

Influence of Selected Factors on Job Satisfaction among Middle Level Managers in Public Secondary Schools in Rongai District, Kenya

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Abstract

Middle level managers in secondary schools play pivotal role in monitoring the implementation of school curriculum which is expected to translate to excellent school performance. However, many schools in Rongai District have continued to perform dismally in national examinations. According to the Rongai District Education Strategic Plan (2009-2014), the students' performance in the Kenya Certificate of Secondary Education Examinations had continued to plummet continuously for five years. The same strategic plan identified low job satisfaction as one of the major factors which negatively affected performance in the district. Therefore, the objective of this study was to establish the influence of selected factors on job satisfaction among middle level managers in secondary schools in Rongai district, Nakuru County, Kenya. This study employed a cross-sectional survey design. A Sampling frame of Middle Level Managers comprising Deputy Principals and Heads of department was constructed from all public secondary schools in Rongai district. A total of 144 out of a sample size of 153 Middle Level Managers selected using stratified and simple random sampling techniques participated in the study. Data was collected using a questionnaire which had a reliability coefficient of 0.83 calculated using Chronbach's alpha formula. Multiple Regression model was used to analyze the data where Parsimonious models were obtained and validated. The most significant factor that influenced job satisfaction was found to be job-itself factor. Further analysis was carried to determine the influence of each specific job itself variable on job satisfaction. The study found that 'pride in the job' significantly influenced job satisfaction. The findings may be used by Teachers Service Commission (TSC) in the recruitment of middle level managers as well as creating clear opportunities for their advancement to boost their job satisfaction.

Key words: Job-Satisfaction, Job -Related Factors, Job-Opportunities, Parsimonious Model

Introduction

One of the determinants of employee's performance is job satisfaction level. Job satisfaction is considered an important and desirable goal for organizations because satisfied workers perform at higher levels than those who are not satisfied. Indeed, job satisfaction has proven to be a critical managerial concern in many professional fields, whose analysis can provide information about employee's productivity and organizational effectiveness (Finley, 2006).

Job satisfaction has been viewed as a set of favourable or unfavourable or negative feelings and emotions with which employees appraise their work or work environment (Malik, Nawab, Nalem, & Danish, 2010). Many studies have shown that job satisfaction is a multi-dimensional construct consisting of intrinsic job satisfaction and extrinsic job satisfaction. Intrinsic aspects of the job comprise 'motivators' or 'job content' factors such as feelings of accomplishment,

recognition, autonomy, achievement, and advancement among others. Extrinsic aspects of the job often referred to as 'hygiene' factors are job context factors which include pay, security, physical working conditions, company policies and administration, supervision and hours of work among others. The findings of the studies are consistent with studies by Herzberg, Mausner, & Snyderman (1959) who theorized that job satisfaction is a function of 'motivators' which contributed to job satisfaction and hygiene factors which lead to job dissatisfaction. Other studies have found out that job satisfaction is influenced by an array of personal and job characteristics such as age, gender, tenure, autonomy, teamwork, relationships with co-workers and supervisors', job variety, satisfaction with pay, amongst others (Lambert, 2003; Hogan & Griffin, 2007).

Nevill, (2004) expanded this thinking by positing that the extent to which work is deeply satisfying or deeply dissatisfying bears a relationship to the motivation or demotivation of individuals. Ghazi and Khan (2008) argue that many organizations strive to enhance employee's motivation at the workplace since an employee with high level of motivation is likely to be more productive. In Public Secondary Schools in Kenya, the management engages various methods to make their human resource more satisfied.

The Management Structure of Public Secondary Schools in Kenya

The management structure of Public Secondary Schools in Kenya established under the Education Act, Chapter 211 of 1968 is four tiered. At the helm is the Board of Governors appointed by the Cabinet Secretary for Education. This level is headed by a Chairperson. The principal is the secretary to the school board and is also in charge of the day to day management of the school in line with the board's decisions. The Principal, Deputy Principal and Head of Departments are in most cases appointed by the Ministry of Education in consultation with the Teachers Service Commission. They undergo rigorous interviews before being promoted. One also has to be in Job group M and above before he or she is considered for a management position. The secondary school management structure is shown in Figure 1 below.

Figure 1: The Management Structure of a Public Secondary School in Kenya

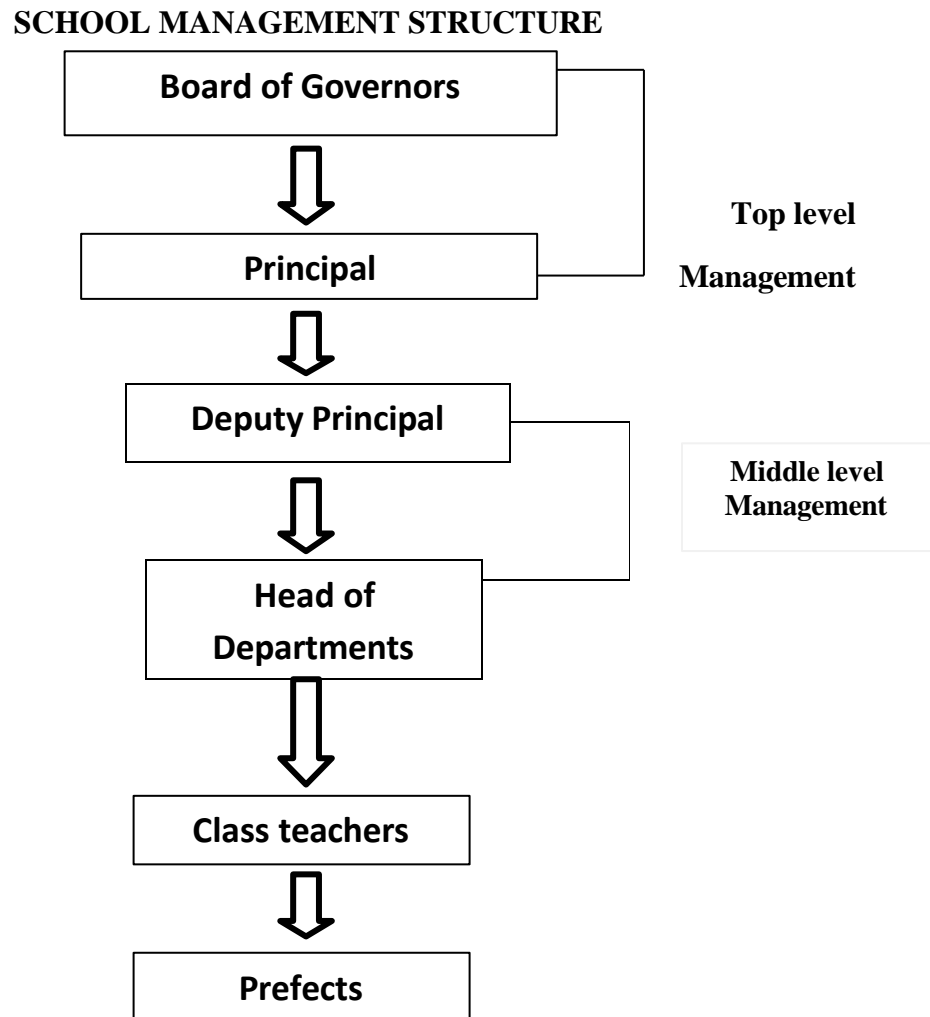


Figure 1: School management structure

From Figure 1, Deputy Principals and Heads of Department in Kenyan Secondary schools constitute the core of the Human Resource base because they are deeply involved in day to day management of their respective schools. They fit in the middle level management and are considered the pillars of school management and administration. In the school management hierarchy, deputies and Heads of department come between the ordinary teachers and the principal. Each learning institution has at least one Deputy Principal and several Heads of Department representing various departments. Besides the management roles, the school middle level managers also contribute to the primary role of teaching in their schools. The student performance therefore depends on their effectiveness and productivity. Ghazi and Khan (2008) argue that teachers are the main agents of change and since Deputy Principals and Heads of Departments are first and foremost teachers, then they are also change agents. These middle level

managers are usually under pressure to perform their multifaceted roles. An example of a survey undertaken by Deputy Principals Association in 2005 in America revealed that some of the Deputy Principals in high schools put in between 5-8 hours a day in administrative activities. They are also majorly in charge of student management and more specifically student discipline. Deputies also are expected to play a crucial role in teacher management.

The dual role at the workplace for these middle level managers presents a scenario that needs to be studied with an intention of seeking to establish the extent to which some selected factors influence the Job satisfaction of Deputy Principals and Heads of Department in public secondary schools in Rongai district. The selected factors were arrived at after a review of the relevant literature as they have been found to be important predictors of employee job satisfaction (Rode, 2010; Harris, 2006)

Bull (2005) undertook a study on teachers' job satisfaction and found out that good salary had a significant influence on teachers' job satisfaction. In a study of university administrators and academics, Kipkebut (2010) found that employees' job satisfaction is positively influenced by pay. Abdullah and Parasuraman (2009) found out that pay had a significant relationship with secondary school teachers' job satisfaction. However, in other studies, salary and benefits have been found to have insignificant relationship with employees' job satisfaction. For example, National Centre for Educational statistics (2007) carried out a research on job satisfaction among America's teachers and found out that teachers' job satisfaction showed a weak relationship with salary and benefits. Work environment, which may be related to monetary issues, comprise not only tangible physical structures but is also composed of social and psychological factors (Lambert, 2003). Sidsel (2009) in a study of teachers in Norway found that teachers' job satisfaction was directly related to aspects of school context.

Kwan (2009) found out that those Deputy Principals who find their jobs more satisfying have stronger desire for becoming Principals whereas those experiencing less job satisfaction were more likely willing to remain in their present roles. According to Lambert, Hogan, & Jiang, (2008), employees expect to work in jobs that provide them with opportunities to be promoted to new and challenging positions. This suggests that the managers who see their career paths clearly tend to be more satisfied. Hannum and Sargent (2003) found that employees from schools with opportunities for professional advancement were more satisfied with their jobs.

Geert, Hester & Hulpia (2009) in their study found that the role of the deputy head teacher is characterized by a real or unclear leadership responsibility which can be a major source of dissatisfaction. Role stressors, namely; role ambiguity, role conflict and overload, have been found to negatively affect job satisfaction (Lambert, 2003; Ngo, Foley, & Loi, 2005). However, Selmer and Fenner (2009) found that neither role conflict nor overload had any significant relationship with job satisfaction. The work environment consists of job characteristics and role stressors factors which are expected to influence employees' attitudinal states (Kipkebut, 2010). When the job description is vague, employees tend to get frustrated since they are not clear on what is expected of them by their organization.

Employees whose contributions are recognized tend to be more productive and motivated. Deputy Principals and HODS who are recognized by their supervisors are less stressed and more satisfied with their positions. Recognized employees are always kept abreast with what is

happening in their working environment. Principals consult and update them with what is happening in the institution and what they are supposed to do on a day to day basis. According to Maslow's hierarchy of needs, at the self esteem stage, one needs to gain respect and recognition from others in order to be motivated. According to Armstrong (2006), employees desire to be recognized and appreciated.

Hucznski and Buchamann (2001) have posited that organizational members do not act in a social vacuum. Rather, their actions are integrally related to the managerial environment in which they operate. Managerial environment in this context refers to actions taken by management to enhance the organization's standards. If the actions are favourable, members are likely to effectively play their roles in their designated areas of operation and vice versa.

Leadership style describes the approach managers use to deal with people in their teams (Armstrong, 2006). There are many styles of leadership and leaders can be classified in extremes as follows; charismatic - Non-charismatic, autocratic - democratic, enabler - controller and Transactional - transformational leaders. Khanna (2010) pointed out that in fulfilling their roles, leaders have to satisfy the following needs; task needs, group maintenance needs and individual needs. All the needs are expected to be satisfied if employees' job satisfaction levels are to be raised.

Bogler's research (2001) on the influence of leadership style on teacher job satisfaction found that principals' transformational leadership affected teachers' satisfaction both directly and indirectly. Blake, Gray and Boreham (2006) concluded that the major sources of dissatisfaction are usually school leadership. Jenkinson and Chapman (1990) also assert that leadership style among other things predicted job satisfaction for private school teachers. Head teachers have great authority and in consequence, the social climate of a school depends much more on their behaviour.

Alzaidi (2008) states that in general, schools in developing countries such as Saudi Arabia are characterized by a highly centralized system, where decision making is from top-bottom; where there is a lack of school autonomy and where there is great bureaucracy. Such characteristics are then most likely to be considered as a source of dissatisfaction among middle level school managers.

School principal leadership is the dominant organizational climate factor (Singh, 2006). Indeed the school is likely to realize its mission if the head teacher use his/her leadership position effectively to channel members efforts towards its goals. The converse holds if the school head fails to utilize his/her position to enhance school goals (Griffin 1991). The school principal determines how employees perceive the organization and generally their work. Bogler (2001) revealed that there is a strong positive relationship between servant leadership behaviours of school principals and teachers' job satisfaction. Servant leadership was found to be a significant predictor of teachers' job satisfaction. However, Geert et al. (2009) research results indicated that the amount of formal distribution of leadership functions and participative decision-making of teachers in the school policy did not have a significant influence on school leaders' job satisfaction.

The school context is a social place where there are many interactions taking place. The relations are many and intertwined. For example there is principal-middle level managers' relationship, administrators-teachers relationship, teacher-teacher relationship, and teacher-parent, teachers-students, and administrators-parents relationship among other relationships. Onsmen (1999) contends that the elements in the workplace that contribute to a state of jobs satisfaction are all 'group level'. Group level Items are those that relate to workplace relationships with colleagues, managers and workplace friends.

Alzaidi (2008) notes that relationships occupy a greater part of job satisfaction among school administrators. This is due to the fact that the nature of their job is very communal and social. Middle level school managers are central and key to all the relationships which take place in a school context. They are in touch with all the stakeholders. Such relationships can influence their job satisfaction either negatively or positively.

Good working relationship among co-workers in an organization is very important in determining higher job satisfaction of employees (Abdullah et al, 2009). Generally, school principals have been known to be insensitive to the needs of their juniors especially their deputy and HODS. Principals should establish a supportive personal relationship with their subordinates and take a personal interest in them in order to contribute to their job satisfaction. Quality relationships in school are significantly related to positive job satisfaction for both public and private employees. Jenkinson and Chapman (1990) and Nobile and McCormick (2005) identified headmaster relationships with teachers as a significant source of job satisfaction among primary school teachers.

Most of the relevant research has tried to determine the factors which lead to satisfaction. Alzaidi (2008) has differentiated between the dimensions of the factors which might affect job satisfaction by classifying them into two categories; external factors (promotion, co-workers, supervision and recognition), and internal factors (personality, education, age and marital status). Whereas Farnham (1992) divided job satisfaction factors into three groups, these are organizational characteristics (reward, supervision and decision-making practices), specific aspects of the job (workload, autonomy, feedback and physical environment) and individual characteristics (self-esteem and general life satisfaction). It is evident from the foregoing observations that employee job satisfaction is affected by both extrinsic and intrinsic factors and that the factors are grouped differently by different authorities.

Within education, Harris (2006) classified the factors that might affect job satisfaction into general categories. These are environmental factors, physical factors and demographic factors. They went ahead to argue that the most significant factors affecting job satisfaction in educational context is the job itself. Sergent and Hannum (2003) identified variables which affect job satisfaction as community factors, school environment and teachers background. From the relevant literature, factors which mostly affect job satisfaction are associated with employee characteristics, work itself, employee interrelationships, and leadership style amongst others (Rode, 2010; Harris, 2006).

Figure 2 is the conceptual framework which shows the factors that influence the middle level school managers' job satisfaction. The independent variables include; Demographic characteristics, job related factors, leadership styles, employee interrelations. On the other hand,

job satisfaction is considered as a dependent variable. The framework also shows that there are other factors which are likely to influence middle level managers' job satisfaction. These are student population, availability of teaching/learning facilities, ICT, infrastructure, the school being boarding or day and community. It is believed that schools with adequate resources are expected to make their employees more satisfied.

Conceptual Framework

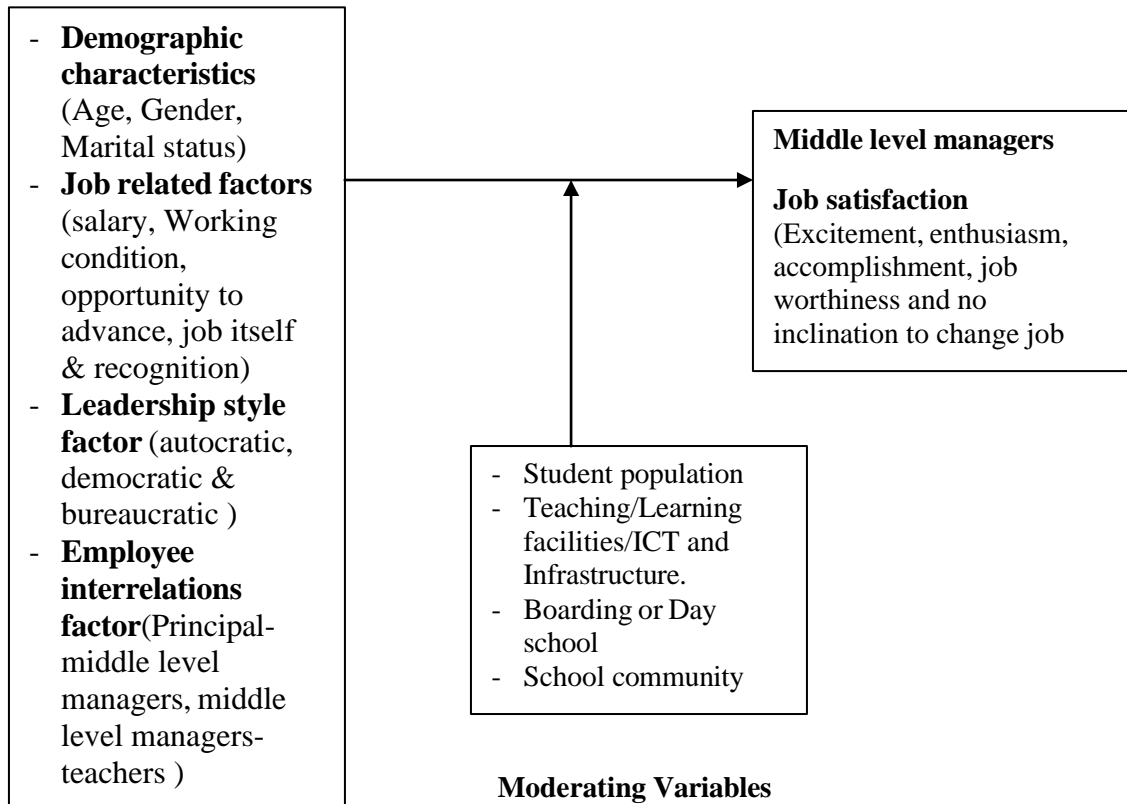


Figure 2: Conceptual framework
Source: Own Conceptualization (2012)

Statement of the Problem

The positions that Deputy Principals and Heads of Departments hold in secondary school management hierarchy are crucial for the success and proper management of the institutions. Beside their normal teaching responsibilities, they are also involved heavily in administration of the school programmes. They are expected to implement the school policies designed by Board of Governors and at the same time, are required to instruct and supervise the employees under them. They are also involved in the implementation and supervision of the school curriculum. Therefore, to a great degree, their respective school's academic performance depends on them. To perform these duties effectively, they require an enabling environment where the top management, colleagues, clients and all stakeholders are supportive. For these middle level managers to deliver, they need to exhibit high levels of job satisfaction which is one of the greatest employee performance predictors. However, this does not seem to be the case, as the schools in the district have continued to perform poorly in the Kenya Certificate of Secondary

Education (KCSE) examinations. Low job dissatisfaction has been identified as one of the internal weakness in the strategic plan for 2009-2013 for Rongai District schools (MOE, 2009). Furthermore, there is little research which has been done focusing on job satisfaction among middle level managers in the district. This study therefore examined the extent to which selected factors influenced secondary school middle level managers' job satisfaction in Rongai District.

Purpose and Objectives of the Study

The main objective of this study was to establish the extent to which selected factors influenced job satisfaction among middle level managers in public secondary schools in Rongai District. This study was guided by the following specific objectives:

- i. To establish the extent to which job related factors (salary, working conditions, job itself and recognition) influenced job satisfaction among secondary school middle level managers in Rongai District;
- ii. To establish the extent to which leadership style of school principals influenced job satisfaction among secondary school middle level managers in Rongai District;
- iii. To establish the extent to which employee interrelations influenced job satisfaction among secondary school middle level managers in Rongai District; and
- iv. To establish the extent to which selected factors influenced job satisfaction among middle level managers in secondary schools in Rongai district.

Hypotheses of the Study

The following hypotheses were derived from the objectives:

Ho 1. There is no statistically significant influence of job related factors on job satisfaction among secondary school middle level managers in Rongai District.

Ho 2. There is no statistically significant influence of leadership style factors on job satisfaction among secondary school middle level managers in Rongai District.

Ho 3. There is no statistically significant influence of employee interrelations on job satisfaction among secondary school middle level managers in Rongai District.

Ho 4. There is no statistically significant influence of selected factors on job satisfaction among middle level managers in secondary schools in Rongai district.

Significance of the Study

The results of this study may help policy makers in the Ministry of Education design and implement strategies which are expected to make secondary schools' Deputies and Heads of Department be satisfied with their jobs, hence them being more effective, efficient, productive as well as retaining them in the profession. The results may also help secondary school senior managers employ appropriate leadership styles which may boost the middle level managers' job satisfaction. Finally the findings may benefit Teachers Service Commission in finding ways to boost middle level managers' job satisfaction.

Research Methodology

The purpose of this study was to establish the extent to which selected factors influence job satisfaction among Deputy Principals and Heads of Department in secondary schools in Rongai district. This section gives a summary of the whole research process and includes the following; research design, the study population, sampling procedures, the instruments used in data collection and data analysis.

Research Design

A cross sectional survey design was used in this study. Surveys are efficient in obtaining information and feelings (Zechmester & Schaughnessy, 1992). Fraenkel and Wallen (1976) state that a survey is used to collect information from a group of people in order to describe some aspects or characteristics such as abilities, opinions, attitudes, beliefs or knowledge.

Target Population

The target population in this study consisted of all Deputy Principals and Heads of Department (HOD) in all boarding and day public secondary schools in Rongai district of Kenya. There are a total of 31 public secondary schools comprising seven (7) boarding schools and 24 day schools. All the Deputy Principals were included in the study and seven HODS in each school were considered which gave total of 217 HODS. The population of the study was therefore 248.

Sampling Procedures

The sample was selected using stratified and simple random sampling techniques to obtain participating deputy principals and Heads of department. There were two strata that were identified and this was based on school category off boarding and day secondary schools. Simple random sampling technique was used to select 7 HODs from each school category that participated in the study. All Deputy Principals from all the schools were included in the study sample. Nkapa (1997) argues that there is no first hand rule for obtaining a sample size. Using the formula by Mugenda and Mugenda (1999), the sample size was obtained as 153, although only 144 responded.

Data Collection Instrument

A Questionnaire which was referred to as Middle Level School Manager Questionnaire (MLSMQ) was used to collect data from Deputy Principals and Head of Departments. It consisted of both closed and open ended questions. Some of the items were adopted from Minnesota Satisfaction Questionnaire and modified to suit the study. The Minnesota Satisfaction Questionnaire is one of the most widely used instruments in measuring job satisfaction and its validity and reliability has been proven over time (Scarpello & Campbell, 1983).

Data Collection Procedures

Prior to data collection, the researcher sought a research permit from the National Council of Science and Technology in the then Ministry of Higher Education, Science and Technology to carry out research. The Provincial Director of Education and District Education Officer were also informed in advance. The researcher delivered the questionnaires to the Deputy Principals and sampled Heads of Departments. The questionnaires were collected immediately after filling in order to ensure higher returns.

Reliability and Validity

The questionnaire was pilot tested to ensure that the items in the questionnaire were clear and appropriate. Borg and Gall (1996) recommend Pre-testing of research instruments before use in research. The schools from Koibatek district were used for piloting to avoid contamination of respondents. Koibatek district was found as ideal because it had the same characteristics with the district of the study. Experts validated the content of the instruments before their administration to the respondents.

Data Analysis

The analysis consisted of two steps. In the first step, where possible, indices were used to summarize the effect of several related independent variables. In the second step, only the significant indices were analyzed further to identify which variables were actually significant within them.

Step One

In this part of the analysis, a full regression model was fitted to the data using the job satisfaction (represented by job-sat- index) as the dependent variable. The independent variables used in the regression model were indices of the selected factors affecting job satisfaction. The index for a factor was the mean score for the variables included in that factor. The following indices were used as the independent factors:

Independent variables

Salary-Index

Job-Itself-Index

Employee-Inter-index

Recognition-index

Work-Condition-Index

Opportunity-Index

Demographic variables

(Age, Experience, marital status, gender,)

Dependent variable

Job-Sat-Index

The results of the full model fitted are shown in the table 1. The first column indicates the list of the independent variables used while the second column shows the coefficients of these independent variables in the full model; the third column shows beta coefficient and the diagnostic statistics in the fourth column.

Table 1: Full-Regression Model

Independent variables	Unstandardized Coefficients		Standardized Coefficients	Sig.	Colinearity Statistics	
	B		Beta		Tolerance	VIF
1(Constant)	1.064			.027		
Salary-index	.105		.101	.218	.783	1.276
Job-itself-index	.268		.350	.001	.514	1.946
Employee-inter-index	-.033		-.039	.693	.526	1.903
Recogn-index	.017		.019	.832	.626	1.598
Work-cond-index	.093		.150	.104	.615	1.627
Leadership-index	.002		.003	.980	.517	1.933
Opportunity-index	.187		.200	.040	.554	1.806
Gender	-.116		-.087	.253	.900	1.111
Age	-.041		-.052	.608	.511	1.957
Marital status	-.072		-.044	.646	.575	1.740
Position	-.030		-.018	.825	.778	1.286
Experience	.021		.025	.785	.627	1.595
School type	.096		.061	.506	.615	1.625
Streams	-.046		-.063	.491	.627	1.594
Classification	.028		.020	.847	.480	2.082
Qualification	-.053		-.036	.642	.851	1.175

The regression analysis shows that two variables significantly influence middle level managers' job satisfaction namely; opportunities to advance ($\beta=0.200$, $t=2.076$, $p=0.040$) and job itself ($\beta=0.350$, $t=3.492$, $p=0.001$). This implies that opportunities to advance and job itself have a significant positive relationship with job satisfaction among the middle level managers. An increase in the two factors will therefore lead to a positive change in job satisfaction levels while a decrease will result in job dissatisfaction. This suggests that middle level managers in Rongai District were likely to be satisfied with their jobs when they felt there where sufficient opportunities to advance and when they had a positive attitude towards their job.

The regression model summary in Table 2 reveals that all the selected independent variables accounted for 26.1 % (0.261) of variation in job satisfaction. This implies that 73.9% of variation in job satisfaction among Middle Level Managers is explained by other factors not included in the model.

Table 2: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.586 ^a	.344	.261	.57191	.344	4.161	16	127	.000	1.918

a. Predictors: (Constant), LEAD-INDEX, Qualification, Gender, Age, Streams, Position, SALARY-INDEX, OPPORTINDEX, School type, RECOGINDEX, WORK-COND-INDEX, Experience, Marital Status, EMPLOYEE-INTER-INDEX, JOB-ITSELF-INDEX, Classification
 b. Dependent Variable: JOB-SAT-INDEX

Validity of the Model

Before making inferences using the full regression model obtained, it had to be validated. The assumptions on which the development of the model was based had to be tested. This is determined by carrying out a diagnostic test. There are four principle assumptions which justify the use of linear regression models for the purposes of prediction and needs to be checked (Pallant, 2005).

Diagnostic Tests

The results of the validation test are shown in table 3.

Table 3: Diagnostic tests using four principles assumptions

Assumption	Checking method	Acceptable Value	Remark
Normality	Q-Q plot	Straight line graph	The assumption is met
Independence	Collinearity Test (Tolerance Test)	Value of tolerance less than 1	The assumption is met
Homoscedasticity	Residual plot against Predicted values	Scattered random points	The assumption met
Linearity	Scattered residuals	Scattered residuals	The assumption met

Table 3 shows the four assumptions on which the development of the model was based. Hence the inferences made based on the full model were found to be valid.

Significance of Independent Variables

Some of the independent variables were found to have a significant effect on job satisfaction and others were insignificant. The p- values (less than 0.05) were used to identify significant factors/variables. It is evident that there are only two significant factors affecting job satisfaction, namely job-itself-index and opportunity-index. By removing the insignificant independent variables from the full model and carrying out a multiple regression model based on the significant variables, a parsimonious model is obtained. The importance of the parsimonious model is that it can explain the variation in the dependent variable (job satisfaction) using only a few of the independent variables. This is one of the objectives of regression analysis. The results are summarized in table 4.

Table 4: Significance of Independent Variables

Independent variable	Significant	Independent variable	Significant
(Constant)	Yes	Gender	No
Salary-Index	No	Age	No
Job-Itself-Index	Yes	marital status	No
Employee-Inter-Index	No	Position	No
Recogn-Index	No	Experience	No
Work-Condi-index	No	school type	No
Lead-Index	No	Streams	No
Opportunity-index	Yes	Classification	No
		Qualification	No

The results in table 4 indicate that only Job itself and opportunity variables are significant. Based on significant variables, two parsimonious models were obtained. In the first model, job-sat- index was regressed in terms of both job-itself-index and opportunity-index while in the second model job satisfaction is regressed in terms of job- itself-Index. The results are shown in table 5.

Table 5: Opportunity to advance and job itself Parsimonious models

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			
						F Change	df1	df2	Sig. F Change
1	.498	.248	.242	.57921	.248	46.730	1	142	.000
2	.538	.290	.280	.56475	.042	8.365	1	141	.004

Results in Table 5 indicate clearly that job-itself explains 24.2 percent of variation in job satisfaction while both job-itself index and opportunity- index combined explains 28 percent of variation in job satisfaction.

Step Two

Since job-itself index is made up of several variables, a further analysis was done to determine the effect of each of these variables on job-sat-index.

- I feel a sense of pride in doing my job.
- My job involves a lot of variety of tasks that I do.
- I am empowered enough to do my work.
- My job is challenging and interesting.
- I feel my job fulfils a great purpose in my school.

A regression model relating job satisfaction with the above variables involved in calculating job-itself-index was developed. Validation tests for the models were carried out and the model was found to be satisfactory. The model coefficients are shown in table 6.

Table 6:A Regression model Relating job satisfaction and job itself items

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.668	.132		12.665	.000		
I feel a sense of pride in doing my job	.151	.047	.285	3.205	.002	.545	1.834
My job involves a lot of variety in tasks that I do	.021	.046	.037	.453	.651	.655	1.526
I am empowered enough to do my work	.116	.045	.218	2.551	.012	.590	1.695
My job is challenging and interesting.	.146	.044	.269	3.343	.001	.668	1.498
I feel my job fulfils a great purpose in my school	-.106	.035	-.207	-3.023	.003	.920	1.086

a. Dependent Variable: JOB-SAT-INDEX

The results in table 6 indicate that only one of the variables is not significant in explaining job satisfaction. This is ‘my job involves a lot of variety in tasks that I do’. It is also evident that the item ‘I feel my job fulfils a great purpose in my school’ is negatively correlated with job satisfaction.

More parsimonious models were obtained and the results are shown in table 7.

Table 7: More parsimonious models on Job-satisfaction Index

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	17.048	1	17.048	52.322	.000 ^a
	Residual	46.268	142	.326		
	Total	63.316	143			
2	Regression	21.502	2	10.751	36.253	.000 ^b
	Residual	41.814	141	.297		
	Total	63.316	143			
3	Regression	23.716	3	7.905	27.948	.000 ^c
	Residual	39.600	140	.283		
	Total	63.316	143			
4	Regression	25.491	4	6.373	23.420	.000 ^d
	Residual	37.824	139	.272		
	Total	63.316	143			

Model 1. Predictors: (Constant), I feel a sense of pride in doing my job

Model 2. Predictors: (Constant), I feel a sense of pride in doing my job. My job is challenging and interesting.

Model 3. Predictors: (Constant), I feel a sense of pride in doing my job. My job is challenging an interesting. I feel my job fulfils a great purpose in my school.

Model 4. Predictors: (Constant), I feel a sense of pride in doing my job. My job is challenging an interesting. I feel my job fulfils a great purpose in my school. I am empowered enough to do my work

Dependent Variable: Job-sat-index.

The results in table 7 indicate that 'I feel a sense of pride in doing my job' is the main factor in explaining job satisfaction followed by 'my job is challenging and interesting'. The second significant index; opportunity index was also investigated further and the results shown in table 8.

Table 8: More Parsimonious Models on Opportunity Index

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.258	.248		5.071	.000
There are little chances for promotion	.030	.040	.060	.752	.454
My job allows me to learn new skills for career advancement.	.007	.043	.014	.166	.868
I am satisfied with my chances for promotion	.174	.052	.312	3.372	.001
Those who do well in the job stand a fair chance of being promoted	.067	.044	.141	1.525	.130
I am satisfied with the way promotions are given	.131	.047	.264	2.756	.007

a. Dependent Variable: JOB-SAT-INDEX

The results in table 8 indicate that ‘I am satisfied with my chances of promotion’ is the most significant. It is also evident that ‘I am satisfied with the way promotions are given’ not only negatively impacts on job-satisfaction but is also insignificant. The other insignificant factor is ‘there are little chances for promotion’.

Conclusion

This study investigated the influence of selected factors on job satisfaction among middle level managers in secondary schools using multiple regression models. Further, the study developed parsimonious models to determine how job-related factors, employee-inter-relations, leadership style influenced job satisfaction among middle level managers in secondary schools in Rongai District. Based on the survey findings, the study arrived at several conclusions.

The study concluded that job-itself factor and opportunity for advancement significantly influenced job satisfaction among middle level managers in secondary schools. In fact, 24.2 percent of variation in job satisfaction can be explained by the job-itself variables. 5 percent of variation in job satisfaction is explained by opportunities for promotion in the job. Among the insignificant factors included gender, marital status, age and experience. Recruitment of middle level managers can therefore be done without considering the gender and the marital status. However, employees can only be considered following the Constitutional requirement on gender balance.

The study also concluded that among all the reflected factors combined, job itself and opportunities to advance were the factors which mostly influenced job satisfaction among middle level managers. In particular, pride in the job itself and opportunity for promotion significantly influenced job satisfaction.

Recommendations

In view of the conclusions, this study advances the following recommendations.

- Top managers in secondary schools should ensure that middle level manager's job satisfaction is maintained throughout the career stages. Every stage in the career of an employee has its own concerns and requirements.
- Schools should provide good working conditions by providing adequate and proper facilities for middle level managers. The employees should be comfortable in order to efficiently and effectively discharge their duties. Such measures will ensure a high job satisfaction.
- Clear opportunities to advance and promotion policies should be put in place so that middle level managers know clearly their career path since this will motivate them in their job.
- The Deputy principals and Heads of Departments should not be given several tasks to perform as this tends to lower their job satisfaction levels.

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