved. The gap that the study sought to fill was factors influencing job satisfaction among deputy principals in public secondary schools in Hamisi District.

Juma et al (2012), in her study, assessment of job satisfaction and dissatisfaction among female principals in secondary schools in Kenya: A case study of Rachuonyo North and South Districts. The researcher assessed job satisfaction among female principals in the two districts after finding out they always complained as they undertook their administrative duties. These complaints bordered on job satisfaction. The variables of study were factors influencing job satisfaction, the factors influencing job dissatisfaction and strategies for improving job satisfaction among the female principals. The respondents were 20 female principals, 20 deputy principals, 20 HODS, 20 BOG Chairpersons, 20 PTA chairpersons and 2 DQASOs. Questionnaires, interview schedules, observation and document analysis were used to collect data. The researcher used a

conceptual framework modeled on Herzberg's two factors theory to study the factors influencing job satisfaction and dissatisfaction and establishing strategies of improving job satisfaction among female principals. The findings showed that most female principals 66.67% were dissatisfied with principalship and good relationship with teachers and autonomy to attend workshops influenced job satisfaction among female principals.

A report by Otieno (2009) on the standard, states that after 2009 pay deal ending, the Teachers' Service Commission directed all principals, deputy principals and all heads of department to quit from the union. The principals reacted by saying, they will quit when the TSC, gives them a scheme of service different from that of other teachers. The current study used descriptive survey design, questionnaires, and interview schedules. The respondents included principals, deputy principals, BOG Chairpersons, PTA Chairpersons and Directors of Studies in Hamisi District. The researcher sought to find the extent to which terms and conditions of service influence the job satisfaction of secondary school deputy principals in Educational institutions.

2.2 Influence of School Discipline on Job Satisfaction among Deputy Principals in Secondary Schools

The doctrine of school discipline according to (Nolte, 1980 & Barralle, 1975) is based on the concept of 'loco parentis' which allows school authorities full responsibilities for children's upbringing, the right of discipline and control. At organizational level, discipline can be defined as the action by the management to enforce organizational

standards and the process of encouraging workers to move uniformly towards meeting the objectives of an organization (Okumbe, 1999). It also refers to the values that students should live by within the school, family, the neighborhood, the village and all the social units up to the nation and the entire world community (Shiundu & Omulando, 1992). The discipline of students in any occasion is necessary in order to achieve the nation's mission.

In America, students indiscipline in schools include violence upon teachers and other students, possession of controlled substance or alcohol, robbery, engaging in habitual profanity, vulgarity, committing sexual assault to staff and making terrorist threats against the schools authority (Clarke, 2002).

In England, student's violence was a common phenomenon (Wilkinson, 1994). In South Africa, a high school principal who got death threats and found themselves living in fears of violent skirmishes and he organized a counter attack to protect his students and staff (McGregor, 2006). The growing workload of principals in the last decade particularly resulting from the local management of schools, has contributed to an increase in delegation of responsibilities to deputy principals (Harris, Muijis & Crawford, 2003). Thus, there is increased pressure on deputy principals within schools to meet the many demands and requirements imposed externally upon schools and generated internally within schools. A summer report by Harris, Muijis and Crawford (2003) indicates that role tensions exist between the principal and the deputy principal because the deputy principal's responsibilities are often overlapping those of the head teacher.

Rutherford (2002) indicates that in most schools deputy principals are given particular areas of responsibility such as discipline, staff development, data management or attendance. The degree to which they are given responsibility is dependent on the head teachers. To achieve this mission, effective learning is necessary hence tackling poor behavior is part of improving performance and teaching. Therefore, the purpose of discipline is to enhance and strengthen self- discipline between the individuals and the entire work group of teachers, students and support staff (Okumbe, 1999).

In Kenya, maladjusted students exhibit numerous indiscipline symptoms like aggression, shyness, suspicion, bullying, cruelty, cheating truancy, showing all sorts of disorderliness (Nyaga, 2004). Even low levels of indiscipline at school can result in a detrimental working environment for children and good teaching will often depend on good school discipline. School discipline directly falls in the docket of the deputy principal (MOE, 2007). The deputy principal has to ensure that school discipline is within the acceptable limits if good results have to be achieved in a school.

Despite the efforts made by the Ministry of Education Science and Technology to democratize the school administrative system, as evidenced by the ban of the cane in schools through Legal Notice No.56 of Kenya Gazette (Supplement No.25:199 of 30th March, 2001), unrest have continued in secondary schools with a new dimension. Not only are they violent and destructive but they are also premeditated and planned and have caused maximum harm to human life. There seems to be lack of effective alternative strategy to contain student indiscipline.

It is important to note that school discipline is a matter that affects all and sundry in schools. In this respect a number of studies have pointed out the many effects of school discipline on school administrators. For example a study by (Murithi, 2010) on challenges principals face in enhancing student discipline in secondary schools in Tigania District, Kenya indicated that Principals faced challenges like humiliation by students, resistance from some parents, student strikes, drug abuse, political interferences and divergent cultural values. These challenges influenced the job satisfaction of the deputy principals who work hand in hand with the principals of schools. Thus, the issues of student contact are a factor in the job satisfaction of teachers and they can resign from the profession if student behaviour is unbearable (McIntyre & Silva, 1992). The current study sought to determine the influence of school discipline on the job satisfaction among deputy principals in Hamisi District.

A study by Ajowi and Simatwa (2010) on the role of guidance and counseling in promotion of student discipline in secondary schools in Kisumu District indicate that guidance and counseling was mutually used to promote student discipline in most of the secondary schools. The study also found that there were no policy guidelines from the ministry on how schools could use guidance and counseling to manage student discipline cases. The study population was 4,570 students, 65 principals, and 65 deputy principals, 65 heads of guidance and counseling departments from all the 65 secondary schools. The study sample was 22 principals, 22 deputy principals, 22 heads of guidance and counseling from 22 secondary school and 916 students from 22 secondary schools. The researchers used questionnaires and interview schedules to collect data. The quantitative

data collected was analyzed using descriptive statistics in form of frequencies and percentages. The qualitative data was analyzed using summary tables for the purpose of presentation and interpretation. This can be realized from the fact that the whole country has been experiencing student violence and Kisumu District is not exceptional to student violence.

The "Report of the Task Force on Student Discipline and Unrest" (Republic of Kenya, 2001) recognized the use of guidance and counseling in the management of student discipline in schools due to its proactive approach. In addressing this problem, the following research questions were raised. The use of Guidance and Counseling in the management methods used in secondary schools in Kisumu District, Kenya only led to suppressed discipline but did not promote the full growth of the individual child's discipline. From all the categories of schools, manual labour, physical punishment and corporal punishment featured as the most widely used methods. Suspension and invitation of the parents also featured more frequently in all schools. It was also observed that, guidance and counseling was used in schools only after punishments options had been considered. In this case, secondary schools in Kisumu District did not exploit the proactive approach of guidance and counseling but only used it to justify the punishment offered to the students.

The findings on the contribution of teachers in promotion of guidance and counseling programmes in secondary schools revealed low response on the participation of principals and their deputies. This indicates that, the contribution of principals had not

been realized by the students while the heads of guidance and counseling departments had been minimally realized in secondary schools in Kisumu district. The current study sought to establish whether the low participation of principals in guidance and counseling had influence of the job satisfaction of deputy principals in Hamisi District.

These findings were consistent with Simatwa (2007) who maintained that, counseling was not given weight as a tool for enhancing discipline and noted that 50% of guidance and counseling services in schools were on the hands of teachers without professional training. The findings show the views of principals, deputy principals and heads of guidance and counseling on the role of guidance and counseling in the school administration and management of student discipline. The researcher contends that, students if well guided by teachers, will do the right things related to learning and will become disciplined. On the other hand, if students were not properly guided or were ignored, they cause discipline problems. This trend of events is most likely to influence the job satisfaction of deputy principals. The current study intended to determine whether teacher participation in guidance and counseling influenced the job satisfaction of deputy principals in Hamisi District.

2.3 Influence of Principal's Leadership on Job Satisfaction among Deputy

Principals in Secondary Schools

Leadership plays an important role on job satisfaction. Principals who adopt laissez faire styles of leadership for example may be considered to exert very little influence on the specific circumstances and situations that potentially affect teacher morale, job

satisfaction and motivation (Linda, 1998). Thus, Leaders need to be sensitive to the warnings and signs of low morale in their employees such as absenteeism, tardiness, high turnover, strikes and sabotages and lack of pride in work (Swanson & Razik, 1995).

Recent research findings in England have shown that effective leadership need not be located in the person of one leader but can be distributed within the school (MacBeath, 1998; Day & Harris, 2000; Harris, 2002; Harris & Muijs, 2002). These 'distributed' forms of leadership have been identified as crucial to improving schools and imply a redistribution of power and a realignment of authority within the organization. The distributed perspective focuses on how leadership practice is shared among formal and informal leaders. As Bennett et al (2003) note in their review of the literature for National College of School Leadership "distributed leadership is not something 'done' by an individual 'to' others rather it is an 'emergent property of a group or network of individuals' in which group members 'pool' their expertise". A school has various persons with leadership roles. There is a principal, a deputy head teacher, heads of departments, teachers, and students council. All these need to function harmoniously for the school to achieve its goals. That means all the leaders must be engaged in order for the goals of an organization to be met. The reviewed studies indicated that leadership has to be distributed between the formal and the informal leaders in order for the goals of an organization to be realized. The current study intended to establish whether the principals leadership influenced the job satisfaction among secondary school deputy principals. The above view is shared by (Hannagan, 2005) who states that, the choice of a leadership style is determined by various factors namely personal forces, characteristics of

subordinates and the situation. It is important that a principal understands the leadership styles and their impact. This will enable them become more flexible and better teachers. These leadership styles influence secondary school deputy principals differently. However, leaders cannot accomplish all the leadership tasks alone, they need the experience and support of colleagues for mutual reinforcement. It is clear that for a leader to achieve organizational goals, he needs to incorporate the effort of other workers in the system. Thus the current study sought to establish whether the incorporation of other workers in leadership influenced the job satisfaction among deputy principals.

Bogger (2001) in his study of leadership styles indicates that teachers report satisfaction in their work when the principal shares information and keeps open channels of communication with the teachers. This style leads to good results. The style recognizes quality performance (Hannagan, 2005). Despite a general shift towards increased responsibilities upon deputy and assistant principals in England, in most cases the role is still mainly concerned with maintenance rather than developmental functions. The deputy or assistant head is still seen as someone who ensures the school functions properly and generally keeps things running on a day to day basis despite a willingness to engage in leadership activities. Evidence would suggest that deputies and assistant heads view their own influence as relatively small compared to that of the principal (Leonard & Leonard, 1999). This is most likely impacted on their satisfaction on job. This is complemented by Ribbins (1997) who found that, the view of the assistant head as a 'stand-in' for the principal remained prevalent. Yet, in only a small number of cases was the deputy or assistant principal seen as being close to being a second principal or someone with

leadership responsibilities. The principal remains the main gatekeeper to leadership functions in the school and if the principal does not support a strong leadership role for the deputy or assistant principal, it is unlikely that this will happen (Southworth, 1995; Purvis & Dennison, 1993).

Similarly in the USA, the principal decided upon the exact nature of the role of the assistant principal (Scoggins & Bishop, 1993) which for those in assistant or deputy roles is a constant frustration (Mertz, 2000). In a detailed case study of one US assistant principal, it was clear that most of her duties were determined by the principal rather than allocated through any fixed job definition (Mertz & McNeely, 1999).

Orora (1997) noted that in Kenya today, talents, skills and abilities of almost all employees in most organizations lie fallow because of the lack of involvement of staff members in task performance and employee satisfaction remain extremely low, schools are no exceptions. If the principal over delegates, under delegates or fails to delegate to the H.O.Ds and science teachers, poor result could be the outcome. Studies indicate many managers fail in their duties because of poor delegation. He states factors influencing job satisfaction are intrinsic and extrinsic. The researcher indicates that lack of involvement of employees in places of work leads to low job satisfaction. However, it is not clear whether the same factor can be attributed to low job satisfaction in Hamisi District. Thus, current study intended to establish whether lack of involvement of other employees in places of work would influence the job satisfaction of deputy head teachers.

Murage (2004) in her study on job satisfaction among deputy principals of public secondary schools in Nairobi province. The study sought to establish factors that cause job satisfaction on deputy principals in the province and also investigate whether there was any relationship between job satisfaction and the independent variable of age, gender, marital status, academic qualification, job experience and category of school. The findings indicated that 66% of deputy Principals in Nairobi were female, 76.6% of deputy principals were between ages 40-54 years. The deputy principals were qualified. In the study low salary was ranked as the first cause of dissatisfaction followed by Principals leadership style, administrative responsibilities, recognition, working conditions and interpersonal relations. The current study intended to establish whether or not the above factors would have a similar or varied influence on the job satisfaction of teachers in Hamisi District. The researcher also reported that Job security was not ranked as a cause of dissatisfaction because they considered teaching offers job security. The study also showed there is no significant difference between job satisfaction and then age, gender, marital status, academic qualification and job experiences category of school. The deputy principal also indicated that deputy headship is a position of authority but Principals did not allow them free decision making. The current study sort to establish whether deputy principals in Hamisi District would share a similar view regarding job security.

A study on job satisfaction

2.4 Influence of Work Environment on Job Satisfaction among Secondary Deputy Principals

Managers need to be aware of the relationship between the internal and external environments. They should take into account the technological constraints, competence

of the workers, organizational performance and the available resources when making internal decisions (Hannagan, 2005). A school is like an open system and exists within increasing turbulent environments. These include parents, the sponsors, the unions, the government and many others. These external groups often have different and competing values of judging the organizations effectiveness. For example, government in terms of compliance with the set code, parents in terms of product value and quality. The school relies on these external groups for resources and legitimacy. They cannot simply ignore these competing values and as such, they must respond to them and reconcile the different interests. The various types of environments consist of individuals and organization that interact directly with the organizations. These direct relationships are the mediums through which organizations and environments mutually influence one another. Customers for example can demand for changes in the organizations products and the organization can attempt to influence customers' tastes and desires. Employees are concerned with their working environment for both personal and professional reasons. Studies demonstrate that employees prefer physical surroundings that are not dangerous or uncomfortable. There are employees who prefer working relatively close to home and relatively modern facilities, and with adequate tools and equipment (Robbins, 2003).

A study on job satisfaction among high school assistant principals, by Chen, Blendinger & McGrath (2005) indicates that most assistant principals liked working with students, teachers, staff and parents. They disliked working with undisciplined students, incompetent teachers, and difficult parents, support staff who behaved unprofessionally, demanding workloads and the many after school duties assigned to them.

Taylor and Tashakkori, (1995) reiterate as they indicate that, a positive school climate is associated with increased job satisfaction of school personnel. It is the duty of the parents and the educators to improve the school climate. They can do this by increased involvement in management of discipline and curriculum supervision. They also need to provide a safe environment for staff and students (Harris & Lowery, 2002). Communication is essential in organizations. However, individuals in organizations can receive communication overload or under load which can affect their level of job satisfaction (Russell, 1997). A study done by Wathithuni (2007), on the degree of job satisfaction and the causes of job dissatisfaction in deputy Principals of public secondary schools, in Mathira, intended to determine whether there is a relationship between job satisfaction and independent variables of age, gender, marital status academic qualifications, teaching experience and category of school in which they taught. The researcher used questionnaire to help test six null hypothesis that were used in the study. The studies reviewed did not address work environment factors influencing job satisfaction of deputy principals in Hamisi District a gap that this study attempted to fill.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section describes the research design, area of study, study population, samples and sampling techniques, methods of data collection, procedures of data collection and methods of data analysis.

3.2 Research Design

The study adopted descriptive survey design. This design describes the existing phenomena with the intention of employing data to justify current conditions and practices or to make more intelligent plans for improving them (Fraenkel & Wallen, 2009). However descriptive design was disadvantageous because it may lack in-depth information (Kothari, 2004). In order to curb these, the researchers should be knowledgeable about the area of study, use interview schedules and brainstorm during interviews and talked to researchers and practitioners in the area of study. The design was suitable for this study as it permitted description of the selected variables' influence on the job satisfaction among deputy principals using data obtained from respondents by the use of questionnaire and interview schedules.

3.3 Area of Study

The study was carried out in Hamisi District, Western Province, Kenya (Appendix VIII). The district was divided into two administrative divisions namely, Tiriki East and Tiriki West. It had seven locations namely, Jepkoyai, Tambua, Shamakhokho, Shaviringa, Gamalenga, Banja and Gisambai. It lays between latitude 0° and 2° S and longitude 34° E

and 35°E. It has a population of 136,313 with an area of 189.1Sq.Km. The District receives adequate rainfall. Some parts of the District were good for agricultural activities. Maize, beans, animal rearing, tea planting and tree planting are the major economic activities. Most of the foodstuffs produced were sold in the nearby market centres .The road network was fairly maintained. The district had 114 primary schools of which 9 are private schools and 105 public primary schools. It has two tertiary institutions namely, Kaimosi Institute of Technology and Kaimosi Teachers Training College. There were 36 public secondary schools, 5 girls' boarding schools, 3 provincial boys' boarding schools, 10 mixed day and boarding schools and 18 mixed day schools. There were 335 secondary school teachers. The culture of the society is such that the role of women is minimal in decision making and participation in certain aspects is subject to approval by the males. This seems to have had its way in educational institutions whereby performance is affected. This affected female and male deputy proincipals' job satisfaction in different ways.

3.4 Study Population

The study population consisted of 36 secondary school principals, 36 secondary school Deputy principals , 36 Directors of Studies, 36 BOG Chairpersons, 36 PTA Chairpersons.



Table 3.1

Study Population

Category of Respondents	Study Population
Principals	36
Deputy Principals	36
Directors of Studies	36
BOG Chair persons	36
PTA Chair persons	36

Source:

3.5 Sample and Sampling Techniques

The study sample consisted of 33 principals, 33 Deputy Principals and 33 Director of Studies, 33 BOG Chairmen, 33 PTA Chairpersons (Table 3.2). Saturated sampling technique was used to select the respondents.

Table 3.2

Sample Frame

Category of respondents	Target population (N)	Accessible population (N)	Sample size (n)	Percentage (%)
Principals	36	33	33	100
Deputy principals	36	33	33	100
BOG Chairpersons	36	33	33	100
PTA Chairpersons	36	33	33	100
Directors of Studies	36	33	33	100

3.6 Data Collection Instruments

The research instruments used in data collection were questionnaires and interview schedules. Questionnaires were suitable for this study because they save time. The researcher reminded respondents by phone to send the completed questionnaires using the stamped envelopes they were given during the distribution of the same. This applied to cases where the questionnaires were not collected on the interview day. The effectiveness of questionnaires was determined by piloting in four schools which were not part of the actual study. The researcher also used structured interviews schedules which allow for the comparability of all interview schedules dealt with (Kothari, 2004). The researcher used face to face interviews for all the respondents. Interviews helped the researcher get in-depth information and recording of verbal answers to various questions was done, personal views were also obtained during interviews.

The reliability of the instruments was enhanced by assessing the responses from the respondents during the pilot study in three secondary schools in Hamisi District. The pilot studies were conducted in three schools for a period of two weeks. The purpose of conducting the pilot study was to check on suitability and the clarity of the questions on the instruments designed, relevance of the information being sought, the language used and the content validity of the instruments from the responses given. The experts in the Department of Educational Management and Foundations who are authorities in the area of study further scrutinized the questionnaires and interview schedules to ensure the validity of the instruments; their input was incorporated in the final instruments that were used data collection.

3.6.1 Deputy Principals Questionnaire (DPQ)

The deputy principals' questionnaire asked secondary school deputy Principals to give the factors which influence their job satisfaction. (Appendix 1)

3.6.2 Principal's Interview Schedule (PIS)

The interview schedule was structured and was intended to gather information on the perception of principals on factors which influence the job satisfaction among secondary school principals in Hamisi District (Appendix II).

3.6.3 The Deputy Principals Interview Schedule (DPIS)

The interview schedule was structured and was intended to gather information on factors which influence job satisfaction among secondary school deputy Principals in Hamisi District (Appendix III).

3.6.4 Directors of Studies Interview Schedule (DSIS)

The interview schedule was structured and was intended to collect the director of studies views on factors that influence job satisfaction among deputy principals in Hamisi District (Appendix IV).

3.6.5 BOG Interview Schedule (BIS)

The interview schedule was in structured form and was used to gather information on the BOG chairpersons views on factors which influence job satisfaction among secondary school deputy principals in Hamisi District (Appendix V).

3.6.6 PTA Interview Schedule (PTAIS)

The interview schedule was structured and was used to gather the perception of PTA chairperson on factors which influence the job satisfaction among secondary school deputy principals in Hamisi District (Appendix VI).

3.6.8 Validity of Instruments

Face and content validity of the instruments was enhanced by experts in Research Methodology from the Department of Education, Management and Foundations, Maseno University who examined both face and content validity. Their input was incorporated in the final drafts of the instruments to make them valid.

3.6.9 Reliability of Research Instruments

Reliability of the instruments was determined by test re-test method in 3(8.33%) of the schools that were not involved in the actual study, whereby Pearson r coefficient of the deputy principal's questionnaire was 0.84 at a set p- value of 0.05.

3.7 Data Collection Procedures

The researcher obtained a letter of introduction from the school of graduate studies, Maseno University. Then the researcher proceeded to the District Education officer to request for a letter to allow for data collection. Thereafter, the researcher made two visits per school. During the first visit, the researcher introduced herself, distributed questionnaires and made an appointment when to pick the questionnaires and conduct interviews. In the second visit the researcher conducted face to face interview with the Deputy principals, Director of Studies, BOG Chairperson and PTA chairperson. After this the researcher collected the questionnaires.

3.8 Methods of Data Analysis

Qualitative data gathered during interviews was transcribed and analyzed in emergent themes and sub themes. Quantitative data was analyzed using frequency counts, percentages and means.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter provides demographic characteristics of respondents, results and discussion of the findings of this study. Data is organized into themes and presented on the basis of each research question. The study was guided by the following research objectives. The objectives were to:

- i) Find out the extent to which terms and conditions of service influence job satisfaction among secondary school deputy principals.
- ii) Determine the extent to which school discipline influences job satisfaction among secondary school deputy principals.
- iii) Establish the extent to which principal's leadership influences job satisfaction among secondary school deputy principals.
- iv) Find out the extent to which work environment influences job satisfaction among secondary school deputy principals.

The return rate of questionnaires was 33(100%) from deputy principals.

4.2 Demographic Characteristics of the Respondents

The respondents were deputy principals. Their characteristics were modeled on: gender, age, category of school, number of students, highest professional qualification, teaching experience, headship and deputy headship experience, current salary bracket, residing in school or outside, commuter allowance, rental house allowance and medical allowance.

4.2.1 Demographic Characteristics of Deputy Principals

The demographic characteristics of Deputy Principals were indicated as shown in Table 4.1.

Table 4.1

Demographic Characteristics of Deputy Principals (n=33)

Demographic characteristics	Number of Deputy Principals	Percentage %
Gender		
Male	21	63.64
Female	12	36.36
Ages in years		
1-29	01	3.03
30-39	06	18.18
40-49	26	78.78
Teaching experience in years		
1-10	04	12.12
10-20	25	75.76
21-Above	04	12.12
Highest Qualification		
Diploma in education	03	9.09
Bachelor of Education	22	66.67
Master of Education	07	21.21
Others	01	3.03
Deputy Headship in years		
1-4	18	54.55
5-9	08	24.24
10-14	07	21.21
Salary bracket Kshs		
25,000-41,000	19	57.58
42,000-61,000	11	33.33
62,000-82,000	03	9.09
Housing		
Housed	19	57.58
Not housed	14	42.42

Commuter Allowance (Kshs)

1,642-2,258	07	21.21
2,259-2,688	15	45.46
2,689-3,450	09	27.27
3,451-Above	02	6.06

Rental House Allowance

3,800-8,200	06	18.18
8,201-12,000	12	36.36
12,001-15,000	15	45.46

Medical allowance Principals

Kshs

1,020-1,500	01	3.03
1,501-3,042	19	57.58
3,043-4,500	10	30.30
4,500-Above	03	9.09

Majority of deputy principals 21(63.64%) were males while 12(36.36%) were females. Majority of the deputy principals 26(78.78%) were in the age brackets of 40-49 years factor that could generate jealousy and insubordination action easily given that they had served reasonable periods of time as deputy principals, most of them 18(54.55%) in the range of 1-4 years, 8(24.24%) had served between 5-9 years and 7(21.21%) had served for 10 years and above. Most deputy principals 22(66.67%) highest qualification was bachelors' degree, 7(21.21%) deputy principals had attained masters degrees, 3(9.09%) had diploma in education. The salary brackets were generally low for majority of them ranging from Kshs. 25,000.00 to Kshs. 61,000.00 for 30(90.90%) of them; a factor that may lead to job dissatisfaction as they could have failed to satisfy most of their basic needs. The allowances for deputy principals were generally low and most of them 14(42.42%) were not housed in the schools. It is a paradox in that whereas they have heavy responsibilities and duties the pay packages were glaringly low. Research studies indicate that job satisfaction can be influenced by demographic variables. Age and tenure

are attributes that serve as indicators of job experience. Mercer (1997) contends that age and tenure are significantly related to school leaders' job satisfaction.

Nhundu (1999) alludes that experience is the best teacher, and therefore one would expect measures of experience to have a significant impact on the actor's perception of his or her role, which are assumed to affect satisfaction. Job experience may provide, the know-how necessary to work within the system and to get things done. On the contrary, this same know-how may create frustration within the system as may be evidenced in one's works and seeming ineptness of others.

Borg and Riding (1993) indicate that older and more experienced leaders are less satisfied with their job due to, for example tiredness, higher stress levels. However, Eckman (2004), Thompson, McNamara and Hoyle (1997) indicate that there is no association between experience and job satisfaction. Therefore this information was important to this study.

4.2.3 School Data

Deputy Principals were asked to indicate categories of schools and student population.

Their responses were as shown in Table 4.2.

Table 4.2

School Data as reported by Deputy Principals (n=33)

School data	Number of schools (f)	Percentage (%)
Category of schools		
Provincial girls Boarding	05	15.15
Provincial boys Boarding	03	9.09
Provincial mixed Day and Boarding	05	15.15
District mixed Day and Boarding	07	21.21
District Day schools	13	39.39
Number of Students		
100-200	06	18.18
200-300	08	24.24
300-400	04	12.12
400-500	04	12.12
500-600	02	9.09
600-700	06	18.18
700-above	03	9.09

From Table 4.2 it was established that 20(60.60) of the schools were District Mixed Day and boarding secondary schools, 5(15.15%) were provincial girls schools, 3(9.09%) were provincial boys schools and another three were provincial day and boarding mixed schools and another 5(15.15%) were provincial mixed day and boarding secondary schools. Most of the schools 24(72.72 %) had a population of less than 600 students. This implied that the student demands may not have been high for deputy Principals coupled with the fact that most schools were day schools.

Structural school variables are assumed to influence school leader's job satisfaction. Armstrong (2001) echoes this when he states that school size can have a negative impact on school leaders' job satisfaction. Lucas, Brown and Markus (1991) agree with this, they claim that school leaders of large schools perceive themselves as having greater external pressure in order to increase productivity compared to leaders in small schools. On the contrary, Friedman (2002) and Stemple (2009) states that there is no significant relationship between the size of school and job satisfaction of school leaders. Luthans (2005) indicates that surveys show that interesting and challenging work and career development may not be necessarily important but promotion to both the young and the old. Robbins (2000) indicates that job satisfaction is increased when employees perceive that their immediate supervisor understands and is friendly, offers praise for good performance, listens to employees' opinions and shows personal interest in them. Thus this information was vital in investigating the factors that influence job satisfaction among secondary school deputy Principals in Hamisi District.

4.3 Influence of Terms and Conditions of Service on Job Satisfaction among Secondary School Deputy Principals in Hamisi District

The Research question responded to was: Which terms and conditions of service influence job satisfaction among secondary school deputy principals?

To respond to this research question adequately, deputy principals' responses on influence of different aspects of terms and conditions of service on their job satisfaction was sought. Their responses were as shown in Table 4.3.

Table 4.3

Influence of Terms and Conditions of Service on Job Satisfaction among Secondary School Deputy Principals (n=33)

Aspects of Terms and Conditions of Service	Responses							
	A		UD		D		T	
	F	%	F	%	F	%	F	%
Minute taking in staff meetings	26	78.78	03	9.10	04	12.12	33	100
Acting as principal in the absence of principal	27	81.81	02	6.07	04	12.12	33	100
Minute taking in PTA meetings	25	75.75	05	15.15	03	9.10	33	100
Deputizing principal	28	84.83	02	6.07	03	9.10	33	100
Minute taking during BOG	22	66.67	04	12.12	07	21.21	33	100
Role of supervising students	25	75.75	04	12.12	04	12.12	33	100
Probation period of 6 months before confirmation	14	42.42	06	18.18	13	39.40	33	100
Government policy on return to school for teenage mothers	15	45.46	04	12.12	14	42.42	33	100
Job security	17	51.52	06	18.18	10	30.30	33	100
Workload of deputy principals	22	66.66	02	6.07	09	27.27	33	100
Rental house allowance	08	24.24	02	6.07	23	69.69	33	100
Promotion procedures of deputy principals	12	36.36	02	6.07	19	57.57	33	100
Salary	04	12.12	03	9.10	26	78.78	33	100
Medical allowance	05	15.15	02	6.07	26	78.78	33	100
Commuter allowance	06	18.18	02	6.07	25	75.75	33	100
Teacher- student ratio	04	12.12	02	6.07	27	81.81	33	100

Key:

A = Agree

UD = Undecided

D=Disagree

F = Frequency

% = Percentage

T =Total

From Table 4.3 it can be observed that 26(78.78%) of deputy principals agreed that minute taking in staff meetings influenced their job satisfaction. Four (12.12%) of the deputy principals disagreed that minute taking influences their job satisfaction and 3 (9.10%) were undecided on whether or not minute taking influenced their job satisfaction. This shows that most of deputy principals agreed that minute taking in staff meetings influenced job satisfaction while 4(12.12%) of the deputy principals disagreed that minute taking in staff meeting influenced job satisfaction among deputy principals. Three (9.10%) of deputy principals were undecided on the influence of minute taking in staff meetings on their job satisfaction. In view of these findings it is clear that minute taking in staff meetings influenced job satisfaction among deputy principals. The questionnaire findings concurred with interview findings as interviewees indicated that minute taking in staff meetings influenced job satisfaction because they were appreciated by fellow teachers. Infact one principal interviewee stated;

Minute taking in staffing meetings is quite fulfilling as you are kept alert to all discussions and you must be in every meeting. Indeed you learn a lot which is very important for us who hope to become principals soon or later. This is because one learns the importance of staff meetings and how to conduct them effectively to the benefit of their entire school community.

This view was shared by one Director of studies who remarked;

It is prestigious to take minutes as you get exposed to the nitty-gritty's of staff meetings. Meetings are vital in all organizations it is what holds the staff together. It is therefore prestigious to be honoured to be taking minutes.

Minute taking during staff meetings is challenging and calls for accuracy and precision in taking note of resolutions during the meetings. During subsequent meetings before minutes are confirmed they are normally read through such that credit is given to the

minute recorders. The deputy principals feel gratified as they are regarded as persons of integrity based on their accuracy in minute taking. The deputy principals also found minute taking fulfilling as the minutes form the basis for future planning and decision making. For those who disagreed they may have viewed minute taking as extra work and routine in situations where minutes are not used for the purposes that they are intended for. Whereas for those who were undecided it could be because they have never been involved in minute taking and therefore they do not understand the challenges that come with minute taking. Deputy principals also take minutes during PTA meetings. In this respect 25(75.75%) of deputy principals agreed that minute taking during PTA meetings had influence on their job satisfaction. Three (9.10%) of deputy principals disagreed that minute taking influenced their job satisfaction. Five (15.15%) of deputy Principals were undecided on the influence of minute taking in PTA on the job satisfaction of deputy principals. This implies that deputy principals directly interact with PTA executive on students academics and discipline which is the docket of deputy principals in schools. These offers the deputy principals opportunities to understand the students from the parents point of view. In this way, the deputy Principals become well equipped on how to deal with students in schools, a factor that makes the deputy principals position fulfilling. The influence of minute taking on deputy principals job satisfaction was supported by PTA chairpersons. Thus, during interviews with PTA chairpersons, one of the PTA chairperson William Chetambe (pseudonym) remarked;

I have noted one good thing about well managed schools, that is, whenever deputy principals work hand in hand with principals on matters of parents and teachers in relation to students, deputy principals are happy and carry out their duties of maintaining school discipline quite successfully.

This was echoed by another PTA chairperson, which meant that deputy principals minute taking during PTA meetings influences job satisfaction among deputy principals.

Twenty two (66.67%) of deputy principals agreed that minute taking during Board of Governors (BOG) meetings also influenced their job satisfaction while seven (21.21%) the deputy principals disagreed that minute taking during BOG meetings influenced their job satisfaction. Four (12.12%) of deputy head were undecided on the influence of minute taking during BOG meetings on their job satisfaction. Interviewees indicated that they were allowed to sit in Board of Governors meetings and take minutes. This was an opportunity that could not easily be available for the rest of the teachers unless the deputy principal was not available. This influenced their job satisfaction because they became part of the resolution making process in as far as school issues were concern. They also learnt priority of the school before hand before other teachers in school. However, those who were undecided indicated that, they were not given opportunities to participate in discussions during BOG meetings. Their role was taking minutes and this passive role made them not to experience any satisfaction that came with minute taking in BOG meetings.

It also emerged that 25(75.75%) of deputy principals agreed that supervising students had influence on their job satisfaction while 4(12.12%) of the deputy principals disagreed that supervising students influenced their job satisfaction. Another 4(12.12%) of the deputy principals were undecided on the influence of supervision of student on their job satisfaction. Supervision of students enabled the deputy principals to know students by

their names, it also enabled them to know students who were notorious for absenteeism, the common offenders, identify with students who were well disciplined. This approach helped them get information before hand regarding discipline. It also helped them to identify with the needy students and when such information was required it would be obtained with ease. Thus, they were depended on the other teachers when such information was required. This made the deputy principals feel that they played an informative role and this influenced their job satisfaction. During the interview one of deputy principal noted;

What is gratifying most in being a deputy principal is the function of supervising students. This is because it is highly challenging. It requires one to be alert always, highly interactive with all members of the school community and therefore one learns a lot about what as a school is in all aspects. He can account for everything when called upon by his supervisor. This in fact enhances the chances of advancing to the next level, which is the wish of all deputy principals.

Twenty seven (81.81%) of deputy principals agreed that acting as principal in the absence of the principal had influence on their job satisfaction. Four (12.12%) of deputy Principals disagreed that acting as principal influenced their job satisfaction and 2 (6.07%) deputy principals were undecided. The findings from questionnaires concurred with interviewees reports that the principals acknowledged their roles of acting through writing to them letters of appreciation. It also emerged that the deputy principals were fully in charge of all administrative matters except financial matters, when they acted on behalf of the principals. The deputy principals also made decisions regarding discipline, fees and academic matters in absence of the principal. When acting, deputy principals assume the roles of the principal. This position requires that the deputy principal takes charge of Principals duties alongside his or her duties. Thus, the deputy principal was

required to be steady and focused because the task was challenging. This was also expressed by one of the principal's when he noted;

Acting as a principals is like being a principal. It is very challenging as one is required to change lifestyle to cope with the challenges created by the nomination to an acting position. For instance one is required to make hard decisions on matters that are delicate like temporal exclusion of students from school due to intolerable infractions which include theft, fraud and drug abuse, without creating conflict with the principal.

This view was shared by one of the PTA chairperson who indicated that, some deputy principals work to an extend that you may think the principal is in control when they have been delegated by the principal. They handle all issues of staff, parents, students and other stakeholders depending on their potential.

Those who disagreed indicated that the principals would assign duties of the principals office to the deputy principals but they could not appoint somebody to take up duties in the deputy principals office. Thus, making the deputy principal strain in managing two roles in the school when they were away. This was viewed by some deputy principals as a lot of work coupled with their teaching duties. Thus, they could not ascertain how it felt to act on behalf of the principal. Those who were undecided indicated that the principals secretly assigned a teacher to handle their office duties instead of assigning the deputy principals and this made them not to realize what it felt to act as a principal. This kind of scenario led to frustration on the part of the deputy Principals who were eager to gain experience of headship.

Twenty eight (84.83%) of deputy principals agreed that the role of deputizing had influence on the of job satisfaction of secondary school deputy principals. Three (9.10%) of the deputy principals disagreed that deputizing does influence their job satisfaction.

Two (6.07%) of deputy principals were undecided as to whether or not deputizing the principal influenced their job satisfaction. It is clear that the most of deputy principals agreed that deputizing the principal had influenced their job satisfaction. They indicated that the principals recognized their roles by according them respect they deserved. They did this by ensuring that they supported them on all their daily undertakings. They assigned other teachers to help the deputy principals execute some duties. The Principals would also send the deputy Principals to attend meetings on their behalf. This made the deputy principals feel recognized. It also made them get relief from the daily routine which in away made them relax. This was a break from daily routine work. A part from that, attending principals meeting also made the deputy principal meet and interact with principals and deputy principals of other schools. They reckoned that this was an opportunity for them to learn more regarding administration from Principals of other schools, other than from their immediate supervisors, the principals in their own schools. This view was shared by Board of Governors chairpersons who noted that most deputy principals were happy with the function of deputizing. This finding was consistent with the interviews as they indicated they were consulted on many issues even when Principals were present to respond to the issues. This fact was also expressed by Principals during interviews. One principal remarked; my deputy principal is classic, he is always up to the task. He performs his duties very effectively without any malice nor insubordination.”

Those deputy Principals who disagreed showed the role of deputizing did not make them happy on job. The role of deputizing made some miss capacity building courses because they were to be in school to take care of discipline issues at all. It also involved staying

away from their homes something that did not go well with them. These findings concur with Harvey and Sheridan (1995), Ribbins (1997) who stated that the role of the deputy principal is characterized by lack of real or unclear leadership responsibilities which can be a major source of dissatisfaction to deputy principals.

Fifteen (45.46%) of the deputy principals agreed that government policy on re-admission to school for teenage mothers had influence on their job satisfaction while 14 (42.42%) of them disagreed that government policy on re-admission had influence on their job satisfaction whereas 4 (12.12%) of the deputy principals were undecided. The deputy principals reported that most of teenage mothers openly discussed their experiences with other students. They were willing to change when guided accordingly. However, deputy principals reported that a few of the teenage mothers often sought transfers and left for other schools. This was often seen by other students as not a solution to early pregnancy. This approach makes it difficult for the deputy principal to deal with discipline cases and also guide other students.

Fourteen (42.42%) of deputy principals agreed that probation of six months for deputy principals had influence on the job satisfaction among secondary school deputy principals while 13(39.40%) of the deputy principals disagreed that probation for six months influenced their job satisfaction whereas 6(18.18%) of the deputy principals were undecided on the influence of probation period on their job satisfaction. Those deputy principals who agreed indicated that they were appointed to serve as deputy principals by boards and when they went for interviews in Teachers Service Commission they were

confirmed as deputy principals of the schools they were serving. This ended their probation period and at the same time it meant that a good report had reached the employer hence their confirmation.

Those who disagreed indicated that they were confirmed as deputy Principals when they had stopped desiring the position. They accepted it just to have the office but if they were not impressed with many months taken to confirm them in the position.

Those deputy Principals who remained uncertain as to whether or not that influenced their job satisfaction indicated they didn't see the need for the probation period of six months. Two deputy principals reported to have deputized for more than one year without confirmation. One deputy principal confirmed;

I have been serving the second year and all I have to show am a deputy in this school is a letter from the head of school written after a BOG meeting in which I was appointed deputy principal in the school.

This somewhat boost their morale but it could be better if, were substantively appointed and confirmed accordingly.

Seventeen (51.52%) of deputy principals agreed that job security had influence on their job satisfaction among secondary school deputy principals while 10(30.30%) of deputy principals disagreed that job security had influenced on their job whereas 6(18.18%) of deputy principals were undecided on the influence of job security on their job satisfaction. Deputy headship is not tenured position and therefore most deputy Principals do not take it seriously. Thus one deputy principal in an interview noted;

Today you are a deputy tomorrow you are not! This indeed discourages one. It would have been better if one was assured that he can keep that appointment for a clearly defined period of time. This could make one confident and be respected accordingly.

This finding was consistent with that of Conrad, Tracey, Rosser and Vicki (2007) who contended that school administrators are satisfied with their work experiences; however personal issues and individual demographic characteristics had a major influence on their intention to leave their careers and professions.

The findings from the questionnaire indicated 22(66.66%) of deputy Principals agreed that workload of deputy principals had on their job satisfaction while 9 (27.27%) of the deputy principals disagreed that workload of deputy principal influenced their job whereas 2(6.07%) of deputy principals were undecided on the influence of workload of deputy principals on their job satisfaction. Most of deputy principals were happy about the workload that they were handling. This means that given the extra responsibility of deputy headship they did not have issues with it.

The rental house allowance was meagre as only 8(24.24%) of deputy principals agreed that it had influence on their job satisfaction while 23 (69.69%) of the deputy principals disagreed that rental house allowance influenced their job satisfaction whereas 2(6.07%) of the deputy principals were undecided. Most of the deputy principals got a house allowance ranging from Kshs. 6,800 – Kshs. 15,000. This could not enable them to get decent houses. Fourteen secondary school deputy principals were not housed (Table 4.1). This had influence on their job satisfaction because most of them were expected to arrive early and leave late. Hannagan (2005) alludes that prospects for promotion often presented significant motivators. This view is shared by Robbins (2000) who asserts that employees be provided equitable rewards since they want pay systems and promotion

policies that they perceive as being just and unambiguous, and in line with their expectations. He says when pay or other rewards are seen as fair, satisfaction is likely to occur.

Four (12.12%) of deputy principals agreed that salary had influence on their job satisfaction while 26(78.78%) of the deputy principals disagreed that salary had on their job satisfaction whereas 3(9.10 %) of deputy principals were undecided on the influence of salary on their job satisfaction. It emerged that the deputy principals were not satisfied with the salaries they earned. Most of deputy principals earned salaries ranging between Kshs.25, 000 - Kshs 61,000 (Table 4.2). Besides, the salary could not enable them cater for the needs of their families. It is also clear that, the satisfaction of deputy Principals is derived from other factors other than salary. However, it is necessary that the employer looks at the salary to enable it create satisfaction to the deputy principal. This is important because it will influence performance of the deputy principals. Hannagan (2005) states that if salary is determined by a rigid pay system, then order and predictability will tend to become ingrained within the organization. If pay increase is a matter of discretion on the part of the senior managers, the formation of cliques and self serving activity may develop. Finally, if measured on performance, it leads to conflict and antagonism.

Sturman (2002) looked generally at the quality life of teachers and finds that it compares favorably with that of other workers. This is consistent with the econometrics findings or reports that teachers tend to be more dissatisfied with their salaries, but they were also

more likely to complain of stress than other employees. Stress and satisfaction have been recurring issues in teacher retention (Evans, 1998; Travers, 1996; and Troman and Woods, 2001).

Five (15.15%) of deputy principals had agreed that medical allowance had influence on their job satisfaction while 26 (78.78%) of deputy principals disagreed that medical allowance influenced their job satisfaction whereas 2 (6.07%) of deputy principals were undecided on the influence of medical allowance on their job satisfaction. The medical allowance earned by secondary school deputy Principals ranged from kshs.1,020 – kshs.4,500 (Table 4.2). It emerged that amount of money meant for medical could hardly enable the deputy principal get outpatient treatment in a good hospital. Thus, this often interfered with their concentration on duties and responsibilities allocated to deputy principals. In fact one deputy principal noted,

Medical allowances could make most of us, deputy principals happy if they were reasonable as it is number two in our expenditure list, the first being education. Medicines and medical treatment expenses leave us devastated among fellow teachers. It happens so, because deputy Principals are the most noticeable persons in schools and anything that affects them is easily visible.

Six (18.18%) of deputy principals agreed that commuter allowance had influence on the job satisfaction of the secondary school deputy principals. Twenty five (75.75%) of deputy principals disagreed that commuter allowance had influence on their job satisfaction and 2(6.07%) deputy principals were undecided on the influence of commuter allowance. Commuter allowance could not enable the deputy Principals to commute for a whole month. This led to unnecessary stress as they tried to reach their

places of work. The commuter allowance ranged between Kshs.1, 642- Kshs.3, 450 (Table 4.2).

Four (12.12%) of the deputy teachers agreed that teacher student ratio had influence on their job satisfaction. Twenty seven (81.81%) of deputy principals disagreed that teacher student ratio influenced their job satisfaction and 2(6.07%) of deputy principals were undecided. Most of deputy principals deputized in schools which had less than 500 students (Table 4.2). Most deputy principals wished to deal with large populations of students when they are less, it is less gratifying as it was not challenging enough. Most deputy principals derive a lot of excitement from populous students. This is in line with that of Anami (2009) who reported that according to management studies conducted, about 80-90 percent of employees leave their jobs not because of the money factor but due to matters related to the job, management, culture and work environment.

4.4 Influence of School Discipline on Job Satisfaction among Secondary School Deputy Principals

The research question responded to was: what is the influence of school discipline on job satisfaction among secondary school deputy principals in Hamisi District?

To respond to this research question adequately, deputy principals responses on influence of school discipline on job satisfaction were sought. Their responses were as shown in Table 4.4.

Table 4.4

Influence of School Discipline on Job Satisfaction among Secondary School Deputy Principals

Aspects of School Discipline	Responses							
	A		UD		D		T	
	F	%	F	%	F	%	F	%
Role of disciplining students	23	69.69	02	6.07	8	24.24	33	100
Outlawing of corporal punishment	08	24.24	01	3.03	24	73.74	33	100
Government policy on retention of errant teachers	06	18.19	05	15.15	22	66.66	33	100
Student adherence to school rules and regulations	22	66.66	03	9.10	08	42.42	33	100
Students participation in instilling discipline	20	54.55	01	3.03	12	36.36	33	100
Principals participation in instilling discipline	19	57.57	03	9.10	11	33.33	33	100
Parents participation in instilling discipline	12	36.36	02	6.07	19	57.57	33	100
Teachers participation in instilling discipline	18	54.55	01	3.03	14	42.42	33	100
Guidance and counseling services in instilling discipline	10	30.30	05	15.15	18	54.55	33	100

Key:

A = Agree

UD = Undecided

D=Disagree

F = Frequency

% = Percentage

T = Total

Table 4.4 shows aspects of school discipline that influence job satisfaction among secondary school deputy principals. Twenty three (69.69%) of deputy principals agreed that role of disciplining student had influence on their job satisfaction. Eight (24.24%) disagreed that role of disciplining student did influence their jobs satisfaction and 2(6.07%) of deputy Principals were undecided on the aspect o role of school discipline. Twenty three (69.69%) of deputy principals indicated that the role of disciplining students positively influenced their job satisfaction. They reported that they got support from the other teachers and the principals of their schools when it came to disciplining students. The community was also handy in availing information on discipline issues. And this made it possible for the deputy Principals to handle discipline in their respective schools. Eight (24.24%) of deputy principals who disagreed that role of disciplining students influenced their job satisfaction. This means it did not make them happy on job because some parents did not share in the discipline cases of their children. They parents blamed the deputy principals for failing to control the indiscipline of their children. The parents hid the real character of their children by not divulging the necessary information to help in dealing with the discipline issues.

Two (6.07%) of the deputy Principals were undecided on whether or not the role of disciplining students influenced their job satisfaction. This was because some of the indiscipline case were handled by principals in their offices without involving deputy principals. Some times the verdict they made in cases could be reversed and this made them feel they waste time discussing what did not stand in the sight of their supervisors.

Eight (24.24%) of deputy principals agreed that outlawing of corporal punishment influenced their job satisfaction. Twenty four (73.74%) of deputy principals disagreed that outlawing of corporal punishment does not influence their job satisfaction. One (3.03%) of deputy principals were undecided on whether or not outlawing of corporal punishment influenced their on their job satisfaction. It can be observed that 24(73.74% of deputy principals agreed that outlawing of corporal punishment positively influenced their job satisfaction. Only one deputy principal was undecided on outlawing of corporal punishment. During the interviews deputy principals reported that the outlawing of corporal punishment by Legal Notice No.56/2001 to complement the children Act No.8 of 2001 had made it difficult to deal with indiscipline cases. This is because children have been brought up to believe that caning is the most effective method of instilling discipline and real fear it. In its absence other methods like guidance and counseling are not viewed as necessary and are of very little impact on cases of indiscipline. This finding concurs with Simatwa (2007) that most students view guidance and counseling as a method of bribing students to be disciplined rather than involving them in persuasive interaction to their benefit.

Twenty two (66.66%) of deputy principals agree that student adherence of school rules and regulations influenced their job satisfaction. Eight (24.24%) of the deputy principals disagree that student adherence to school rules had influence to their job satisfaction and 3(9.10%) were undecided as to whether students adherence to school rules and regulations influenced their job satisfaction. Twenty two (66.66%) of deputy principal indicated that student adherence to school rules and regulations positively influenced

their job satisfaction. Eight (24.24%) of the deputy principals disagreed that student adherence to school rules influenced their job satisfaction. This means student adherence to school rules posited negative influence to their satisfaction on job. It emerged from the interviews that, the deputy principals were charged with the formulation of school rules and regulations in order to help creating order in schools. They did this in collaboration with the students and teachers. This is in line with (Selfert & Vomber, 2002) who contend that student discipline is a prerequisite to almost everything a school can offer the students. This view is shared with Nakpodia (2010) on study on teachers disciplinary approaches to students discipline in Nigeria who states that, in order to attempt to achieve an organized and peaceful school environment and maintain law and order, school management should specify rules and regularly to guide the activities of members of educational organization.

Nineteen (57.57%) of deputy principals agreed that principal participation in instilling discipline had high influence on their job satisfaction. Eleven (33.33%) of deputy principals disagree that principals participation had no influence on their job satisfaction. Three (9.10%) of deputy principals were undecided on the on the influence of principals participation in instilling discipline to their job satisfaction. This observed that majority 19(57.58%) of deputy principals were satisfied with principals participation in instilling discipline. Thus they were happy on job. It emerged from the interviews that deputy principal received support from the Principals on certain discipline issues like temporal and permanent exclusion of students from school. The principal also met student leaders and talked to them on their roles occasionally. This concurs with Nasibi (2003) finding that effective discipline requires that the principal redefines the roles of prefects in a

school. It is also clear that the minority 11 (33.33%) of deputy principals were not happy with principals participation in instilling discipline since this negatively influenced their job satisfaction.

Eighteen (54.55%) of deputy principals agreed that teacher participation in instilling discipline highly influenced their job satisfaction. Fourteen (42.42%) of deputy principals disagreed on the influence of teachers participation on their job satisfaction. One (3.03%) deputy principals was undecided on the influence of teachers participation in school discipline. From the interviews with deputy principals it emerged that all the deputy principals were charged with student discipline. These facts were also expressed by principals during interviews. In fact one principal William Namai (pseudonym) noted;

I have discovered that most deputy principal derive a lot of pressure from preparation of duty roster and talking full control of prefects. Indeed this is expected if discipline has to be maintained in the school. If a principal interferes with these roles then deputy Principals can be very unhappy persons.

The Doctrine of school discipline is based on the concept of 'Loco Parentis' which allows school authorities full responsibilities for children's up bring, the right of discipline and control (Nolte, 1980 & Barralle, 1975). This view is shared by Bogdan (2004), who stated that a teacher is supposed to ensure there is student security and at the same time impart Knowledge on the student. McIntyre and Silva (1992) concurs that the issue of student conduct is a factor in job satisfaction of teachers and that teachers can resign from the profession if student behaviour is unbearable.

During the interviews it emerged that deputy principals reported that they were involved in admission of new students in the school. They reported that the principals played the role when they were not present. They were assisted by other members of staff and this gave them the opportunity to get to know the student by name and class. It also helped them to know the entry behaviour of the students and their health problems. In co-curricular the games teachers supervised and hence they were able to achieve their goals. The deputy principals in most cases handled discipline cases from the games department. The deputy principal was involved, only if the case would not be handled by the games master.

This finding concurs with a situation in Singapore whereby the Minister of Education in Singapore reported that school discipline was not getting worse and indeed that fewer serious school offences were being recorded than 15 years earlier. He was confident that discipline was far better in Singapore than in most other countries (this is almost certainly true, on any conceivable measure). He pointed out rather undiplomatically that, not only in Western countries but even in Japan and Hong Kong (countries where school Corporal Punishment is no longer used), violent bullying was rampant in schools, which was not widely the case in Singapore. Although he did not spell this out in words of one syllable, one can read the intended message: countries that have abolished Corporal Punishment have much worse school discipline. The government of Singapore was committed to maintaining high standards of discipline and that it had no plans to change.

Six (18.19%) of deputy principals agreed that Government policy on the retention of errant teachers highly influenced their job satisfaction. Twenty two (66.66%) of deputy principals disagreed that government policy on retention of errant teachers does not influence their job satisfaction. Five (15.15%) of deputy Principals were undecided on whether or not government policy of retention of errant teachers influenced their job satisfaction. Twenty two (66.66%) of deputy principal indicated that government policy to retain errant teachers had negative influence to their job satisfaction. The government policy to retain errant teachers made them unhappy in their places of work. In cases where deputy principals were in a lower job groups than some teachers, they often met resistance from the teachers. The other issue was dealing with Principals and Deputy Principals who had been terminated from deputy headship. The deputy principals reported that they got intimidation from demoted deputy principals and principals in their schools. In most schools errant teachers were dealt with by both the deputy Principals and the principals.

Ten (30.30%) of deputy Principals agreed that the role of guidance and counseling in instilling student discipline highly influenced their job satisfaction. Eighteen (54.54%) of deputy principals disagreed that guidance and counseling services had no influence on their job satisfaction. Five (15.15%) of deputy principals were undecided on the influence of guidance and counseling of deputy principals. Its observed that 18(54.54%) of deputy principals indicated that guidance and counseling negatively influenced their job satisfaction. During the interviews it emerged that most heads of departments in guidance and counseling department were not trained as guidance and counseling

teachers. The Teachers Service Commission had not posted teachers trained to do guidance and counseling in most schools. It also emerged that some schools had started involving the heads of guidance and counseling in the disciplinary committee to provide guidance to indisciplined students.

In Kenya, Guidance and Counseling has been the concern of some of the education commissions. For Instance in 1976, the Gachathi Report (Republic of Kenya, 1976) recommended that the Ministry of Education expanded its services to include guidance and counseling services. The principal of each school was to assign a member of staff to be responsible for providing information on guidance and counseling to all stakeholders, teachers and parents inclusive. It was recommended that each school was to build and use a cumulative record of student's academic performance, home background, aptitudes and interests and special problems to facilitate guidance and counseling. The report also recommended the establishment of courses at the university for training professional workers in guidance and counseling (Republic of Kenya, 1976).

Most of the Principals we interviewed appeared to be familiar with the regulations on corporal punishment, and when pressed as to why caning was administered by classroom teachers independently, they attributed it regulations provided were impractical. One of the principals said, "Discipline is supposed to be done by the headmaster but he can not because there are so many students, so he delegates his authority to junior teachers who do it." One deputy principals reported that some parents were protecting their indisciplined children. He indicated that some parents sometimes said, "If you have to

punish, you must punish me, not this child, then they are told to go with their children because the children do not follow the rules.” Usually the parents took the children but after a few days-the children return to school willing to take punishment and be reaccepted in school.

4.5 Influence of Principal’s Leadership on Job Satisfaction among Secondary School Deputy Principals in Hamisi District

The research question responded to was: What is the influence of Principals leadership on job satisfaction among secondary school deputy principals in Hamisi District?

To respond to this research question adequately, deputy principals responses on influence of principals leadership on job satisfaction were sought. Their responses were as shown in Table 4.5.

Table 4.5

Influence of Principal's Leadership on Job Satisfaction among Secondary School Deputy Principals in Hamisi District as rated by Deputy Principals (n=33)

Aspects of Principal's Leadership	Response							
	A		UD		D		T	
	F	%	F	%	F	%	F	%
Delegation of duties	29	87.87	01	3.03	03	9.10	33	100
Celebration of results	30	90.90	01	3.03	02	6.07	33	100
Involving teachers in decision making	28	84.85	01	3.03	04	12.12	33	100
Room for creativity and innovation	28	84.83	02	6.07	03	9.10	33	100
Mode of close supervision	25	75.75	02	6.07	06	18.18	33	100
Involving students in decision making	24	66.66	02	6.07	09	27.27	33	100
System of appraisal for teaching staff	21	63.64	06	18.18	06	18.18	33	100
Undertaking capacity building courses	15	45.45	03	9.10	15	45.45	33	100
System of appraisal for support staff	18	54.54	02	6.07	13	39.39	33	100
Responsibility in examination results	23	69.69	03	9.10	07	21.21	33	100
Internal communication	20	60.60	02	6.07	11	33.33	33	100
Liberty in decision making in departments	15	45.45	01	3.03	17	51.52	33	100

Key:

A = Agree

UD = Undecided

D=Disagree

F = Frequency

% = Percentage

T =Total

Table 4.5 indicates that there were aspects of leadership which had influence on the job satisfaction of deputy principals. Twenty nine (87.87%) of deputy Principals agreed that

delegation of duties influenced their job satisfaction. Three (9.10%) of deputy Principals disagreed that delegation of duties influenced their job satisfaction. One (3.03%) deputy principal was undecided on the influence of delegation of duties on their job satisfaction. Twenty nine (87.87%) of deputy principals agreed that delegation of duties positively influenced their job satisfaction. They were happy the way duties were delegated to them. This was because the delegated duties were accompanied with instructions from the principals. The deputy principals indicated that the principals did not have hands on after delegating some duties to them. The deputy principals also said that they had letters of appreciation written to them thanking them for the duties performed properly. During interviews with Board of Governors and principals on delegation of duties, one Principal John Mwaka noted,

Most deputy principals I have worked with real cherish being delegated duties and responsibilities and indeed one finds them very happy as opposed to a situation where one assigns another teacher to perform the duties the deputy principal would have done.

This view was shared by one of the chairpersons of the Board of Governors who remarked;

I always notice that when deputy principals are delegated with the duty of taking minutes during BOG meetings, they are very excited and happily chip in discussions when called upon.

Its also clear 3(9.10%) deputy principals were not comfortable with delegation of duties. They stated that delegation of duties negatively influenced their job satisfaction. During the interviews it emerged that principals sometimes delegated duties but secretly assigned another teacher to do the same task for purposes of comparison and intimidation. This was not taken kindly by deputy Principals who were affected.

Laissez faire leadership is not the best leadership style to use in the schools organization because complete delegation without follow up mechanisms may create problems, which are likely to affect the schools effectiveness. This is in agreement with MacDonald (2007) who contends that laissez faire leadership is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates. Robbins (2000) states that by allowing employees to participate in delegation process, employee motivation, satisfaction and accountability for performance is increased.

Thirty (90.90%) of deputy principals agreed that celebration of end of secondary school cycle results had very high influence on their job satisfaction. Two (6.07%) of deputy Principals disagreed that celebration of results influenced their job satisfaction. One (3.03%) deputy principal was undecided on the influence of celebration of results on their job satisfaction. It is clear that 30(90.90%) of deputy principals agreed that celebration of end of secondary school cycle results made them very happy. This means their satisfaction on job was realized during this moment. The interviewees felt recognized and they worked hard at everything. This view was shared by one of the PTA chairpersons when he stated that; When we are planning for annual General Meetings, I find deputy principals very excited and real committed to ensuring that they succeed. This view was echoed by one of the principals who stated that, Indeed, am usually happy with the task of preparation of good results celebrations done by the deputy principal in the school.

The deputy principals indicated that they were given the opportunity to plan for celebration of good results. The good results were associated to the good discipline which was perceived to have been instilled by the deputy principal. The teachers were awarded as per individual performance and this varied from school to school. This contributed to the positive influence on the job satisfaction of deputy principals. In some schools even the students were recognized and awarded. The principals associated themselves with the good results but disassociated themselves from bad results. Hannagan (2005) alludes that a reward system sends clear message to employees about what types of behaviour are expected and acclaimed by the senior management. When large bonuses are paid to the team rather than individuals, this will encourage team building and loyalty to the team. This is complemented by Cummings and Huse (1990) who contends that, every organization should be concerned of improving employees' satisfaction and performance. This entails having innovative approaches to pay, promotions, and fringe benefits such as paid vacations, health insurance and retirement programs.

Twenty eight (84.83%) of deputy principals agreed that involvement of teachers in decision making had influence on their job satisfaction. Four (12.12%) of deputy principals disagreed that involving deputy Principals on decision had influence on their job satisfaction. One (3.03%) deputy principal was undecided on whether or not involving teachers on decision making influenced job satisfaction. It can be observed that majority of deputy Principals agreed that involvement of deputy Principals in decision making had influenced on their job satisfaction. From the interviews it can be observed that involvement of teachers in decision making had positive influence on the job

satisfaction of deputy principals. The deputy principals indicated that the involvement of teachers in decision making solved some of the issues that led to antagonism between them, the principal and the teachers. These cases included admission of students, discipline, curriculum implementation and evaluation. The involvement of teachers in decision making was a sure way of making them own the outcome of all that is done in the institution.

Four (12.12%) of deputy principals disagreed that involvement of teachers in decision making negatively influenced their job satisfaction. This decision made the deputy Principals unhappy. From the interview it emerged that a deputy principal remarked that teachers were involved in decision making but not all that they said was implemented. This influenced the deputy principal's job satisfaction because they met the teachers often and as such got feedback from the teachers with regard to unimplemented policies. Knoop (1995), for example, comes to the conclusion that making decisions jointly with employees is related to positive job outcomes, like organizational commitment and job satisfaction of school leaders. Short and Rinehart (1992) even believe that participation of teachers in decision-making can have negative outcomes and leads to dissatisfaction of both teachers and leaders, since it increases the opportunities for organizational conflicts and communication becomes more complex. These findings are in agreement with Silins, Mulford and Harries (2002) who alluded that students' outcomes are more likely to improve where leadership sources are distributed throughout the school and where teachers are empowered in an area of importance to them. By distributing powers, principals do not become weak; they instead become stronger as the institutions they

head excel in performance. It can also be observed that 1(3.03%) of deputy principals were undecided on the influence of involvement of teachers in decision making to their job satisfaction. The interviewees noted that whether assignment to task or not these were never followed to the letter. Hence the involvement did not bear fruits at all. This is agreement with, Devos et al. (2007) who contends that there is no significant relationship between participative decision-making and school leaders' job satisfaction.

Twenty eight (84.83%) of deputy Principals agreed that creativity and innovation had influence on their job satisfaction. Three (9.10%) of deputy principals disagreed that creativity and innovation influenced their job satisfaction. Two (6.07%) of deputy principals were undecided on the influence of creativity and innovation on their job satisfaction. Twenty eight (84.83%) of deputy principals were in agreement that room for creativity and innovation had influence on their job satisfaction. The deputy principals reported that they were able to execute other duties other than dealing with what would otherwise be done by H.O.Ds and this influenced their job satisfaction. They also said that principals embraced room for creativity and innovation and this motivated them because their ideas had been incorporated in the management of schools.

Three (9.10%) of deputy principals indicated that room for creativity and innovation did not influence their job satisfaction. The deputy principals reported that there was room for creativity and innovation but it was tied to financial implications. However, if it's something that could be dealt with by the deputy principal or teacher, concerned without involving financial expenditures it was accepted easily. In other cases the new ideas

would be accepted but not implemented. There were also cases where the new idea would be implemented once and eventually shelved.

Twenty five (75.75%) of deputy principals agreed that mode of close supervision had influence on their job satisfaction. Six (18.18%) of deputy principals disagreed that mode of supervision influenced their job satisfaction. Two (6.07%) deputy principals were undecided on the influence of mode of supervision on their job satisfaction. Twenty five (75.75%) of deputy Principals agreed that the mode of supervision influenced their job satisfaction. The supervision of teachers is a leadership function that is related to instructional leadership, which focuses on the role of the school leader in directing, controlling and monitoring in schools (Bamburg & Andrews, 1990).

Twenty four (66.66%) of deputy principals agreed that Involving students in decision making had influence on their job satisfaction. Nine (27.27%) of deputy principals disagreed that involving students in decision making had their job satisfaction. Two (6.07%) of deputy principals were undecided on the influence student involvement on their job satisfaction. Twenty four (66.66%) of deputy principals agreed that involvement of students in decision making influenced their job satisfaction. From the interviews it emerged that, the students were involved in the election of the students' council in most of the schools. They were also involved in discussing the results after examinations had been done and go ahead to discuss resolutions on the same. Nine (27.27%) of deputy Principals disagreed that student involvement in decision making influenced their job satisfaction. It emerged that this role was at times misinterpreted by teachers to mean

spying. It was also misunderstood to giving students a lot of power to deal with other students. All these did not go well with the deputy principal and led to dissatisfaction on job.

Twenty one (63.64%) of deputy principals agreed that system of appraisal for teaching staff had high influence on their job satisfaction. Six (18.18%) of deputy principal disagreed that system of appraisal for teaching staff had influence on their job satisfaction. Six (18.18%) deputy Principals were undecided on whether or not system of appraisal had influence on their job satisfaction. Twenty one (63.64%) of deputy Principals indicated that the system of appraisal for teaching staff positively influenced their job satisfaction. Appraisal system used to appraise the teacher was the same used for deputy principal. This was done in an open manner whereby a deputy principal would be told to indicate what she or he had achieved and thereafter they discussed with the principals with the aim of writing an appraisal for the deputy principal.

Six (18.18%) of deputy principals who were undecided on the influence of appraisal of teaching on their job satisfaction reported the system of appraisal was not known to them. To others it was a new development because they were hearing for the first time. Thus there was need for the employers to educate their employees on some of these policy matters. This agrees with Hannagan (2005) who contends that, appraisal involves outlining the main tasks of the post and establishes the description of the job. The job is then agreed upon with the managers' immediate supervisor then later the main priorities of the job in particular the length of service.

Fifteen (45.45%) of deputy principals agreed that undertaking capacity building courses had high influence on their job satisfaction. Fifteen (45.45%) of deputy principals disagreed that undertaking capacity building influenced their job satisfaction. Three (9.10%) of deputy principals were undecided on the influence of capacity building on their job satisfaction. It's clear that, those who agreed and those who disagreed had 15(45.45%) each. The deputy principal reckoned that when circulars requiring them to attend workshops come in time, they are allowed to attend. However, in cases where it's a workshop for teachers of a particular subject in which she/ he are part, they never got the opportunity. This led to low job satisfaction on the part of the deputy principals. The findings also indicate that information reached the deputy principal through deputies from other schools and in this case she/ he may be allowed to attend or not. It also emerged that information regarding interviews for headship were not disseminated properly. This kind of scenario led to low job satisfaction of the deputy principal. The deputy principals reported that schools do not want to spend money to enable them undergo managerial, financial, ICT integration courses advertised by Kenya Education Management Institute (KEMI). They said much as this is a requirement, they were always told to make their own personal arrangement which they could not afford owing to the amount of money involved. This affected their upward mobility and had influence on their job satisfaction. It is also clear that some deputy principals were undecided on the influence of capacity building on their job satisfaction.

Eighteen (54.54%) of deputy principals agreed that System of appraisal for support staff had influence on their job satisfaction. Thirteen (39.39%) of deputy principals disagreed

that the system of appraisal for support staff had influence on their job satisfaction. Two (6.07%) of deputy principals were undecided on the influence of system of appraisal of support staff on its influence on their job satisfaction. Majority of deputy principals agreed that system of appraisal for support staff had influence on their job satisfaction. They noted that it was satisfying working with people who know what was expected of them because they are focused to being productive. It was also highlighted that the system of appraisal of support staff was in place and the principals and the bursars were the ones who were involved in appraising the support staff. Cummings and Huse (1990) states that, appraisee is part of the appraisal process. He/she joins superiors and staff personnel in setting performance goals, determining methods and periods of assessment, assessing performance and administering rewards. This criterion captures the employees' views, needs and criteria along those of the organization.

Fifteen (45.45%) of deputy principals agreed that liberty in decision making had influence on their job satisfaction. Seventeen (51.52%) of deputy principals disagreed that liberty in decision making in departments had influence on their job satisfaction. One (3.03%) deputy principal was undecided on influence of liberty in decision in department on their job satisfaction. The departmental heads are allowed to make decisions but they are subject to acceptance and alteration by the principals. Then the report on the same was supposed to be relayed by the deputy principal. And as the researcher mentioned earlier the deputy principal was seen as an accomplice of the principal, this provided room for low job satisfaction.

Twenty three (69.69%) of deputy principals agreed that responsibility in examination results had influence on their job satisfaction. Seven (21.21%) of deputy Principals disagreed that responsibility in exam had influence on their job satisfaction. Three (9.10%) of deputy Principals were undecided on the influence of responsibility on the job satisfaction of deputy principals. Twenty three (69.69%) of deputy principals agreed that responsibility in examination results had influenced their job satisfaction. From the interviews it emerged that in some schools students were involved in discussing examination results which had been done in the school. This involved head prefects and 3 identified students from every class. The students were also allowed to make decisions with regard to choice of head students in the school. The peer counselors were also chosen by the students themselves.

Twenty (60.60%) of deputy principals agreed that internal communication had influence on their job satisfaction. Eleven (33.33%) of deputy principals disagreed that internal communication had influence on their job satisfaction. Two (6.07%) of deputy Principals were undecided on whether or not internal communication had influence on the job satisfaction. Twenty (60.60%) of deputy principals agreed that internal communication influenced their job satisfaction. From the interviews it emerged that briefs were the commonest mode of internal communication to the staff. The students were given information during parade briefs. The other modes of communication were circulars, memos and notices posted on notice boards. However, the briefs were used by principals to address policy issues. It also emerged that before the principal gave a brief she/ he may decide to have a management committee meeting. Friedman (2002) complements

this by stating that when leadership is distributed to other people in the school the workload of the school leaders which is assumed to be the main source of stress, burnout and dissatisfaction is expected to decrease.

4.6 Influence of Work Environment on Job Satisfaction among Deputy Principals

The research question responded to was: What is the influence of work environment on job satisfaction among secondary school deputy principals in Hamisi District? To respond to this research question adequately, deputy principal's responses on work environment on the job satisfaction was sought. Their responses were as shown in Table 4.6.

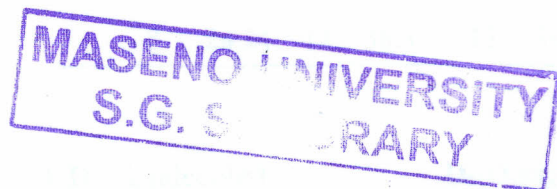


Table 4.6

Influence of Work Environment on Job Satisfaction among Deputy Principals as indicated by Deputy Principals (n=33)

Aspect of Work Environment	Responses							
	A		UD		D		T	
	F	%	F	%	F	%	F	%
Proximity of the school from the road network	22	66.66	02	6.07	9	27.27	33	100
Location of health facility from school	18	54.54	02	6.07	13	39.39	33	100
Location of deputy's office in relation to Principal's office	19	57.58	01	3.03	13	39.39	33	100
Community in which school is Located	19	57.58	05	15.15	9	27.27	33	100
Sanitation facilities in the school	18	54.55	01	3.03	14	42.42	33	100
School infrastructure	14	42.42	01	3.03	18	54.55	33	100
Office space	16	48.48	02	6.07	15	45.45	33	100
Work station house	8	24.24	12	36.37	13	39.39	33	100

Key:

A = Agree

UD = Undecided

D=Disagree

F = Frequency

% = Percentage

T =Total

Table 4.6 shows aspects of work environment which had influence on the job satisfaction of deputy principals as indicated by principals and deputy head. Twenty two (66.66%) of

deputy principal agreed that proximity of the school from the road network had influence on their job satisfaction. Two (6.07%) of deputy principals were undecided on whether proximity of the school from the road network had influence on their job satisfaction. Nine (27.27%) of deputy principals disagreed that proximity of the school on the road network had influence among secondary school deputy principals. Twenty two (66.66%) of deputy principal agreed that proximity of the school to the road network had influence on their job satisfaction. The deputy principals had no problem with road network. They said that there were vehicles and motorbikes which were used as means of transport. In fact to some, the situation had improved because with motor bikes they could reach the school with ease. Nine (27.27%) of deputy principals indicated that proximity of the road network negatively influenced their job satisfaction. However, 1(3.03%) deputy principal felt the schools location is poor to an extent that not even a motorbike owner would risk to go up to the school unless they hail from the home area. He said the road to the school should be grated and tarmac applied so that all forms of transport can be used. Two (6.06%) of the deputy Principals were uncertain of the influence of proximity of the school from the road network to their job satisfaction. The interviewees hailed from the locality hence were not affected.

Eighteen (54.54%) of deputy principals agreed that location of health facility from the school had influence on their job satisfaction. Thirteen (39.39%) of deputy Principals disagreed that location of health facility had influence on their job satisfaction. Two (6.07%) of deputy principal were undecided on the influence of location of health facility on their job satisfaction. Eighteen (54.54%) of the deputy principals reported that

location of health facility had influence on their job satisfaction. Some boarding schools had a nurse to care for the health of students when need arose during the day and night. All the complex cases were referred to a nearby health centre. And when the condition was not managed, parents were called to take the student for further treatment. However, there are schools where drugs were kept in school to be administered by boarding masters or teacher on duty. In other cases the drugs were not available and health facility was a distance of 2 kilometers away from school. Thirteen (39.39%) of deputy principal indicated that location of health facility had influence on their job satisfaction.

Nineteen (57.58%) of deputy Principals agreed that location of the Deputy Principals office from that of the principals had influence on their job satisfaction. Thirteen (39.39%) of deputy Principals disagreed that the position of deputy's office from the principals office has no influence on their job satisfaction. One (3.03%) of deputy Principals was undecided on the influence of location of deputy's office from the principals office. Nineteen (57.58%) of the deputy principals indicated that location of the deputy principal's office from the principal's office had influence on their job satisfaction. The deputy principals were comfortable with the location of their offices from the principals' office. They said this enhanced consultation and quick decision making, bonding between the principals and the deputy principals. The principals during interviews agreed with the sentiments of deputy principals. In fact one principal, John Nelime (pseudonym) stated; "whenever the office of the deputy principal's office is close to the principal's office, deputy Principals are usually happy and express this view openly".

Thirteen (39.39%) of deputy principals reported that location of the deputy principals office from the principal's office had influence their job satisfaction.

Nineteen (57.58%) of deputy principals agreed that the communities in which the school was located had high influence on their job satisfaction. Nine (27.27%) of deputy principals disagreed that the community in which the school is located has no influence on their job satisfaction. Five (15.15%) of deputy principals were undecided on the influence of community where the school was located on their job satisfaction. The school was located always became hostile when the school posted poor results. This was presented in negative talk about the school administration. However, when the results are good the community divulges any information regarding the teachers, support or students whom behaviour outside the school.

Eighteen (54.55%) of deputy principals agreed that sanitation facilities had influence on their job satisfaction. Fourteen (42.42%) of deputy principals disagreed that sanitation facilities influenced job satisfaction. One (3.03%) deputy principal was undecided whether sanitation had or did not have influence on their job satisfaction. Sanitation facilities were reported to be adequate in most schools. However, most of them did not meet the specification for special needs students. In others it was reported that they didn't have water enough for use.

Fourteen (42.42%) of deputy principals agreed that school infrastructure had influence on their job satisfaction. Eighteen (54.55%) of deputy principals disagreed that sanitation had influence their job satisfaction. One (3.03%) deputy principal was undecided with

regard to influence of school infrastructure on their job satisfaction. Most schools were in dire need of infrastructure like classrooms, laboratories, stores, adequate water and electricity supply. The available buildings did not meet the specifications favouring the disabled students.

Sixteen (48.48%) of deputy principals agreed that Office space had influence on their job satisfaction of deputy principals. Fifteen (45.45%) of deputy principals disagreed that office space had no influence on their job satisfaction. Two (6.07%) were undecided on whether job satisfaction influenced job satisfaction or not. The deputy Principals were not happy with the kind of offices they were serving from because they were small and could not allow them hold meetings from there. The offices did not have up to date cabinets to store valuable information. In some school furniture was not enough in the deputy Principals offices.

Eight (24.24%) of deputy principals agreed that work station house had influence on the job satisfaction of deputy principals. Thirteen (39.39%) of deputy principals disagreed that work station house influenced their job satisfaction. Twelve (36.37%) of deputy principals were undecided on the influence to their job satisfaction. Twenty (60.60%) of the deputy Principals were not housed as indicated in (Table 4.2). Principals and Board of Governor chairpersons expressed the fact that deputy principals prefer being housed in schools due to the nature of their work. In this regard, one board of governor chairperson noted; deputy Principals would be very happy if they were housed in schools. This wish is always expressed during our Board of Governors meetings. This view was reiterated by

one principal in an interview, when he said that, deputy Principals work demand that they stay on school compound if they have to be happy and effective.

However, those who were housed said the houses they were occupying were not comfortable in terms of the size and aeration. They were also located poorly such that there was no privacy on the part of the occupant. In some schools there was only one house which the deputy principal was supposed to occupy but he had declined to occupy because it was not good for human habitation. These findings concur with those of Robbins (2000) who contends that employees need supportive working conditions. They are concerned with their work environment for both personal, comfort and facilitating a good job. They prefer physical environments that are not dangerous, or uncomfortable. Most employees also prefer working close to home, in clean and relatively modern facilities and with adequate tools and equipment. According to Pashiardis (1998) school climate is important because it sets the tone for meeting goals and solving problems, fosters mutual trust, respect and clarity of communication; determines attitude towards continuous personal improvement and growth; conditions the setting for creativity, generation of new ideas and programme improvement; determines the quality of internal processes; and influences motivation and behaviour within an organization.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section gives a report of the research findings. It also presents conclusions, recommendations and suggestions for further research based on the findings of the study.

5.2 Summary

5.2.1 Influence of Terms and Conditions of service on Job Satisfaction among Secondary Schools Deputy Principals in Hamisi District

- a) The study established that most deputy principals concurred that the following terms and conditions of service influenced their job satisfaction; the role of deputizing principals 28(84.83%), acting as principal in absence of principal 27(81.81%), minute taking during staff meetings 26(78.78%), minute taking during PTA meetings 25(75.75%), role of supervising students 25(75.75%), minute taking during BOG meetings 22(66.67%), workload of deputy Principals 22(66.66%) and on job security 17(51.51%).

- b) The study established that a few deputy principals agreed that the following terms and conditions of service influenced their job satisfaction; Government policy on re-admission to school of teenage mothers 15(45.46%) and probation for six months 14(42.42%), promotion procedures of deputy principals (36.36%), rental house allowance 8(24.24%), Commuter allowance 6(18.18%), medical allowance 5(15.15%), salary 4(12.12%) and Teacher-student ratio 4(12.12%).

Interview findings on the influence of terms and conditions of service on deputy Principals job satisfaction were as follows; minutes taking kept them alert during discussion and also helped them to learn how to conduct staff meetings, deputy headship is gratifying since it enabled them supervise students, made them interactive with all school communities and gave them an opportunity to account for everything that happens in the school when called upon by their principals, acting as a principal makes one to change the lifestyle so as to cope with the nomination to an acting position and that medical allowance would make the deputy Principals happy if it were reasonable.

5.2.2 Influence of School discipline on the job satisfaction of Deputy Principals in Hamis District

a) The study established that most deputy principals Agreed that the following school discipline factors influenced their job satisfaction; the role of disciplining students 23(69.69%), student adherence to school rules and regulations 22(66.66%), principal participation in instilling discipline 19(57.57%), students participation in instilling discipline 20(54.55%) and teachers participation in instilling discipline 18(54.55%).

b) The study established that a few deputy principals agreed that the following School discipline factors influenced their job satisfaction; parents participation in instilling discipline 12(36.36%), guidance and counseling in instilling discipline 10(30.30%), outlawing of corporal punishment 8(24.24%), and government policy or retention of errant teachers 22(66.66%).

Interview findings on influence of School discipline on deputy principals job satisfaction were that deputy Principals derive a lot of pleasure from preparation of duty roster and taking full control of prefects and that student discipline matters puts a lot of pressure on them causing low job satisfaction among deputy principals.

5.2.3 Influence of Principals leadership on Job Satisfaction of Secondary School Deputy Principals in Hamisi District

a) The study established that most Deputy Principals agreed that the following Principals leadership factors influenced their job satisfaction. That is, celebration of results 30(90.90%), delegation of duties 29(87.87%), involving teachers in decision making 28(84.83%), room for creativity and innovation 28(84.83%) mode of close supervision 25(75.75%), responsibility in examination results 23(69.69%), involving students in decision making 22(66.66%), system of appraisal for teaching staff 21(63.64%) and Internal communication 20(60.60%).

b) The study established that a few Deputy Principals agreed that the following principals leadership factor influenced their job satisfaction. That is, liberty in decision making in departments 15(45.45%) and undertaking capacity building courses 15(45.45%).

Interview findings on Influence of principals leadership on job satisfaction on deputy principals were that most deputy Principals cherished being delegated to duties and responsibilities as opposed to a situation where another teacher is assigned to perform their duties and that deputy Principals are happy with the task of preparation good KCSE results celebrations.

5.2.4 Influence of Work Environment on Job Satisfaction among Secondary School Deputy Principals in Hamisi District

a) The study established that most deputy principals agreed that the following work environment factors influenced their job satisfaction; proximity of the school from the road network 22(66.66%), location of deputy principal office from that of the principal 19(57.58%), community in which the school is located 19(57.58%), location of health facility from the school 18(54.54%) and sanitation facilities in the school 18(54.55%).

b) The study established that a few deputy principals agreed that the following Principals leadership factors influenced their job satisfaction. School infrastructure 14(42.42%), work house station 8(24.24%) and office space 16(48.48%).

Interview findings on influence of work environment on Job Satisfaction on deputy principals were that when their offices are located next to the principal's office they are happy as their operations would be carried out with ease; and they would also be happy if they are housed in schools.

5.3 Conclusions

Based on the findings of the study, the following conclusions were made:

Terms and conditions of service that had influence on job satisfaction among secondary school deputy principals were: role of deputizing principals, acting as principal in

absence of principal, minute taking during staff meetings, minute taking during PTA meetings, role of supervising students, minute taking during BOG meetings, workload of deputy principals and job security.

School discipline factors that had influence on job satisfaction among secondary school deputy principals in order of most influencing were; role of disciplining students, student adherence to school rules and regulations, principal participation in instilling discipline, students participation in instilling discipline, and teachers participation in instilling discipline

Principals' leadership factors that had influence on job satisfaction among secondary school deputy principals were; celebration of results, delegation of duties, involving teachers in decision making, room for creativity and innovation, close supervision, responsibility in examination results, involving students in decision making, system of appraisal for support staff.

Work environment factors that influenced job satisfaction among secondary school deputy principals were; proximity of the school from the road network location of deputy principal office from that of the principal, community in which the school is located , location of health facility from the school and sanitation facilities in the school.

5.4 Recommendations

Based on findings and conclusions of the study, the following recommendations were made:

- a) In the light of the findings that higher salary, medical and commuter allowances could positively influence job satisfaction of deputy principals, the study recommended that Teachers Service Commission should review the salaries and allowances so as to enhance deputy principals' job satisfaction.
- b) With regard to the findings that student discipline matters put a lot of pressure on deputy principals making them unhappy and that if parents are involved they would be happy the study recommended that:
 - i) Ministry of Education and TSC should design programmes and organize to in-service workshop and seminars for deputy principals on alternative methods of dealing with discipline in schools and improve the efficacy of guidance and counseling services to enhance deputy Principals fulfillment in dealing with schools discipline.
 - ii) Principals of schools should sensitize parents on the importance of their involvement in instilling discipline in their students so as to effectively assist deputy principals in managing student discipline in schools.
- c) In light of the finding that deputy principals would be happy if they had liberty in decision making, the study recommended that principals should enhance democratic space in decision making. This would make the work of the deputy principals satisfying in dealing with departmental issues and thereby enhance their job satisfaction.

d) With regard to findings that deputy principals would be happy if they were housed in schools and their offices located near the principals offices, the study recommended that:

- i) Deputy Principal's offices should be located next to principals offices to ease their operations so as to enhance their job satisfaction.
- ii) The BOG and Principal should build modern work station houses for their deputy Principals to facilitate their stay while serving the school with minimal inconveniences. This would enhance deputy Principals job satisfaction so as to devote their time and efforts on school administration.

5.5 Suggestions for Further Research

The study suggests that further research be conducted in the following areas which this study did not cover:

- i. Job satisfaction among deputy principals in private schools because they complement public secondary schools in provision of education.
- ii. Job satisfaction among non teaching staff. This is because they play a major role in assisting the deputy principals and principals in managing schools effectively and efficiently.

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