

**EFFECT OF WORKING ENVIRONMENT ON JOB SATISFACTION AMONG  
NON-TEACHING STAFF IN SECONDARY SCHOOLS IN KEIYO SOUTH  
SUB-COUNTY, KENYA**

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Requirement for the Conferment of Master of Business Administration Degree,  
Human Resource Management option, School of Business and Economics.**

**Kisii University**

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## **DEDICATION**

I dedicate this work to my late father Moses Kimutai Chepngeny, my loving wife Susan Cheptum and my children: Hilda Jelagat Mutai, Ian Kiprop Ngeny and Hope Jeptoo

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## ABSTRACT

The non-teaching staff is an essential cadre of staff in the attainment of quality secondary education. There is a concern on the low level of job satisfaction related to poor attitudes towards work and working environment. The purpose of the study was to assess the effects of human resource practices in the school working environment on job satisfaction among the non-teaching staff in public secondary schools in Keiyo South Sub-County. The study specifically set to determine the effect of remuneration, promotion, training and development, leadership style, and communication on Job satisfaction among non-teaching staff in secondary schools. The theoretical framework was based on Herzberg's Two Factor Theory and McGregor Theory X and Theory Y on motivational theories. The researcher adopted an explanatory research design. The targeted population comprised of 408 non-teaching staff in public secondary schools in Keiyo South Sub-County, Elgeyo Marakwet County. Stratified random sampling technique was used to select 202 non-teaching staff drawn from 35 secondary schools. Data was collected using questionnaires. Multiple regressions were used to test hypotheses. Quantitative data gathered in the study was analyzed using descriptive and inferential statistical techniques which were frequencies, means, percentages and standard deviations. The findings from the study indicated remuneration, leadership style and communication had significant and positive effect on job satisfaction, while promotions, training and development had an insignificant impact on job satisfaction. Thus, the study concluded that remuneration, leadership style, and communication were important determinants of non-teaching staff job satisfaction in secondary schools. There is, therefore, need to ensure that employees are fairly remunerated and paid by the national government like other civil servants. Employees' qualifications together with experience need to be commensurate to their pay at all levels of the organization to enhance job satisfaction. It would be therefore important for education leaders to nurture employees' skills and talents and give employees an opportunity for career advancement and provide a precise scheme of service. There is also need for a good communication policy and appropriate communication channels. Furthermore, the educational administrators need to communicate adequately to all staff both teaching and non-teaching to realize the attainment of school vision, mission and educational goals.



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## ABBREVIATION

<b>BOM</b>	-	Board of Management
<b>MOEST</b>	-	Ministry of Education Science and Technology
<b>N.T.S</b>	-	Non- Teaching Staff
<b>SPSS</b>	-	Statistical Package for the Social Science
<b>SWOT</b>	-	Strengths, Weaknesses, opportunities and threads
<b>TSC</b>	-	Teachers Service Commission

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background**

Research has shown that the establishment of an enabling and reassuring work environment is one of the crucial elements that are considered when it comes to the aspect of satisfaction and motivation level of employees in an organization. Availability or absence of certain aspects of human resource policies and practices in the working environment such as fair remuneration, opportunity for promotion and growth, open communication, training and development, and participative management style may lead to employee job satisfaction or dissatisfaction, Amstrong (2009). Okumbe (2000) argues that strong education management requires a thorough knowledge, understanding and application of motivation and job satisfaction which have been considered to be applicable especially in an educational setting.

The level of job satisfaction have some relation to the various aspect of employee work behaviour such as lateness, absenteeism, labour turnover, Saari & Judge (2006), Choo & Bowley (2007), morale and poor attitude towards performance of duty, Kiptoo (2011). Khan, Aslam & Lodhi (2011) argues that pleasant work environment enhance employee job satisfaction. The non-teaching staff perceives their work and work environment as not being responsive and supportive. Improvement of the working environment of the worker has been shown to reduce the number of complaints and absenteeism and increase productivity (Roelofsen, 2002). In Kenya public secondary schools, the teaching staffs



are employed, managed, and paid by the Teachers Service Commission (TSC) while the non-teaching staff are employed and managed by the Board of management at each secondary school. The Basic Education Act (2013) states that every Board of Management shall, pursuant to section 59 of the Act, recruit, employ, remunerate, promote, demote, and even terminate the services of its employees. The expansion of secondary schools in Kenya has led to engagement of many non-teaching staff by the boards of management (BOM). It is important to note that the heads of schools and the BOM need to focus on the enhancing non-teaching staff working conditions that will be conducive to their job satisfaction.

Replay 2003 asserts that an organization should pay close attention to the working conditions that will be conducive to the employees Job Satisfaction.

Both teaching and non-teaching staff are valuable assets to any educational institution, they jointly contribute to the attainment of quality education. The non-teaching staff refers to all the employees of the board of management of schools who are not engaged in teaching. The non-teaching staff comprises of senior and support staff categories which include among others bursars, accounts clerks, secretaries, nurses, cateresses, matrons, technicians, librarians, cooks, watchmen, cleaners and artisans. They provide support services in secondary schools. The non-teaching or support staff responsibilities are to ensure that the teaching and learning environment is made favourable for the attainment of educational objectives (Okumbe, 2000)

According to a task force on student discipline in secondary schools in Kenya, the Ministry of Education, Science and Technology (MOEST) reported in 2001 that non-

teaching staff had no scheme of service thereby making their salaries vary from one board to the other. This was mainly because of financial abilities that depended on fees collections, which often led to salary delays, non-remittance of statutory deduction, pilferage, and general discontent hence constant incitement of students. This implies that they are dissatisfied with their job conditions and working environment.

There is empirical prove that workplace conditions determine the rate of improvement in job satisfaction. Many studies have been carried out on the phenomena in different sectors of economy globally, in education sector the focus has been in the teaching and non-teaching staff in the universities and teachers in secondary schools for example research has been carried out by Nganzi (2014), Abdulla (2009) and Osakwe (2014), on factors influencing job satisfaction among secondary school teachers. On the other hand, Azeem & Quddus (2014), Sarah *et al.* (2012) and Tai (2014) have also studied on factors affecting the non-teaching staff in universities in India, Malaysia and Taiwan respectively.

This study was thus carried out to establish effect of working environment on job satisfaction among non-teaching staff in secondary schools in Keiyo South Sub-County to address the gap of limited research studies especially from the Kenyan perspective and in the advent of the new constitution where some education functions have been devolved to the County governments.

## **1.2 Statement of the Problem**

Secondary schools head teachers and principals have enormous task of creating an enabling and supportive working environment for its teaching and non-teaching staff that complement each other in performance of school activities. The non-teaching staff experience low job satisfaction, morale and poor attitude towards performance of duty and the work environment. Arusei (2011) who carried a survey study on factors affecting the wage and salary determination of non-teaching staff and its implication on productivity in Keiyo District Secondary schools recommended that motivation and job satisfaction of non-teaching staff should be increased to enable them work better and increase productivity in the place of work. He added that a good working environment should be created to enable the non-teaching staff feel satisfied at the workplace. From the above, the non-teaching staff has low level of job satisfaction resulting from work and aspects of human resource practices such as poor remuneration, lack promotion prospects and career progression, and poor communication in their work place.

The Keiyo South Sub- County through its strategic plan 2008-2013 directed every school to develop a five year strategic plan with the aim of improving Education quality at all levels. The situational analysis tools such as SWOT analysis and stakeholder analysis used by the secondary schools for example Kiptulos secondary school 2005-2010, Kaptagat girls high school 2012-2017, Kapkenda Girls high school 2014-2019 showed that the non- teaching staff were poorly remunerated, lowly motivated and skilled and their job satisfaction were low. The SWOT analysis identified the internal strengths, weaknesses, opportunities and threads facing the secondary schools. On the other hand

stakeholder analysis identifies the non-teaching staff as stakeholders and their expectations. The non-teaching staff expectations as stakeholders in the school environment include among others their job security, proper remuneration, opportunities for training and development provision of equipment and tools, better terms and condition of service and above all conducive working environment. The school expected them to be productive, dedicated, disciplined and committed to their work. The magnitude to which the non-teaching staffs are not satisfied with their working environment is a potential prove of challenges the employees are facing in the work place as argued by Pattanayak (2005).

Additionally, non-teaching staff satisfaction with their working environment is not only important to non-teaching staff themselves but also other stakeholders in the education sector. However, scholars and researchers have given more attention to teachers' job satisfactions as compared to those focusing on the issues touching on the non-teaching staff job satisfactions in relations to their working environment in secondary schools in Kenya. It is in relation to the above that this study would address the gap in establishing the effects of working environment on job satisfaction of non-teaching staff in various secondary schools.

### **1.3 Objective of the Study**

The main objective of this study was to establish effect of the working environment on job satisfaction among non-teaching staff in public secondary schools in Keiyo South Sub-County.

In order to achieve the above objective, the study sought to address the following specific objectives;

- (i). Assess the effect of remuneration on job satisfaction among non-teaching staff in secondary schools
- (ii). To assess the effect of promotions on job satisfaction among non-teaching staff in secondary schools
- (iii). To establish the effect of training and development on job satisfaction among non-teaching staff in secondary schools
- (iv). To examine the effect of Leadership style on job satisfaction among non-teaching staff in secondary schools
- (v). To assess the effect of communication on job satisfaction among non-teaching staff in secondary schools

#### **1.4 Hypotheses of the study**

H<sub>01</sub>: Remuneration has no significant effect on job satisfaction among non-teaching staff in secondary schools

H<sub>02</sub>: Promotions have no significant effect on job satisfaction among non-teaching staff in secondary schools

H<sub>03</sub>: Training and development has no significant effect on job satisfaction among non-teaching staff in secondary schools

H<sub>04</sub>: Leadership style has no significant effect on job satisfaction among non-teaching staff in secondary schools

H<sub>05</sub>: Communication has no significant effect on job satisfaction among non-teaching staff in secondary schools

### **1.5 Significance of the Study**

The findings obtained from this study would be of great significance to secondary school Boards of Management and Administrators in improving their approach to non-teaching staff job satisfaction. The study hopefully will stir the stakeholders especially in the Ministry of Education, Science and Technology (MOEST) and owners of private schools to bench mark on what other developed nations, such as Germany, Japan and South Korea do to enhance non-teaching staff job satisfaction and conducive work environment. It will also be of great help to the management of training and vocational institutions and universities in addressing the work environment of their non-academic staff.

### **1.6 Scope and Limitation of the Study**

The objective of the study was to establish effect of the working environment on job satisfaction among non-teaching staff in secondary schools in Keiyo South Sub-County. The study only focused on factors regarding remuneration, promotion, training and development, working environment, leadership style and communication and how they influenced job satisfaction among non-teaching staff. It was assumed that the sample selected was an adequate representation of the schools in the County meaning that the findings of the study could be inferred to other similar institutions and settings in the

County and country. The study was conducted between the month of July and September 2015.

The study was limited by the following factors

- (i). Difficulty to trace cause and effect since observed performance depends on interconnecting factors. Through hypothesis testing the researcher was able to establish relationships between the variables.
- (ii). Institutional environments were liable to sudden and dramatic changes which may hinder the progress of the study. The researcher closely utilized the institutions heads of school to stay updated in case of changes in the school
- (iii). Respondents' failed to return the questionnaires or unwilling to volunteer information. The researcher in such a case undertook a follow up with a similar questionnaire to the concerned.

### **1.7 Justification of the Study**

Most studies and existing literature on job satisfaction do not adequately address the plight of non-teaching staff work environment in secondary schools basically because they are not recognized as an important aspect in the running of the educational institutions and that the performance of these institutions is highly dependent on the way these non-teaching staff perform their duties. Consequently, these group of employees are poorly paid, lowly motivated and have negative attitudes towards their work. There was also absenteeism and high turnover among the non-teaching staff. This study therefore is aimed at providing a means of addressing these gaps.

## **1.8 Assumptions of the study**

The basic assumptions while carrying out this study were;

- (i). All the non-teaching or support staff were open and sincere when responding to the questionnaires
- (ii). All sampled non-teaching staff in secondary schools were aware of job satisfaction levels.
- (iii). Government policies on non-teaching staff in secondary schools have not changed.



## 1.9 Operational Definitions of Terms

**Job satisfaction** this refers to how employees feel, behave and perceive their work in any given organization (Armstrong, 2009).

**Leadership style** refers to how leaders direct, plan, implement and motivate their workers. Davis (1993) notes that it is the total pattern of explicit and implicit actions performed by their leader.

**Non-teaching staff** refers to all employees of the board of Management of Schools who are not engaged in teaching.

**Promotion** refer to employee being moved from lower grade to higher grade, which has greater responsibility and is remunerated at a higher level than the employee's present position

**Remuneration** refer to provisions of rewards to employees in terms of pay, salary, or wages as well as allowances, benefits, bonuses, cash incentives, and monetary value of the non-cash incentives.

**Training and development** Is the on-job gaining of knowledge, skills, concepts or attitudes, which result in improved performance.

**Working environment** refers to conditions that surround the area in which an employee operates which can be office temperature, or equipment, such as personal computers, organizational policies and procedures.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Review**

##### **2.1.1 Theoretical Background of Concepts**

This study made use of the concepts of job satisfaction and work environment which are described below

###### **2.1.1.1 Concept of Job Satisfaction**

According to Bram, (2007), this concept ideally means a pleasing state of the mind that is as a result of how a concerned individual perceives their job. It is the positive feeling about work. Job environment within the workplace leads to positive or negative job satisfaction. It is how much employees like doing their job (Clark, 2001). According to Amstrong (2009), job satisfaction refers to how employees feel, behave and perceive their employment in any given environment.

Andrew, (2001) asserts that various factors have varying impacts on job satisfaction according to past literature. From the perspective of gender, the level of fulfillment is often lower among female workers as compared to their male counterparts with regard to how they perceive their levels of compensation, advancement and fulfillment in regards to their occupation.

Job satisfaction is how positive or negative one is towards his job. It is a positive attitude resulting from the satisfaction of what one does at his/her work. Job satisfaction is achieved when job qualities, characteristics, context and needs of the workers come together when the worker sees the job as interesting and is propelled to do it at his best without being pushed around (Clark, 2001).

Bruce (2006) in his study contends that job satisfaction is vital for the employees as well as the organization they work for. Employees make a great difference to the organization when the working environment is conducive and thus positively influencing job satisfaction. It has been contended that by appropriately and efficiently overseeing how the employees perform their duties, there is a higher chance of accomplishing the objectives greatly. A higher level of satisfaction among the workers of the organization implies that the level of their dedication is higher hence increasing their contribution resulting in greater productivity. This means that if the workers are more fulfilled in their work, the level of productivity increases and also their level of job satisfaction is enhanced.

Tio (2014) stated that for the organization to improve employee's performance and productivity, they need to pay closer attention to job satisfaction as a greater level of job satisfaction lead to a higher employee productivity and performance and vice versa.

Parvin & Kabir (2011) indicated that there are many elements that could have an effect on the level of employee satisfaction which includes the standard of pay and benefits, fair promotion, quality of working conditions, leadership and social relations, etc. In their findings Babakus Yavas, Karatepe, & Avci (2003) noted that the level of employee

satisfaction in their jobs has a great influence on performance among frontline service employees, hence the notion put forward by Koc (2006) which suggests that as a result of employee satisfaction, customer satisfaction is affected too.

Clark (2001) asserts that salaries and work security are the main factors that have an influence on whether one is satisfied or not with their job to the extent that employees who are well paid are perceived to be highly satisfied and vice versa meaning that the level of job satisfaction is greatly influenced by the level of salaries paid to the employees.

Individuals who are placated with their chances for advancement have a greater level of occupation fulfillment than the other people who might not have chances for advancement. Studies on occupational advancement shows that it brings numerous changes that may significantly affect work fulfillment. Veum and Pergamit (1999) additionally found a positive relationship amongst occupational advancement and employee job satisfaction.

A greater level of employee job satisfaction enhances the worker's mental and physical prosperity and enhances their level of performance in their duties. Mosadegh-Rad and Yarmohammadian (2006) have noted that workers level of satisfaction with their jobs is indicative of their perception about their jobs as well as their employers. Numerous important components impact job fulfillment, be that as it may, this study concentrated and centered on the issues that emanate from around the workplace.

### **2.1.1.2 Concept of Work Environment**

In terms of the aspect of the work environment, Bates (2006) notes that organizations are inclined to set up an environment in the workplace that ideally offers support and naturally spurs on the employees to do more, concentrating on components, for example, leadership, trust, correspondence, training and development of the employees and establish their levels of satisfaction because the workers are an organization's most prominent asset.

Hearthfield (2012) argued that it is critical for the workers to be conscious of the elements that influence their level of job satisfaction; this will aid the management in creating a conducive work environment. However, all the aspects of work environment which include remuneration, promotions, training and development and leadership are correspondingly significant or indeed appropriate and also affect the welfare of employees and determine job satisfaction among employees (Theodossiou, McCausland, & Pouliakas, 2005).

The work environment is the conditions in which people are exposed to while they are working. Jain (2014) states that work environment involve any aspect that has a profound influence on the worker or employee. This entails the physical, organizational, human environment; it also includes corporate culture, leadership style and human resource policies and procedures. Robbins (2005) opined that working conditions will impact the occupation fulfillment as workers are worried about the level of comfort at the workplace. Frame (2004) defines work conditions as the workers workplace, work instruments, work itself and organizational policies and rules.

Rosen (2005) argues that working conditions are composed of several factors like organization culture, administration styles, chains of command and human resource practices. Job satisfaction is the level to which the workers are satisfied as well as being contented with what they do in their work.

Harry (2000) asserts that self-esteem for the workers is a critical aspect of a healthy environment to work which improves job satisfaction levels. It includes things such as promotions, communications, and training among others. In general, employees will be more satisfied at the workplace if their contributions are recognized, appreciated and respected more. On the Contrary, too much of respect can cause modest satisfaction which can make employees ignore lower salaries (Bruce, 2000).

Clark, (2001) in his study argues that the extent to which firms offer personal and professional growth, contributes majorly to whether the employees see or term their working environment as positive or negative. Growth opportunities can enable employees acquire new and better skills, handle greater responsibilities and challenges, better salaries resulting from promotions which enhances or boosts employee job satisfaction in the work place

Heywood, Geddes, & Lori, (2003) argues that the work environment can maintain the relationship between colleague, supervisor and the organization hence influencing the job satisfaction among workers. It describes the circumstances within which employees are working together.

Jain & Kaur (2014) argued that satisfied employees are valuable assets to any institution. Productivity and positive results depend on whether an employee is happy or not. Workers will carry out their duties better in case their levels of job satisfaction are higher and vice versa. Keeping a well-satisfied employee will affect the entire growth of the company and hence its profit making mechanisms (Daniel, 2004).

The productivity of workers depends on the kind of work environment in which they work (John, 2006). The primary aim is to create a climate that provides the easiest way carrying out tasks and does away with challenges related to frustration, anxiety and worry in the workplace. Work has a financial perspective, mechanical angle, and mental viewpoint such that a good and enabling environment in the workplace brings happiness among workers which increases their job satisfaction (Edward, 2000).

### **2.1.1.3 Theories Underpinning the Study**

To understand the influence of the working environment on the satisfaction levels among the support or non-teaching staff in secondary schools, this research adopted the motivational theories. Mbua (2003) notes that motivation can be said to be one measure of job satisfaction (Mbua, 2003). This suggests the theories relating to motivation are likewise viewed as the hypotheses of employment fulfillment. The theories that were applied in this study are; Frederick Herzbergs' Two Factor theory and the Douglas McGregor Theory X and Theory Y.

Herzberg indicated that various elements result in job satisfaction while some result in job dissatisfaction (Joshi, 2013). He referred the two sets as motivators and hygienic

factors respectively. Madura (2006) noted that Herzberg had carried out an on 200 accountants and engineers in order to assess the factors contributing to dissatisfaction with their work. The motivators / or satisfiers identified are recognition by others, work itself, degree of career achievement, levels of job responsibility and opportunity for promotion and growth. On the other hand, he identified hygienic / or maintenance factors as working conditions, salary, and supervision, management policies and procedures, job conditions and interpersonal relationships. According to Pattanyak (2005) elements related to hygiene are critical in assuring job satisfaction. In addition, Mukherjee (2009) suggested that motivation factors contribute to higher levels of job satisfaction.

The Herzberg two factor theories is appropriate in this study as it focuses on the two set of factors that are relevant when taken care of by the school administrators and their Boards of Management which may improve the non- teaching staff working conditions and environment and thereby increasing the levels of job satisfaction among secondary schools non-teaching staff. It is also well received and embraced by practicing managers because it makes simple distinction between elements that positively influence job satisfaction and dissatisfaction.

This study also acknowledges the use of McGragor theory X and theory Y. He advocated that there are two set of management attitude towards employees in the work place which have a bearing on the employee motivation levels and satisfaction with their jobs. The first, as Cole (2004) suggests, regards employees as lazy, requiring constant supervision and control, running away from responsibility, and seeking security only. Cole (2004)



refers such a management attitude as theory X. However, such a management style is no longer tenable especially in organizational environment of the current age.

McGragor's second set of theories saw the employees in a more favorable light and he called this theory Y. The managers under this category see employees liking work which is natural as recreation and relaxed and that the employees are self-directing and controlling to attain all the goals they assert themselves in the workplace; Commitment to objective is related to the satisfaction of achievement and if the conditions are right, the average person at work will seek and accept responsibility (Joshi, 2013). Theory Y, he suggested can best be applied to motivate and satisfy employees where managers develop the potentials and facilitating workers to use their potentials to realize organizational objectives. The blend of theory X and theory Y may help in adopting effective management styles. This theory was appropriate for this study because leadership styles may enhance positively or negatively impact on the working environment and thus varying the levels of job satisfaction among the secondary school support staff.

## **2.2 Review of Related Literature**

### **2.2.1 Effect of Remuneration on Job Satisfaction.**

The level of adequacy of the salary paid to the worker has the power to attract, retain, and even motivate employees or any individual towards higher performance (Beckery, 2011). Brown (2007) carried out research to determine the influence of remuneration on the level of job satisfaction. The research was carried out among 16266 workers and

employees to examine the elements contributing towards workplace happiness. The findings showed that the amount of salaries paid to employees affects the level of job satisfaction.

Other research work has shown that salary increase can only have an effect in the case where the job is characterized with low income levels. In other cases, increasing the remuneration has proven to negatively affect the level of job satisfaction. Consequently, some critical evidence might exist and which would point that the association is non-linear (Ward, 2001).

Bender & Heywood (2004) revealed that university professors who earn a high income have a high job satisfaction level as compared with other workers who earned less especially the support staff. In another study by Charles Newsham, Brand, Donnelly, Veitch, & Aries (2006), they found out that there is a direct relationship between job satisfaction and the amount of salary after controlling for age of the worker. This implied that satisfaction levels increase because of increase in the amount of salary paid despite the age of the worker.

In a similar research, Clark (2001), data collected from more than five thousand workers was assessed. The findings showed that job satisfaction decreased higher education levels. This study implied that the level of education had a negative effect on the level of satisfaction with the job. As such, an employee becomes dissatisfied in the performance of their daily duties despite having a higher salary as compared to younger workers.

Such findings have shown that the amount of the salary paid to the worker does not have a direct effect on the level of satisfaction with the job but with the inclusion of other elements, there might be an effect. Other researchers have found that the amount of the salary is not critical. However, Bowles Gintis & Osborne (2001) indicate that the amount of salary becomes a reference point.

### **2.2.2 Effect of Promotions on Job Satisfaction.**

Promotion involves a change where an employee changes jobs and is inclined to jobs that offer higher status, responsibility and a better salary. It refers to an employee being upgraded from lower grade to higher grade with greater accountability and compensation. Kosteas (2009) asserts that promotions have an incremental effect on job functions and determines job satisfaction levels.

Organizations can use promotions as a method for compensating better performing employees henceforth making a path for other staff to do better. Clark (2001) notes that promotions have an incremental effect in light of the fact those different workers will be inclined to getting similar treatment in terms of promotion and will work much harder.

Brown, (2001) asserts that promotion creates more satisfaction among employees, enhances satisfaction levels and gives them a chance to remain and have un-interrupted service. It provides psychological satisfaction to workers as their contributions are recognized and appreciated by the organizational leaders. Regarding all parameters that influence employees' careers progressions and remunerations, tournament theory stipulates that organizations use promotion to motivate their staff hence realize a high

level of productivity. Francis, Cadsby & Song (2007) argue that assessing the influence of promotions on job satisfaction enables the comprehension of the role of promotions as a means of drawing better effort from the employees while arguing that promotions have a positive effect on job satisfaction, after controlling pay increases and this supports the notion that workers prefer promotion. Andrew (2001) posits that promotions result in increased energy to work among workers resulting in increased satisfaction with the job.

Usually, workers are more satisfied with the job in the event that there are chances for promotion in the organization. For highly qualified employees, the level of promotion is a critical element in satisfaction. In another study, Das (2002) argued that it is more important for younger workers who are more energetic than old workers. When there are no promotions to the most efficient and effective employees, there is an increased feeling of frustration hence loss of job satisfaction. Das (2002) argued that every organization should provide the scope for promotion to all the employees deserving, qualified and competent employees.

### **2.2.3 Effect of Training and Development on Job Satisfaction**

Training refers to a planned activity whose objective is to improve the performance of the worker by enabling them realize and understand their role in the organization by being exposed to important information (Forgacs, 2009). On the other hand, Armstrong (2009) notes that training is an application of the formal process to impart knowledge and skills that are pivotal to the realization of high output levels. He notes that this is a process in which the level of knowledge and skills is increased in order to efficiently perform

particular tasks. Conversely, development is the process of facilitation of learning whose objective is to increase the worker's level of proficiency for future tasks.

Battu Belfield & Sloane (2000) revealed a negative relationship between training and the level of satisfaction with the job. Further, it stated that overqualified workers had less job satisfaction than the less qualified. Green & Tsitsianis (2005) in a similar study found out that satisfaction was lower for untrained employees. Similar findings were revealed by Verhaest & Omey (2004) in terms of the level of satisfaction. However, Buchel (2002) found no significant difference in satisfaction levels between trained and untrained workers. Saleemi (2009) also noted that training raises employee morale reduces absenteeism and increases labour turnover since trained workers have more interest in their work and remain in their jobs.

Horwitz (2008) notes that inadequate skills has a negative effect on economic performance and points out that strategies aimed at retaining workers are important especially in a market where there are more untrained employees than the trained ones. Consequently, it is crucial to address this important aspect in order to improve the levels of competitiveness and service delivery in organizations. Moseley Jeffers & Patterson (2008) on the other hand point out that retention of workers is crucial for firms because it helps in achieving a high level of job satisfaction. They further note that there is a positive relationship between employee skills, attitudes and knowledge and job satisfaction. The resultant satisfaction of his material and psychological needs such as job security and esteem needs will make him committed to the institutional goals and objectives (Saleemi, 2009).

#### **2.2.4 Effect of Leadership Style on Job Satisfaction**

Bergh and Theron (2000) state that the worker and the workplace add to accomplishment and the kind of relationship between the employee and the employer will decide the level of occupation fulfillment depicted by workers.

Clark (2001) argues that various entrepreneurs use various management styles that affect the overall job satisfaction level among its employees. Leadership refers to how leaders direct, implement plans and motivate employee (Davis, 1993). Managers can have the notion of teamwork, working together with the junior employees to accomplish tasks. The managers are mandated to facilitate their employees, hence ensures that they have adequate equipment and materials needed for them to perform their job satisfactorily. Good leadership qualities enhance employee satisfaction levels. Joshi (2013) noted that it is necessary for organizations to develop and maintain a well-structured style of management which is appropriate for a healthy working environment to motivate and satisfy employees.

Employing the best leadership style can increase satisfaction while keeping turnover rates low, mean more levels of job satisfaction. This is because a good leadership style creates a sense of motivation among workers thus leading to a higher standard of job satisfaction, (Hammermesh, 2001).

Effective leadership and employee satisfaction are important aspects to the health of a firm. A good leader creates a way for others to follow thus creating a good role model for the others. Workers get inspired by good and efficient leadership thus creating a sense of

job satisfaction (Mosadegh, 2006). Sound leadership improves loyalty and commitment by employees towards their institution. The management style adopted by an organization creates and maintains work environment that affects the level of satisfaction of the work force.

A firm with a better leadership structure enhances satisfaction resulting in reduced worker turnover (Mosadegh, 2006). In addition, various studies have assessed the association between these two factors critically. These research studies show that the type of leadership style might have a significant influence on the level of employee satisfaction and commitment to the organization (Lok & Crawford, 2001; Mosadegh, 2006).

Some authors have determined the association between employee job satisfaction and leadership styles adopted by organization in various settings such as manufacturing, banking and education (Chen & Silverthorne, 2005). Through these studies, empirical facts have been provided that indicate that employee satisfaction is influenced by the type of leadership style.

According to Bass & Riggio (2006), great leaders who have profound influence tend to take risks and are reliable. Such leaders are not arbitrary and thus portray high standards of ethical and moral conduct hence this kind of leaders can foster a greater level of job satisfaction among its staff (Bass & Riggio, 2006).

### **2.2.5 Effect of Communication on Job Satisfaction**

The objective of communication is to obtain facts related to a specific issue, event, situation, or audience in the work place (Manoncourt 2004). It is an effective and important tool of management. Bate (2006) asserted that the organization should have effective communication systems to create a work environment that encourages staff to raise their concerns and disseminate information with her employees on the industry challenges or new offering, promoting a cohesive work force and employee development to inspire job satisfaction among its employees. Some of the characteristics that would make information be regarded as good would include accuracy, accessible, complete, economical, reliable, and secure (Goel, 2010). Effective communication results in a high level of employee satisfaction because workers feel being part of the organization. Employees who are able to obtain solution to their complaints and the necessary advice and assistance timely, are likely to feel more secure and satisfied.

In his study to determine the influence of communication on job satisfaction, Welch (2006) states that poor internal communication is big concern for organizations as it results in inefficiency due to low level of job satisfaction. Employees can be made to do their jobs better and in an efficient manner if they know their responsibilities, what type of authority they have, what their relationship with others in the organization, how their work come up to the expectations of the superiors, what they can do to improve their performance and how their jobs help the company accomplish the organizational goals (Saleemi,2009). Hence proper and effective communication boosts the employee job satisfaction.



According to Kalla (2005) internal communication is the formal and informal communication that takes occurs between employees in all levels in the firm. Effective internal communication strategies greatly influence employee's job satisfaction which plays a huge role in organizational success, overall operation and competence levels (Gray& Laidlaw, 2004).

The competitive working environment is rapidly evolving and there is need for organizations to adapt quickly (Dunmore, 2002). Singhal (2003) asserts that the first step towards developing a communication strategy is to determine the reason why the communication is important and defining the desired objectives. Then the communication in the organization is enhanced leading to improvement in levels of job satisfaction.

Matthew (2009) asserts that without having an effective strategy of reaching the target employees, the organization will not have any influence. An effective internal communication strategy would imply that time is not wasted and that the communication reaches the intended target with minimal ambiguity in the easiest way (McKee, Hartline & Maxham, 2000).

### **2.3 Critical Literature Review**

Job satisfaction is important to an organization's success. Much research has been conducted on factors influencing job satisfaction on employees in various sectors of Kenya economy including ; education, hospitality, health, banks, and the non- teaching staff at the universities and so on. There are many previous studies which focused on Remuneration on Job Satisfaction such as (Beckery, 2011; Bender & Heywood, 2004;

Charles, Newsham, Brand, Donnelly & Veitch Aries, 2006; Brown, 2007). However, the researchers did not relate on how remuneration of non-teaching staff in secondary schools affect their job satisfaction. Regarding the influence of promotion mechanisms on satisfaction of support staff, studies discussed under this study such as Kosteas (2009), Cadsby, Bram, & Song (2007) and Das, (2002) did not provide empirical relations between the two variables. Others studies for example Battu (2000), found negative relationship between training and developing employees and job satisfaction, Buchel (2002) found no significant association between job satisfaction and training and Welch (2006) who stated the importance of communication in satisfying employees did not consider factors influencing job satisfaction among organization employee. Therefore the study on the effect of working environment on job satisfaction among non-teaching staff was conducted in public secondary schools in Keiyo South-Sub County, Elgeyo Marakwet County to address the gap.

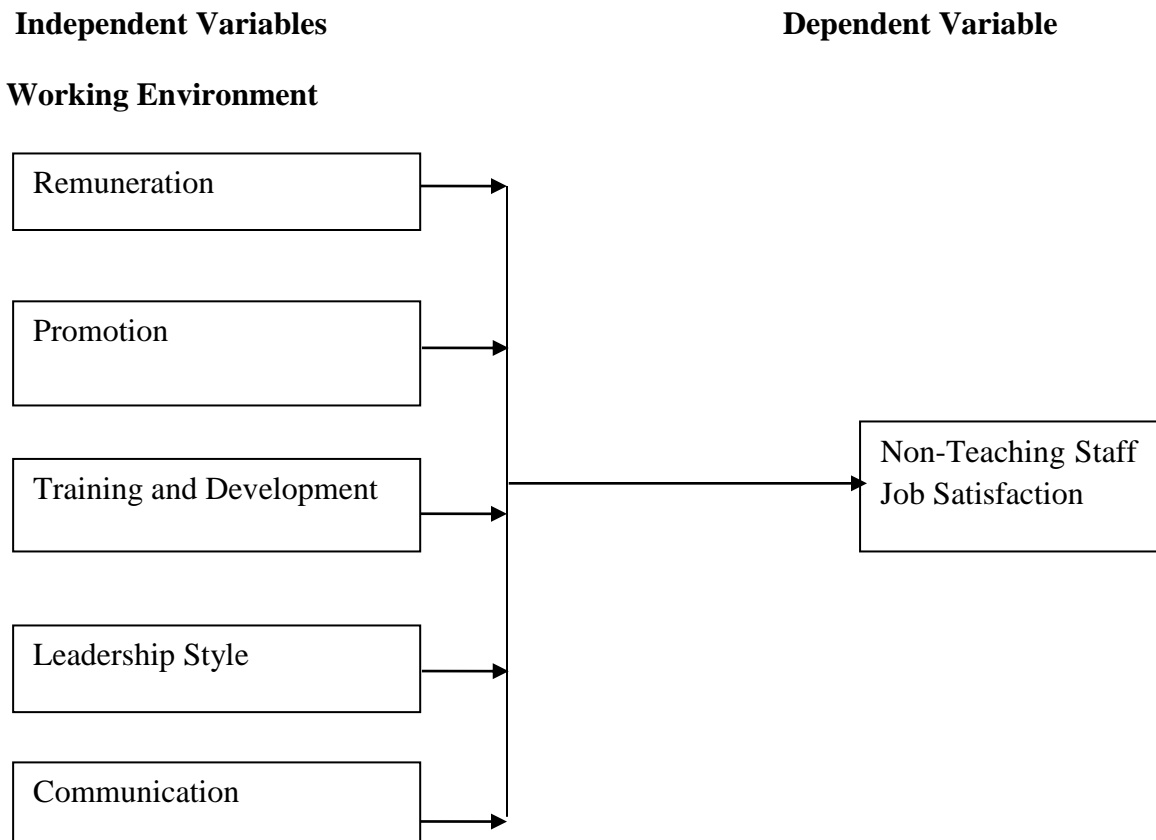
## **2.4 Research Gaps**

From above critics of the literature on effect of working environment on job satisfaction among non-teaching staff, studies have given much attention on working environment on job satisfaction among employees in firms. Few of them have been studied in institutions of learning especially in Secondary Schools and if there are they have concentrated on teaching staff rather than the non-teaching staff. In addition, studies have not looked at working environment as combination of several HR practices which jointly affect job satisfaction and putting into consideration that not all these practices influence job satisfaction among non-teaching staff at the magnitude. Moreover, studies have

overlooked satisfaction of non-teaching staff in Elgeyo Marakwet County, hence the gap of the study.

## 2.5 Conceptual Framework

Conceptual framework is explained as diagrammatical illustrations of the association between the independent factors and the dependent factor. The independent factors were remuneration, promotion, training and development, leadership style and communication. These were assumed to have an effect the level of non-teaching staff job satisfaction while job satisfaction was the dependent factor. This was as illustrated and presented in Figure 2.1.



**Figure 2.1: Conceptual Framework**

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Research Design**

An explanatory research design was utilized in this study. According to Cooper & Schindler (2003), an explanatory study uses theories to describe the forces that cause a certain phenomenon to occur. They further say that apart from descriptions, it further explains the reasons for the phenomenon. Panneerselvam (2004) also argues that an explanatory study analyses the cause effect relation between two or more variables .This design was chosen as the best such that it can meet the objectives targeted by the study; determining the knowledge and views of respondents regarding effect of working environment on job satisfaction among non-teaching staff in secondary schools..

#### **3.2 Study Area**

The study was conducted in Keiyo South Sub-County which is located in Elgeyo Marakwet County. The Sub-County borders Eldoret East, Keiyo North, Baringo Central and Koibatek. It is made up of three divisions namely; Metkei, Soy and Chepkorio.

#### **3.3 Target Population**

The target population comprised 408 non-teaching staff drawn from 35 public secondary schools in Keiyo South Sub-County, Elgeyo Marakwet County. Table 3.1 describes the numbers of non-teaching staff in each school, division and the whole sub-county

**Table 3.1: Keiyo South Sub-County Secondary Schools Non-Teaching Staff**

		<b>SCHOOL</b>	<b>NO. OF NON-TEACHING STAFF</b>
1. METKEI DIVISION	1.	Metkei Girls High School	18
	2.	Kipsaos Boys High School	17
	3.	Tugumoi Mixed Secondary School	9
	4.	Kapkitony Girls Secondary School	12
	5.	Simotwo Boys High School	24
	6.	Kombatich Mixed Day	5
	7.	Kimwogo Mixed Day	5
	8.	St. Mathew Lolgarin Secondary School	6
	9.	St. Thomas Kapchorwa Secondary School	6
<b>Total</b>	<b>9</b>		<b>104</b>
2. SOY DIVISION	10.	Kimworer Secondary School	9
	11.	Soy Secondary School	10
	12.	Kocholwo Secondary School	8
	13.	St. Augustine Emsea Secondary School	16
	14.	Chepsigot Secondary School	8
	15.	Rokocho Secondary School	6
	16.	Changach Barack Secondary School	4
	17.	Ketigoi Secondary School	2
	18.	Simit Mixed Day Secondary School	2
<b>Total</b>	<b>9</b>		<b>65</b>
3. CHEPKORIO DIVISION	19.	Kapkoi Mixed Day School	6
	20.	St. Joseph Kipsaina Girls	19
	21.	Biwott Secondary School	14
	22.	Lelboinet Boys High School	16
	23.	Koptega Girls High School	14
	24.	Kapkenda Girls High School	28
	25.	Chebire Mixed Day Secondary School	6
	26.	Atnas Kandie Secondary School	12
	27.	Kaptagat Girls High School	29
	28.	Kaptilol Mixed Day Secondary School	7
	29.	Kiptulos Secondary School	12
	30.	St. Agatha Mokwo Girls High School	24
	31.	St. Mary Kitany Boys High School	23
	32.	Biwott Mixed Day Secondary School	12
	33.	Kapletingi Secondary School	6
34.	Kapchebebel Secondary School	5	
35.	St. Gregroy Kipkabus Secondary school	6	
<b>Total</b>	<b>17</b>		<b>239</b>
<b>Grand Total</b>	<b>35</b>		<b>408</b>

Source: (Keiyo South Sub-County Education Office)

**Table 3.2: Target Population Summary**

<b>Division</b>	<b>No. of schools</b>	<b>Total number of non-teaching staff</b>
Metkei	9	104
Soy	9	65
Chepkorio	17	239
<b>Total</b>	<b>35</b>	<b>408</b>

Source (Keiyo South Sub- County Education Office)

### **3.4 Sample Size and Sampling Procedures**

#### **3.4.1 Sample Size**

The sample size was selected by using Taro Yamane (1973) formula which was modified by Kent (2008) for a population size which is less than 1000. The sample size formula to select a sample size of 202 non-teaching staff drawn from the target population of 408 is shown below.

$$n = \frac{N}{1 + Ne^2}$$

Where:

n is the Sample size

N is the Population size while

e is the sampling error

This study used a sampling error of 0.05. Thus, the sample size was calculated as follows:

$$\frac{408}{1 + 408(0.05)^2} = 202$$

This means that the appropriate sample size for study was 202 non-teaching or support staff from Keiyo South Sub-County.

### **3.4.2 Sampling Procedure**

The stratified sampling technique was utilized to select the non-teaching staff sampled from each division and school where respondents were picked from. Therefore, non-teaching staff were stratified into three strata namely, Metkei, Soy and Chepkorio where the sample size was distributed into these strata according to the Neyman allocation formula. The purpose of the method was to improve the precision of the survey in the event of a fixed sample size. With Neyman allocation, the best sample size for stratum h is:

$$n_h = \left( \frac{N_h}{N} \right) n$$

Where,

$n_h$  is the sample size for stratum h,

n is the total sample size,

$N_h$  is the population size for stratum h,

N is the total population

Consequently, the distribution of the sample size in the strata was as follows;

**Table 3.3: Sample Size**

<b>Division</b>	<b>Secondary schools</b>	<b>Total number of non-teaching staff</b>	<b>Sample for schools</b>	<b>Sampled non-teaching staff</b>
Metkei	9	104	3	51
Soy	9	65	3	32
Chepkorio	17	239	5	118
<b>Total</b>	<b>35</b>	<b>408</b>	<b>11</b>	<b>202</b>

Source (Keiyo South Sub-County Education Office)

### **3.5 Data Collection Procedures**

#### **3.5.1 Questionnaires**

A questionnaire refers to a collection of items to which a respondent was expected to react usually in written (Kothari, 2014). Questionnaires were used for collection of primary data. The questionnaire was chosen because it provided an efficient and effective view than any other research tool. Sekaran (2013) suggests that questionnaires are resourceful as data collection instrument as it guides the researcher to know what is required and how to measure the variables. Questionnaires are easy to administer and analyze. The questionnaires provide a means of covering a large area within the constraints of time and resources while enhancing independence and accuracy of responses (Sekaran, 2013). Structured questionnaires were administered to the sampled secondary schools non-teaching staff. The questionnaires were made up of two parts namely; section A was general information of the respondents and section B was presented the satisfaction levels of the respondents.



Upon approval of the research proposal, the researcher secured a permit from the National Commission of Science, Technology and Innovation and an introductory letter from Kisii University for the purpose of conducting research in selected sampled secondary schools in Keiyo South Sub-county. The researcher sought appointment with County Commissioners' office to seek approval to carry out research in the County. In addition, appointment was sought in order to consult with the Secondary School head-teachers and the Keiyo South Sub-County Director of Education.

The respective selected secondary schools were visited to administer the questionnaires. Non-teaching or support staffs were given the questionnaires. The instructions on how to fill the questionnaires were carefully explained to the respondents. Sufficient time was allowed for them to respond to the instruments accurately. After responding to the questionnaires to satisfactory levels of completeness, they were collected for data analysis.

### **3.6 Pilot Study**

For the validity and reliability of the questionnaires, a pilot study was conducted in three secondary schools in the neighbouring Uasin Gishu County. This area was used for piloting because the secondary schools in the two Counties share similar conditions in terms of the education related characteristics as well as the work-related environment. Kothari (2014) notes that when formulating a research tool, reliability and validity are two of the most important characteristics to be considered.

### **3.6.1 Validity of the Instrument**

Validity is the degree whereby the evidence given supports any inferences a researcher makes based on the information collected using particular instrument (Fraenkel, Jack, Norman Wallen & Helen Hyun, 2012). In this study, two types of validity were tested; face validity and content validity. To assure face validity, a pilot study was conducted in three secondary schools after which responses to each item were assessed to identify any misunderstandings and ambiguity. Items found unclear or ambiguous were modified. Content validity, refers to whether an instrument provided adequate coverage of the topic.

To assure content validity, technical expertise from the supervisors and peers was sought their suggestion and advice was used as a basis to modify the research items and make them more adaptable to the study. In addition, the responses of the subject were checked against the research objectives, this gave the reason as to why content is used for a research instrument to be considered valid. Their feedback was used to revise the instrument. In addition, the researcher conducted the administration of the questionnaire in person in order to ensure systematic validity

### **3.6.2 Reliability of the Instruments**

Reliability of an instrument is the measure of the degree to which a research instrument yields the same results on repeated trials (Orodho, 2009). It is therefore the degree of consistency in producing the same results when used in two or more attempts to measure theoretical concepts. However, Kothari (2004) notes that it is not a must that the reliable measuring tool be applicable. In this case, the Cronbach Alpha was used to determine a

reliability index Santos & Reynold (1999). . The reliability of the instrument was tested through a test re-test method where by the questionnaires was given to a selected non-participants group to answer then the questionnaires was revised to make sure it covers the objectives of the study Data was analysed by use of SPSS software. According to Wells (2003) a Cronbach alpha value of more than 0.7 is considered as ideal.

### **3.7 Data Analysis and Presentation**

Once the questionnaires had been collected, they were assessed once more for completeness and once this was assured, the items were coded and the data entered in a SPSS data entry template that was developed in conformity to the structure of the questionnaire. After successful capture of all the data, initial screening of data was done using sort functions as well as diagnostic tests to assess elements of outliers and entry errors identified and corrected immediately. Data analysis was carried out basing on the objectives and hypotheses of the study. Quantitative data was analysed using descriptive statistical techniques which included frequencies, means and, standard deviations. These measures of central tendency gave expected summary statistics of the variables being tested. The findings were presented by use of frequency distribution tables, which gave recorded number of times a score or a response occurs. Inferential statistics such as Pearson moment correlations were used to establish the relationships between the factors. Multiple regression was used to establish the cause effect relationships.

The multiple linear regression models are shown below;

$$y = \alpha + \beta_1x_1 + \beta_2x_2 + \beta_3x_3 + \beta_4x_4 + \beta_5x_5 \varepsilon \dots\dots\dots 1$$

Where;

$Y$  = job satisfaction

$\alpha$  = Alpha (constant)

$\beta_1 \dots \beta_5$  = degree of change in the independent variable by one unit variable

$X_1$  = Remuneration

$X_2$  = Promotions

$X_3$  = Leadership style

$X_4$  = Training and Development

$X_5$  = Communication

$\epsilon$  is error term (represents all other factors which influence the dependent variable other than the independent variables in the study)

### **3.8 Ethical Considerations**

Permission to carry out the study was sought from the relevant authorities at national level and at County and sub-County level namely National Commission for Science, Technology and Innovation, Keiyo South Sub- County Director of Education and from the head-teachers of secondary schools whose non- teaching staff participated in the study. The effects of the research on schools non-teaching staff was put into consideration, and acted in a way that protects their privacy. In this study, the researcher assured respondents that the information given was used for academic purposes only. This was done to ensure honest information was given and also to enhance the process of data collection. The researcher assured the participants that nobody was questioned about

any information that they gave, moreover, no names or personal identification numbers were reflected in the questionnaire, the numbering of the questionnaires was for ordering purpose only. Ethics are norms that distinguish between acceptable and unacceptable behaviour. A number of ethical issues can arise during the academic research writing and publishing process. These include plagiarism, fabrication of data, conflicts of interest, confidentiality, treatment of human subjects, and animals in research and authorship issues (Hammersley & Traianou, 2012).

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

#### **4.1 Response Rate**

Based on the number of questionnaires distributed and the responses, out of the two hundred and two (202) non-teaching staff from the secondary schools that were sampled and administered questionnaires, one hundred and ninety seven (197) responded. This means that 197 support staff filled and returned the questionnaires they were given. This translates to a response rate of 97.5 percent. This response is adequate for analysis and reporting and ensures a smaller margin of error and good precision (Anderson, Sweeney & Williams, 2003)

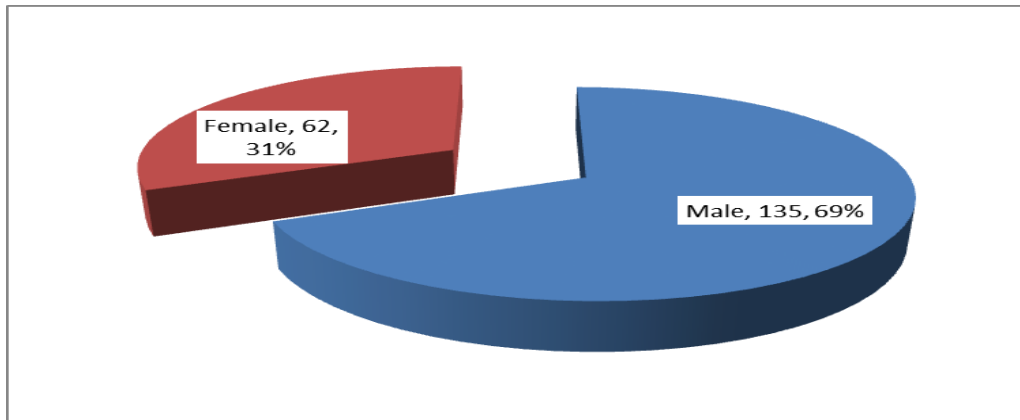
#### **4.2 Demographic Information of Respondent**

The demographic information helped the researcher to understand the general view of the respondents. The general information regarding the respondents was sought, forming a basis for making interpretations. Among the characteristics regarding the respondents included; gender, job category, level of education, job tenure, union membership, nature of school, category of school and the number of streams in their schools. The above data are presented using pie charts, bar graphs and tables.

##### **4.2.1 Respondents' Gender**

The study sought to establish the gender of the respondents; results from Figure 4.1 showed that majority 69% (135) are male and 31% (62) of them are female. This

tentatively implies that majority of the support staff in public secondary schools in Keiyo South, Elgeyo Marakwet County were male. This affirms the gender inequity that is common in most organizations in Kenya which shows male employees were proportionally more than their female counterparts (Marube & Ongoro, 2008).

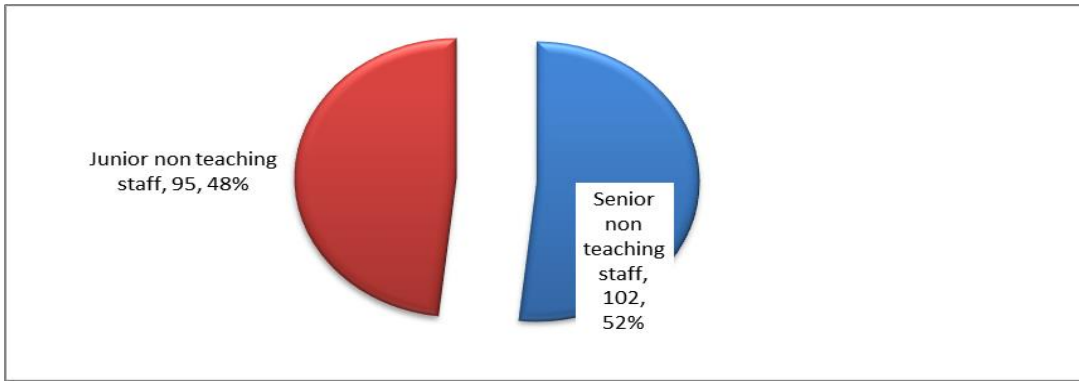


**Figure 4.1: Respondents' Gender**

Source (Field data, 2015)

#### **4.2.2 Job Category**

The data regarding the job category of the respondents was assessed. As evidenced in Figure 4.2, 52% (102) some of the respondents are senior non-teaching staff including the Bursars , Secretaries , Librarians , cateress, Technicians , Clerks, Store Keepers etc. and 48% (95) of them are junior non-teaching staff which comprise of grounds men , watchmen, cooks, messengers , cleaners, farm attendants etc. . This distribution provided a diversified base of information given the contribution of each of the non-teaching staff both at junior and senior level.

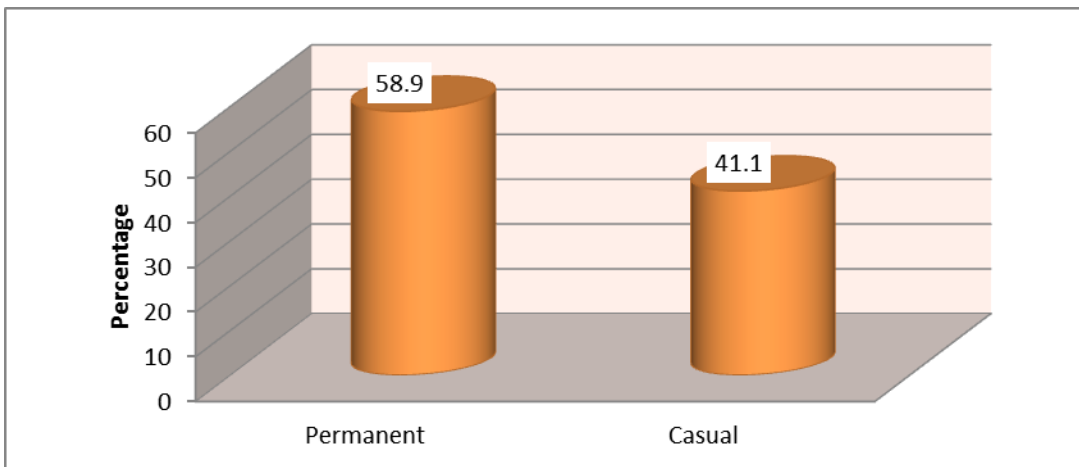


**Figure 4.2: Job category**

Source (Field data, 2015)

### 4.2.3 Job tenure

The study sought to establish the nature of the job tenure of the non-teaching staff and the findings were summarized and presented in Figure 4.3.



**Figure 4.3: Job Tenure**

Source (Field data, 2015)

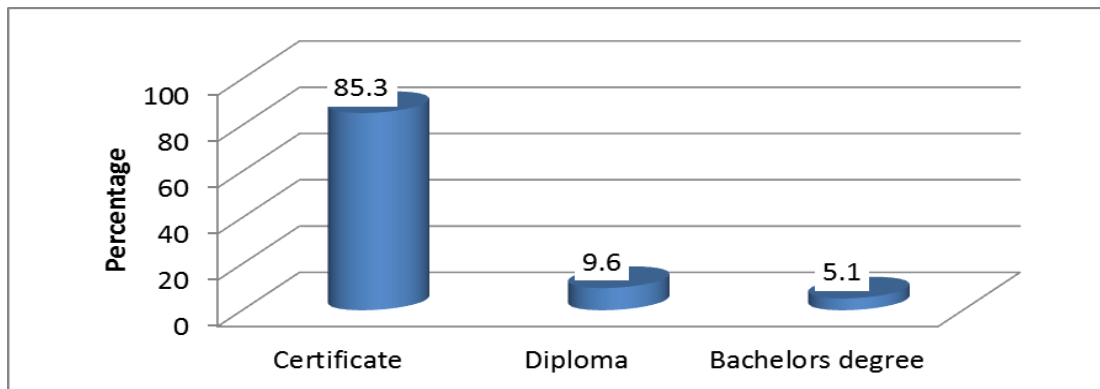
Findings on job tenure showed that majority of the non-teaching staff, 58.9% were on permanent tenure while 41.1% were on casual tenure. This would aid in the



understanding of the levels of job satisfaction against a backdrop of the type of job tenure in comparison to other findings from research studies.

#### 4.2.4 Level of Education

A study by Clark, (2001) revealed that job satisfaction declines with high level of education. The study therefore found it necessary to establish the level of education of the respondents since it has an effect on job satisfaction. The findings were summarized and presented in Figure 4.4.



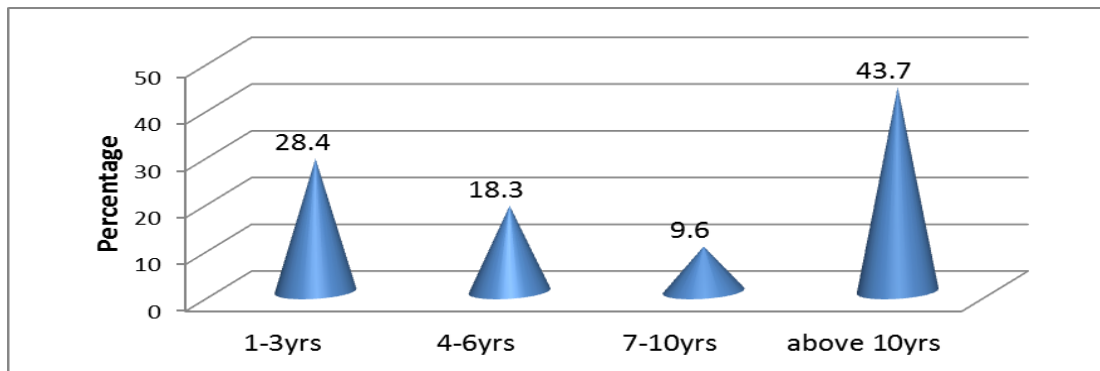
**Figure 4.4: Level of Education**

Source (Field data, 2015)

It is evident from Figure 4.4 that 85.3% of the respondents are certificate holders, 9.6% diploma and 5.1% of them have a Bachelor's degree. The general characteristic identified shows general low levels of schooling among the non-teaching staff. According to Clark, (2001) it would be expected that those with a Bachelor's degree would be more likely to be dissatisfied with their jobs compared to those with Certificates. This is due to the fact that with increase in education there is increase in expectations.

#### 4.2.5 Job Duration in the School

This section of the analysis sought to establish the length of service in the School of the respondents. The results are as presented in Figure 4.5.



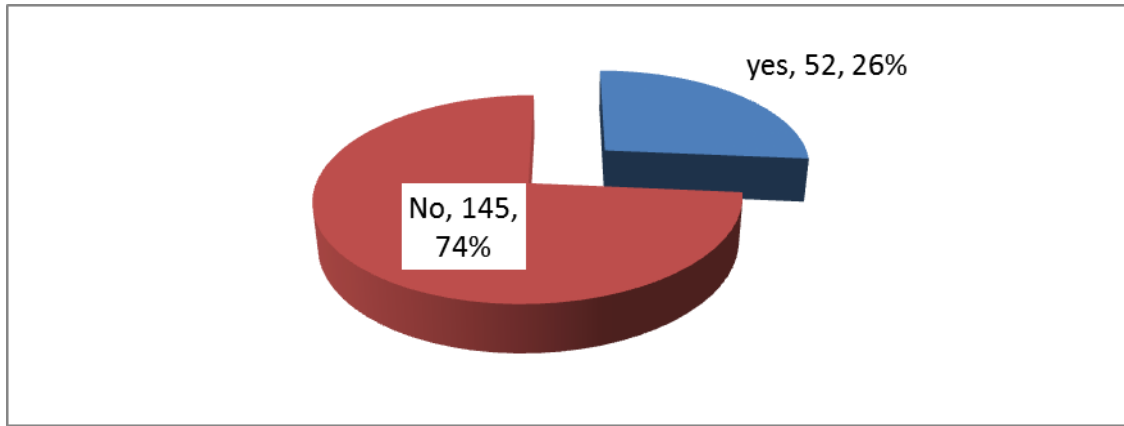
**Figure 4.5: Job duration in the school**

Source (Field data, 2015)

From the findings in Figure 4.5, 43.7% of the non-teaching staff have worked for over 10 years, 28.4% for 1 to 3 years, 18.3% for 4 to 6 years and 9.6% of the respondents have worked for 7 to 10 years. Since, most of the respondents interviewed have worked in the schools for over 10 years; they provided responses based on a wider knowledge base of the schools' operations and work environments.

#### 4.2.6 Union Membership

In this section of the analysis, the study sought to establish union membership. Figure 4.6 illustrates the findings regarding the way the non-teaching staff perceived the aspect of being in a union that can champion for their worker rights.



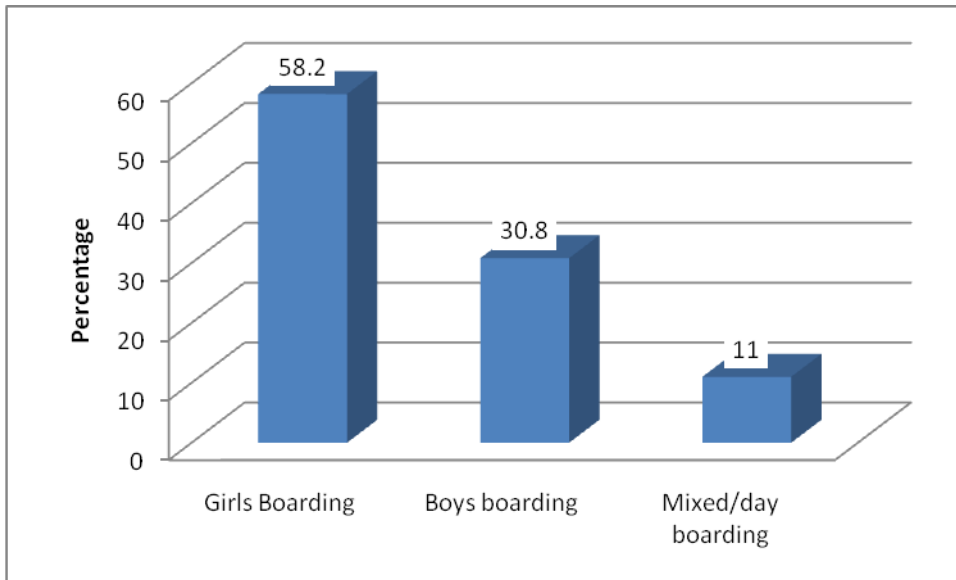
**Figure 4.6: Union Membership**

Source (Field data, 2015)

Employees are motivated to join unions to the degree that they think the union will satisfy their needs and reduce their job dissatisfaction. The results indicate that majority 74% (145) of the respondents are not members while 26% (52) of them are members. This implies that for majority of non-teaching staff, there is expected to be a high degree of not being aware of their rights as workers because they do not have the privilege of being in a union that can ideally inform them of their rights and help them fight for their rights as workers in the school.

#### **4.2.7 Type of School**

The type of school was also put into consideration in order to establish nature and level of engagement between the non-teaching staff in terms of workload and the type of tasks performed. Figure 4.7 presents the results.



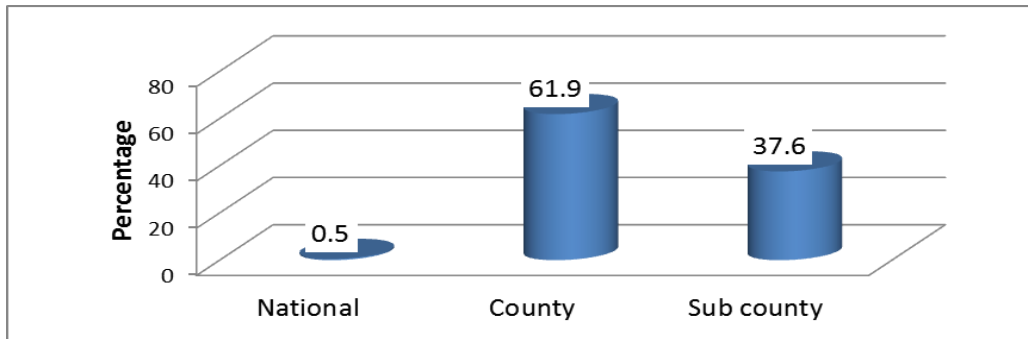
**Figure 4.7: Nature of School**

Source (Field data, 2015)

The results indicate that majority, 58.2%, of the schools are girls boarding, 30.8% are boys boarding and 11% are mixed/day boarding. The nature of the school helped the in understanding the work environment in a given school and aid in the establishment of the type of work that the workers were involved in on a day-to-day basis hence establish their satisfaction levels from the perspective of the work environment and type of duties performed.

#### 4.2.8 Category of School

The researcher also sought to establish the category of the school. The results are as presented in Figure 4.8.



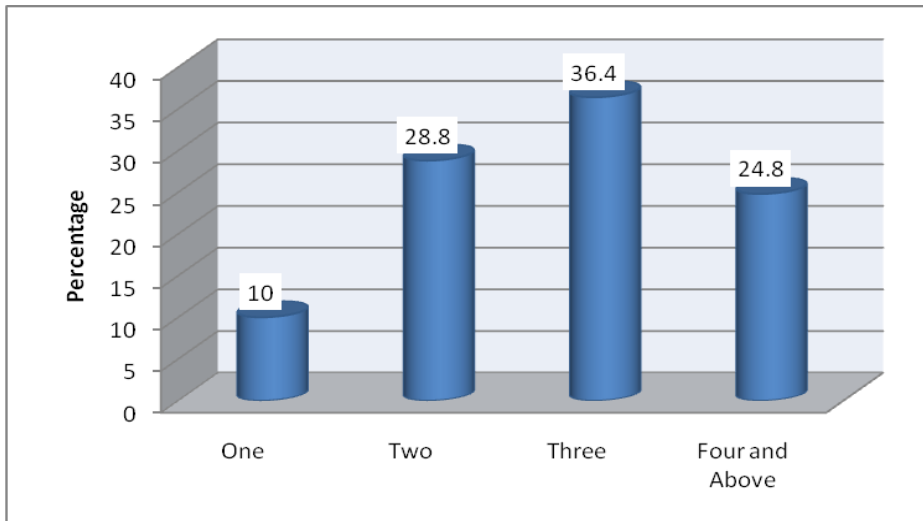
**Figure 4.8: Category of School**

Source (Field data, 2015)

The results revealed that 61.9% of the schools are county schools, 37.6% of them are sub-county schools and 0.5% of them are national schools.

#### 4.2.9 Number of streams in the school

The study also sought to establish the number of streams in the school. Figure 4.9 presents the results. It was revealed by 24.8% of the respondents that there are more than four streams, 28.8% of them noted that there are two streams, 36.4% of them confirmed that there are three streams and 10% of them confirmed that there is only one stream.



**Figure 4.9: Number of Streams in the School**

Source (Field data, 2015)

It was revealed by 24.8% of the respondents that there are more than four streams, 28.8% of them noted that there are two streams, 36.4% of them confirmed that there are three streams and 10% of them confirmed that there is only one stream.

### **4.3 Reliability analysis**

The most popular test of inter-item consistency reliability is Cronbach's alpha coefficient which presents degree to which an instrument is stable, consistent and error free (Sekaran & Bougie, 2010). Hence, the Cronbach's alpha coefficient test was employed to measure the internal consistency of the items in the research instrument and the coefficient alpha of these variables was reported in Table 4.1.

**Table 4.1: Reliability analysis**

	<b>Cronbach's Alpha</b>	<b>N of Items</b>
Job satisfaction	0.861	8
Remuneration	0.870	5
Promotion	0.903	4
Training and development	0.953	5
Leadership style	0.702	4
Communication	0.711	4

Source (Survey data, 2015)

As shown in Table 4.1, the Cronbach's alpha test showed values ranging from a low value of 0.702 (leadership style) to a higher value of 0.953 (training and development). These findings were in line with the benchmark suggested by Hair, Black, Babin & Anderson (2010) where coefficient of 0.60 is seen to have average reliability while coefficient of 0.70 and above indicates that the instrument has a high reliability standard. Despite the fact that most researchers generally consider an alpha value of 0.70 as the acceptable level of reliability coefficient, coefficient lower is also acceptable (Sekaran & Bougie, 2010). Thus, it can be concluded that data gathered from the study were reliable and have obtained the acceptable level of internal consistency. Therefore, all items were included in the survey instrument.

#### **4.4 Job Satisfaction**

The study sought to establish the nature of job satisfaction from the perspective of the non-teaching staff. The respondents were required to state their level of agreement or disagreement with various statements regarding their perceived level of job satisfaction in the schools they worked in with the highest level of agreement being assigned a measure of 1, moderate agreement assigned a measure of 2, not being sure assigned a measure of

3, moderate disagreement assigned a measure of 4 and high disagreement assigned a measure of 5. Table 4.2 present the results of the study.

**Table 4.2: Job Satisfaction**

		SD	D	MA	A	SA	Mean	Std. Deviation
I feel a strong sense of belonging to my school	Freq.	0	10	1	82	104	4.42	0.749
	%	0	5.1	0.5	41.6	52.8		
I am happy with my school because my compensation is tied to my performance	Freq.	0	35	40	45	77	3.83	1.133
	%	0	17.8	20.3	22.8	39.1		
I am happy with my work because it offers me a sense of achievement and accomplishment	Freq.	18	0	44	64	71	3.86	1.181
	%	9.1	0	22.3	32.5	36		
My school offers me an opportunity to pursue my own goals	Freq.	6	21	66	37	67	3.7	1.137
	%	3	10.7	33.5	18.8	34		
I feel good about my school because it utilizes all my talents and skills	Freq.	6	34	54	42	61	3.6	1.181
	%	3	17.3	27.4	21.3	31		
I feel good because my school involves me when setting my goals /targets	Freq.	25	24	46	36	66	3.48	1.391
	%	12.7	12.2	23.4	18.3	33.5		
I feel happy that my school does provide good health and safe working environment	Freq.	3	14	26	84	70	4.04	0.955
	%	1.5	7.1	13.2	42.6	35.5		
I am happy with my school as it provides resources I need to meet my goals	Freq.	34	17	22	63	61	3.51	1.445
	%	17.3	8.6	11.2	32	31		

Source (Field data, 2015)

From the findings, 52.8% (104) of the respondents strongly agreed that they feel a strong sense of belonging to their school (mean = 4.42, SD = 0.749). Also, 42.6% (84) of the respondents agreed that they feel happy that their school does provide good health and safe working environment (mean = 4.04, SD = 0.955).Further, 36% (71) of them strongly agreed that they are happy with their work because it offers them a sense of achievement



and accomplishment (mean = 3.86, SD = 1.181). Similarly, 39.1% (77) of the respondents strongly agreed that they are happy with their school because their compensation is tied to their performance (mean = 3.83, SD = 1.133).

In addition, 34% (67) of the respondents affirmed that their school offers them an opportunity to pursue their own goals (mean = 3.7, SD = 1.137). Besides, 31% (61) of the respondents strongly agreed that they feel good about their school because it utilizes all their talents and skills (mean = 3.6, SD = 1.181). As well, 32% (63) of the respondents agreed that they are happy with their school as it provides resources they need to meet their goals (mean = 3.51, SD = 1.445). However, 23.4% (46) of the respondents moderately agreed that they feel good because their school involves them when setting their goals /targets (mean = 3.48, SD = 1.391). In light of the aforementioned findings, it can be concluded that the non-teaching staff feel a strong sense of belonging to the school since the school utilizes their talents and skills and gives them an opportunity to pursue their own goals. There is thus a sense of achievement and accomplishment.

#### **4.5 Remuneration and job satisfaction**

The study sought to establish the nature of remuneration of the non-teaching staff. The respondents were required to state their level of agreement or disagreement with various statements regarding their perceived level of remuneration in the schools they worked in with the highest level of agreement being assigned a measure of 1, moderate agreement assigned a measure of 2, not being sure assigned a measure of 3, moderate disagreement assigned a measure of 4 and high disagreement assigned a measure of 5. The findings are as presented in Table 4.3.

**Table 4.3: Remuneration and job satisfaction**

		<b>SD</b>	<b>D</b>	<b>MA</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Deviation</b>
Overtime pay is adequate	Freq.	80	86	10	5	16	1.94	1.137
	%	40.6	43.7	5.1	2.5	8.1		
Our gross salary is satisfactory and reasonable	Freq.	61	55	37	28	16	2.41	1.281
	%	31	27.9	18.8	14.2	8.1		
Our school provides additional incentives	Freq.	78	32	51	18	18	2.32	1.323
	%	39.6	16.2	25.9	9.1	9.1		
We are paid fairly without favour	Freq.	58	5	72	21	41	2.91	1.464
	%	29.4	2.5	36.5	10.7	20.8		
Pay and benefit are commensurate with my experience and skills	Freq.	50	64	14	47	22	2.63	1.378
	%	25.4	32.5	7.1	23.9	11.2		

Source (Field data, 2015)

From Table 4.3, 32.5% (64) of the respondents disagreed that their pay and benefit are commensurate with their experience and skills (mean = 2.63, SD = 1.378). Moreover, 36.5% (72) of them moderately agreed that they are paid fairly without favour (mean = 2.91, SD = 1.464). However, 27.9% (55) of the respondents disagreed that their gross salary is satisfactory and reasonable (mean = 2.41, SD = 1.281). Similarly, 39.6% (78) of them strongly disagreed that their school provides additional incentives (mean = 2.32, SD = 1.323). Finally, 43.7% (86) of the respondents disagreed that their overtime pay is adequate (mean = 1.94, SD = 1.137). In light of these results, there is much to be done in regarding employee remuneration. Basing on the findings, the pay and benefits seem to be disproportionate and is mostly determined by experience and skills. Thus, majority of the non-teaching staff doubt whether they are paid fairly. Finally, there is inadequate overtime pay and unsatisfactory gross salary.

#### 4.6 Promotion and job satisfaction

The study sought to establish the nature of promotion of the non-teaching staff. The respondents were required to state their level of agreement or disagreement with various statements regarding their perceived view of promotion in the schools they worked in with the highest level of agreement being assigned a measure of 1, moderate agreement assigned a measure of 2, not being sure assigned a measure of 3, moderate disagreement assigned a measure of 4 and high disagreement assigned a measure of 5.

**Table 4.4: Promotion and job satisfaction**

		<b>SD</b>	<b>D</b>	<b>MA</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Deviation</b>
Our school provides promotions.	Freq.	101	38	13	29	16	2.09	1.378
	%	51.3	19.3	6.6	14.7	8.1		
Those who perform well on the job stand a fair chance of being promoted.	Freq.	67	47	14	53	16	2.51	1.402
	%	34	23.9	7.1	26.9	8.1		
I am satisfied with chances for promotion in our school	Freq.	55	63	24	35	20	2.5	1.335
	%	27.9	32	12.2	17.8	10.2		
Promotion policy is clear in the school	Freq.	67	47	14	53	16	2.48	1.438
	%	34	23.9	7.1	26.9	8.1		

Source (Field data, 2015)

Table 4.4 presents the results. 51.3% (101) of the respondents strongly disagreed that their school provides promotions (mean = 2.09, SD = 1.378). However, 34% (67) of the respondents strongly disagreed that those who perform well on the job stand a fair chance of being promoted (mean = 2.51, SD = 1.402). Similarly, 32% (63) of the respondents disagreed that they are satisfied with chances for promotion in their school (mean = 2.5,

SD = 1.335). Further, 34% (67) of the respondents disagreed that the promotion policy is clear in the school (mean = 2.48, SD = 1.438). The aforementioned findings indicate that there is doubt whether there are policies and procedures for the promotion of non-teaching staff. It is also not certain whether the non-teaching staffs are satisfied with the chances of promotion in the school. Thus, it was revealed by majority of the non-teaching staff that the school does not provide promotions opportunities.

#### **4.7 Training and Development and Job Satisfaction**

The study examined the influence of training and development on job satisfaction. The respondents were required to state their level of agreement or disagreement with various statements regarding their perceived view of training and development in the schools they worked in with the highest level of agreement being assigned a measure of 1, moderate agreement assigned a measure of 2, not being sure assigned a measure of 3, moderate disagreement assigned a measure of 4 and high disagreement assigned a measure of 5. The findings of the study are as presented in Table 4.5.

**Table 4.5: Training and Development and job satisfaction**

		SD	D	MA	A	SA	Mean	Std. Deviation
The school has policies and procedures for the training and development of non-teaching staff	Freq.	28	33	29	74	33	3.26	1.313
	%	14.2	16.8	14.7	37.6	16.8		
Our school has training and development for technical skills	Freq.	70	21	25	48	33	2.76	0.097
	%	35.5	10.7	12.7	24.4	16.8		
Training and development for problem-solving skills is offered	Freq.	64	33	32	45	23	2.64	0.212
	%	32.5	16.8	16.2	22.8	11.7		
Training and development is comprehensive	Freq.	64	49	17	34	33	2.61	0.406
	%	32.5	24.9	8.6	17.3	16.8		
The school provide opportunities for training and development	Freq.	48	20	28	68	33	3.09	-0.314
	%	24.4	10.2	14.2	34.5	16.8		

Source (Field data, 2015)

The findings in Table 4.5 showed that 37.6% (74) of the respondents agreed that the school has policies and procedures for the training and development of non-teaching staff. In the table; the respondents were asked if the school provides opportunities for training and development. The results were such that 16.8% (33) of them strongly agreed, 34.5% (68) agreed, 10.2% (20) disagreed, 24.4% (48) strongly disagreed while 14.2% (28) of the respondents moderately agreed ( mean = 3.09, SD = -0.314). The respondents were also asked if their school has training and development for technical skills. The findings indicated that 16.8% (33) of the respondents strongly agreed that they have training and development for technical skills, 24.4% (48) agreed, 12.7% (25) moderately agreed, 10.7% (21) disagreed and 35.5% (70) of the respondents strongly disagreed (mean = 2.76, SD = 0.097).

In regards to whether there is training and development for problem-solving skills, 11.7% (23) of the respondents strongly agreed that there is training and development for problem solving skills, 22.8% (45) of them agreed, 16.2% (32) moderately agreed, 16.8% (33) disagreed and 32.5% (64) of the respondents strongly disagreed (mean = 2.64, SD = 0.212). Finally, when asked whether the training and development is comprehensive, 16.8% (33) of the respondents strongly agreed, 17.3% (34) of them agreed, 8.6% (17) moderately agreed, 24.9% (49) of the respondents disagreed and 32.5% (64) of the respondents strongly disagreed (mean = 2.61, SD = 0.406). In light of the foregoing, the level of training and development for technical skill is still low. There is therefore doubt whether there is training and development for problem solving and opportunities for training and development for the non-teaching staff.

#### **4.8 Leadership Style and Job Satisfaction**

The study sought to establish the influence of leadership style on job satisfaction of the non-teaching staff. The respondents were required to state their level of agreement or disagreement with various statements regarding their perceived view of the leadership style in the schools they worked in with the highest level of agreement being assigned a measure of 1, moderate agreement assigned a measure of 2, not being sure assigned a measure of 3, moderate disagreement assigned a measure of 4 and high disagreement assigned a measure of 5. The results are as presented in Table 4.6.

**Table 4.6: Leadership Style and job satisfaction**

		SD	D	MA	A	SA	Mean	Std. Deviation
Our school leaders considers opinions of subordinates in decision making process	Freq.	47		74	47	29	3.06	-0.3
	%	23.9		37.6	23.9	14.7		
Our school leaders look out for the personal welfare of group members.	Freq.	13	42	22	92	28	3.41	-0.5
	%	6.6	21.3	11.2	46.7	14.2		
Our school leaders treat all group members equally	Freq.	26	30	39	59	43	3.32	-0.4
	%	13.2	15.2	19.8	29.9	21.8		
Our school leaders explain the way tasks should be carried out.	Freq.	1	46	121	29		3.9	-0.4
	%	0.5	23.4	61.4	14.7			

Source (Field data, 2015)

From Table 4.6, 61.4% (121) of the respondents agreed that their school leaders explain the way tasks should be carried out (mean = 3.9, SD = -0.4). In addition, school leaders look out for the personal welfare of group members (mean = 3.41, SD = -0.5). However, 37.6% (74) of the respondents moderately agreed that their school leaders considers opinions of subordinates in decision making process (mean = 3.06, SD = -0.3). Finally, 29.9% (59) of the respondents agreed that their school leaders treat all group members equally (mean = 3.32, SD = -0.4). In summary, the leadership styles in the schools are effective in enhancing job satisfaction since the leaders look out for the personal welfare of group members and explain the way tasks should be carried out.

#### **4.9 Communication and Job Satisfaction**

The study sought to establish the influence of communication aspects on perceived levels of job satisfaction in which they were required to state their level of agreement or

disagreement with various statements regarding their perceived view of communication in the schools they worked in with the highest level of agreement being assigned a measure of 1, moderate agreement assigned a measure of 2, not being sure assigned a measure of 3, moderate disagreement assigned a measure of 4 and high disagreement assigned a measure of 5. The results regarding this were summarized and presented in Table 4.7.

**Table 4.7: Communication and job satisfaction**

		SD	D	MA	A	SA	Mean	Std. Deviation
The school provides communication channels adequately	Freq.	13	2	74	84	24	3.53	-0.842
	%	6.6	1	37.6	42.6	12.2		
The school has a good communication policy	Freq.	1	16	74	78	29	3.61	-0.006
	%	1	8.1	37.6	39.6	14.7		
School leaders communicate adequately to all staff	Freq.	13	23	58	78	25	3.4	-0.55
	%	6.6	11.7	29.4	39.6	12.7		
School leaders act on feedback from school staff	Freq.	19	22	60	67	29	3.33	-0.47
	%	9.6	11.2	30.5	34	14.7		

Source (Field data, 2015)

As evidenced in Table 4.7, 39.6% (78) of the respondents agreed that the school has a good communication policy (mean = 3.61, SD = -0.006). As well, 42.6% (84) of them agreed that the school provides communication channels adequately (mean = 3.53, SD = -0.842). Also, 39.6% (78) of the respondents agreed that the school leaders communicate adequately to all staff (mean = 3.4, SD = -0.55). Finally, 30.5% (60) of the respondents moderately agreed that the school leaders act on feedback from school non-teaching staff (mean = 3.33, SD = -.047). From these findings, there is a good communication policy



and appropriate communication channels within the schools. However, there is still doubt on whether the school leaders act on feedback from school staff and communicate adequately to all the staff.

#### **4.10 Correlation Analysis**

Correlation analysis is usually conducted to study the level at which two variables move or diverge together from one case to the next as well as assessing the level of significance. This analysis generates a correlation coefficient which explains the extent to which the two variables move together. The correlation coefficient is coded as “r”. The “r” value range is between 0 to  $\pm 1$ . The value of zero (0) indicating that there is no relationship between the two variables. The value of  $\pm 1$  showing that there is a perfect linear relationship between the two variables. A positive value shows that the two variables move together in the same trend, and when the “r” is a negative value, it shows that the variables move in opposite direction or trend.

In this study, Correlation analysis was used to assess the relationship between variables: remuneration, promotion, training and development, leadership style and communication with job satisfaction. Thus, the study analyzed the relationships that are inherent among the independent and dependent variables. The results regarding this were summarized and presented in Table 4.8.

**Table 4.8: Correlation Analysis**

	<b>Job satisfacti on</b>	<b>Remuneratio ns</b>	<b>Pro moti on</b>	<b>Training and development</b>	<b>Leadersh ip style</b>	<b>Communi cation</b>
Job satisfaction	1					
Remunerati ons	.553**	1				
Promotion	.411**	.535**	1			
Training and Developme nt	.447**	.579**	.746 **	1		
Leadership style	.568**	.621**	.433 **	.611**	1	
Communic ation	.656**	.498**	.607 **	.531**	.692**	1

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

Source (Field data, 2015)

Findings revealed that remuneration was positively and significantly associated with job satisfaction ( $r = 0.553$ ,  $\rho < 0.01$ ). Further, promotion was positively and significantly correlated to job satisfaction ( $r = 0.411$ ,  $\rho < 0.01$ ). Moreover, training and development was positively correlated with job satisfaction ( $r = 0.447$ ,  $\rho < 0.01$ ). Additionally, leadership style was indicated to be positively correlated with job satisfaction ( $r = 0.568$ ,  $\rho < 0.01$ ). Finally, the correlation results revealed that communication had the highest correlation with job satisfaction ( $r = 0.656$ ,  $\rho < 0.01$ ). This implies that remunerations, promotion, training and development, leadership style and communication are expected to influence job satisfaction.

## 4.11 Assumption of regression model

### 4.11.1 Normality test

In order to assess the appropriateness of the data in terms of analysis, the study sought to establish the level of normality of the data especially with regard to the factors under study. The results were summarized and presented in Table 4.9.

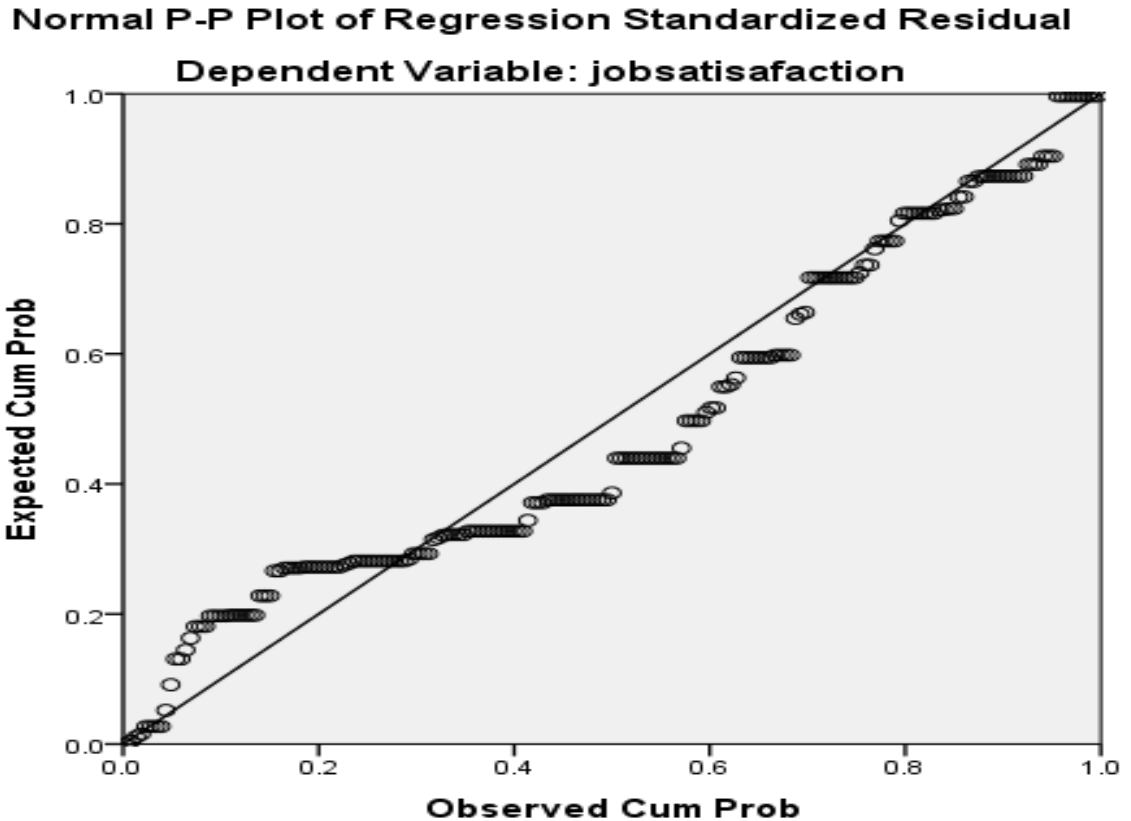
**Table 4.9: Descriptive Statistics**

	<b>Skewness</b>	<b>Kurtosis</b>
Job satisfaction	-0.366	-0.384
Remunerations	0.687	-0.136
Promotion	0.399	-0.596
Training and Development	-0.052	-0.119
Leadership style	-0.178	-0.583
Communication	-0.421	0.054

From the results in Table 4.9, the values of Skewness and kurtosis revealed that the data was normally distributed where the Skewness values was in the range of -0.421 to 0.687. The value for kurtosis, on the other hand, was in the range of -0.596 to 0.054 well below the threshold of +/- 1.000.

### 4.11.2 Linearity

Furthermore, the study sought to establish the nature of the data in terms of linearity and normality. The findings were summarized and presented in Figure 4.10.



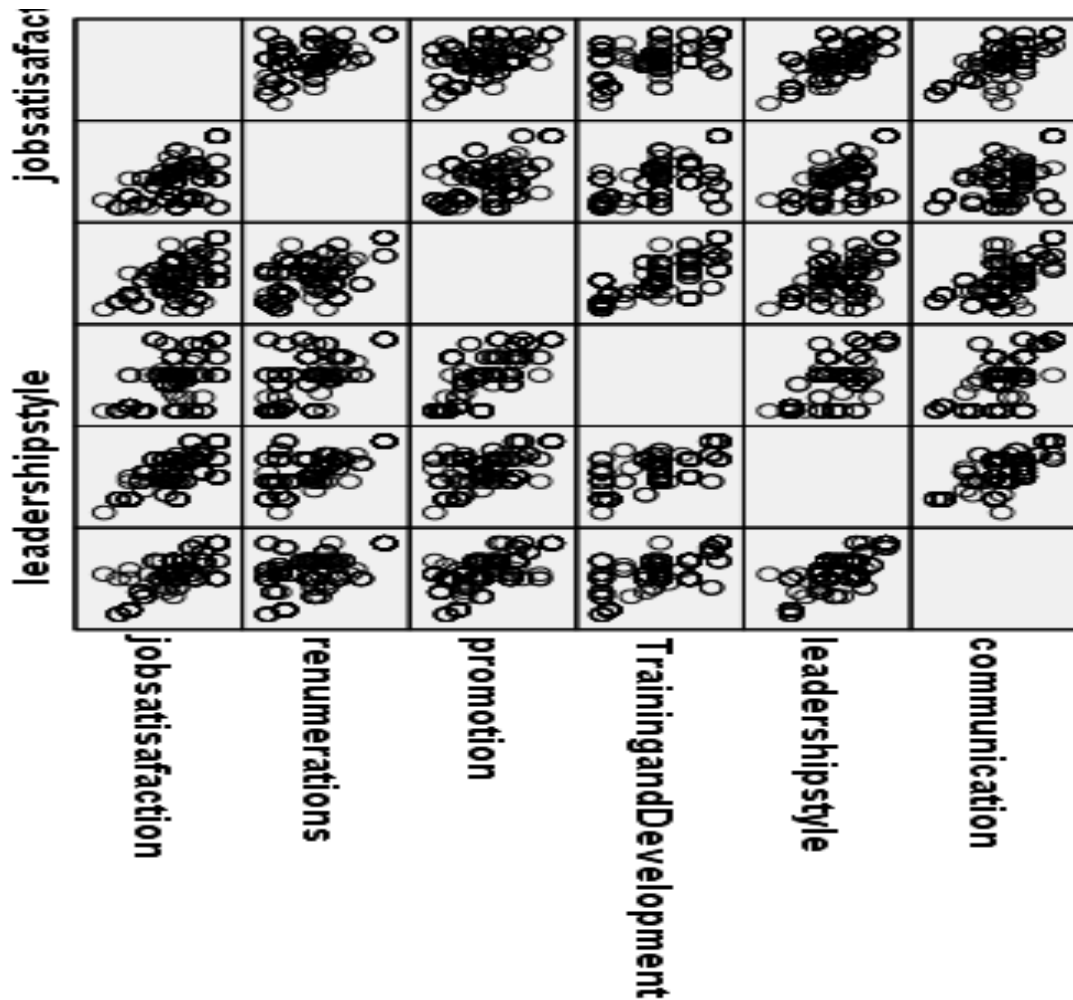
**Figure 4.10: Linearity**

Findings in figure 4.10 below showed a random pattern; with no nonlinearity this is true because points are not equally above and below the Y axis 0 line. Thus, the assumption that there data was linear and normal was attained

### **4.11.3 Homoscedasticity**

Residual scatter plots provide an assessment and provide and means of testing the hypothesis of homoscedasticity between the predicted dependent factor scores and the errors of prediction. When the assumption is assured, the probability of making Type I and Type II errors are reduced hence increasing the accuracy of the findings. Tabachnick & Fidell (2007) explain that the residuals and the variance of the remaining factors

should be the same for all estimated scores. If this is true, the assumption achieved and the scatterplot takes the rectangular shape with the estimated scores confined to the center. In contrast, any systematic pattern or clustering of scores is considered a violation. The findings were presented in Figure 4.11.



**Figure 4.11: Homoscedasticity**

From Figure 4.11, a random displacement of scores that take on a rectangular shape with no clustering or systematic pattern. The figure shows the assumption of homoscedasticity is met.

#### 4.11.4 Multicollinearity

The basic rule for assessment of the aspect of multicollinearity was applied in the interpretation of the variance inflation factor. From Table 4.10, the VIF for all the estimated parameters were found to be less than 4 which indicated the inexistence of multicollinearity among the independent factors (Hair, Black, Babin & Anderson 2010). This implied that the variations contributed by each of the independent factors were significant independently and all the factors were included in the prediction model.

**Table 4.10: Multicollinearity Test**

	Collinearity Statistics	
	Tolerance	VIF
Remunerations	0.510	1.959
Promotion	0.374	2.673
Training and Development	0.338	2.958
Leadership style	0.368	2.714
Communication	0.366	2.733

a Dependent Variable: job satisfaction

#### 4.12 Regression Results/Test of Hypotheses

**Hypothesis 1(H<sub>01</sub>)** stated that remuneration has no significant influence on job satisfaction. Findings in Table 4.11 showed that remuneration had coefficients of estimate which was significant basing on  $\beta_1 = 0.474$  (p-value = 0.000 which is less than  $\alpha = 0.05$ ). The null hypothesis was thus rejected and it was concluded that remuneration had a significant effect on job satisfaction. This suggested that there was up to 0.474 unit increase in job satisfaction for each unit increase in remuneration. The effect of remuneration was more than 9 times the effect attributed to the error, this was indicated by the t-test value = 9.796. Consistently, Beckery (2011) postulates that adequate pay has

the power to motivate individuals towards higher performance. In a similar vein, a study conducted by Brown (2007) revealed that the amount of remuneration affects the level of job satisfaction. Shields & Ward (2001) findings support these results when they noted that lack of opportunities for career advancement or the possibility of promotion affects job satisfaction among nurses. However, Bender & Heywood (2004) found that university professors who received high income had low job satisfaction levels since they thought that PhD holders who were in the industry earned more than them. It can therefore be inferred that such comparisons are detrimental to job satisfaction because of having feelings of injustice. In the same way, Bowles *et al.* (2001) noted that salary is not important for job satisfaction but rather the comparison income the employee uses as a reference point. On the whole, prior studies have indicated that remuneration affects the level of job satisfaction.

**Table 4.11: Effect of remuneration on Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.473	0.131		18.858	0.000
remunerations	0.474	0.048	0.574	9.796	0.000
R Square	0.330				
Adjusted R Square	0.326				
F	95.96				
Sig.	.000b				

a Dependent Variable: job satisfaction

**Hypothesis 2 (H<sub>02</sub>)** stated that promotion had no significant influence on job satisfaction. The research hypothesis was rejected basing on  $\beta_2 = 0.435$  (p-value = 0.000 which was less than  $\alpha = 0.05$ ). Furthermore, the effect of promotion was stated by the t-test value = 8.066 which implied that the standard error associated with the parameter was less than

the effect of the parameter. Cognate to the results, Kosteas (2009) echoes this finding by noting that job promotion has a significant impact on other job characteristics such as responsibilities and subsequently job satisfaction. Similarly, (Clark, 2001) notes that employees may value promotion since it is associated with job amenities such as bigger office or an ego boost hence they may prompt job satisfaction. Furthermore, a study conducted by Francis, *et al* (2007), revealed that workers value promotion since it is a show of reward for eliciting greater effort hence leading to greater job satisfaction. In addition, Das, (2002) opines that promotions should be given to deserving, qualified and competent employees in order. Finally, Pergamit & Veum (1999) state that job promotion has a significant influence on job satisfaction of the workers.

**Table 4.12: Effect of promotion on Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.446	0.159		15.389	0.000
promotion	0.435	0.054	0.5	8.066	0.000
R Square	0.25				
Adjusted R Square	0.246				
(ANOVA) F	65.061				
Sig.	.000				

a Dependent Variable: job satisfaction

Hypothesis 3 ( $H_{03}$ ) stated that training and development had no significant influence on job satisfaction. The findings in Table 4.13 showed that training and development had coefficients of estimate which was not significant basing on  $\beta_3 = 0.394$  (p-value = 0.000 which is less than  $\alpha = 0.05$ ) implying that the null hypothesis was rejected. The effect of training and development was stated by the t-test value = 9.726 which indicated that the effect of training and development was more than that of the error associated with it. As



opposed to the study findings, Battu (2000) found a negative association between training and job satisfaction. However, contrary to the results, Green & Tsitsianis (2005) found out that job satisfaction was lower for both over-educated and under-educated workers while Verhaest and Omey (2004) found out that after controlling for educational attainment, over-educated workers were less satisfied, more mobile, participated less in training and earned less than adequately educated workers. However, Buchel (2002) found no significant difference in job satisfaction between over educated and adequately educated employees.

**Table 4.13: Effect of Training and Development on Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	2.488	0.13		19.071	0.000
Training and Development	0.394	0.041	0.572	9.726	0.000
R Square	0.327				
Adjusted R Square	0.323				
F	94.603				
Sig.	.000b				

a Dependent Variable: job satisfaction

**Hypothesis 4 (H<sub>04</sub>)** stated that leadership style had no significant influence on job satisfaction. The study findings showed that leadership style had a coefficient of estimate which was significant,  $\beta_4 = 0.668$  (p-value = 0.000 which was less than  $\alpha = 0.05$ ) hence the hypothesis was rejected and concluded that leadership style had a significant effect on job satisfaction. This indicated that for each unit increase in leadership style, there was up to 0.668 units increase in job satisfaction. The effect of leadership style was stated by the t-test value = 13.106 which pointed out that the effect of leadership style was over 13

times that of the error associated with it. In line with the results, Clark, (2001) argues that a number of business owners and leaders make use of different management styles that affect the overall job satisfaction level among employees. Thus, the right leadership style reduces turnover and increases the level of job satisfaction (Hammermesh, 2001). Furthermore, Mosadegh, (2006) notes that an organization with quality leadership structure fosters high employee job satisfaction and therefore more capable of retaining and attracting employees with the skills that it needs. Other studies have also indicated that leadership style has significant impact on job satisfaction and organizational commitment (Lok & Crawford, 2001).

**Table 4.14: Effect of leadership style on Job Satisfaction**

	Unstandardized		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.391	0.178		7.794	0.000
leadership style	0.668	0.051	0.684	13.106	0.000
R Square	0.468				
Adjusted R Square	0.466				
F	171.777				
Sig.	0.000				

a Dependent Variable: job satisfaction

**Hypothesis 5 (H<sub>05</sub>)** stated that communication had no significant effect on job satisfaction. However, research findings showed that communication had coefficients of estimate which was significant,  $\beta_5 = 0.674$  (p-value = 0.000 which was less than  $\alpha = 0.05$ ) hence the null hypothesis was rejected. This indicated that for each unit increase in communication, there was 0.674 units increase in job satisfaction. Furthermore, the effect of communication was stated by the t-test value = 14.734 which implied that the standard

error associated with the parameter was less than the effect of the parameter. In line with the findings, Welch (2006) states that poor internal communication results in workplace inefficiency as a result of low level of job satisfaction. Additionally, Gray& Laidlaw, (2004) noted that effective internal communication plays a huge role in organizational success and can influence numerous factors one of them being job satisfaction.

**Table 4.15: Effect of Communication on Job Satisfaction**

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig.
(Constant)	1.383	0.16		8.646	0.000
communication	0.674	0.046	0.726	14.734	0.000
R Square	0.527				
Adjusted R Square	0.524				
F	217.097				
Sig.	.000				

a Dependent Variable: job satisfaction

#### 4.13 Overall regression model

Table 4.16 illustrates the model summary of multiple regression model, the results showed that all the five independent factors; remunerations, promotion, training and development, leadership style and communication explained 61.7 percent variation of job satisfaction. This showed that considering the four study independent variables, there is a probability of predicting job satisfaction by 61.7% (R squared =0.617).

**Table 4.16: Model Summary**

<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin-Watson</b>
.785a	0.617	0.607	0.58181	1.756

a Predictors: (Constant), communication, remunerations, promotion, leadership style, Training and Development

b Dependent Variable: job satisfaction

#### **4.13.1 ANOVA Model**

Study findings in Table 4.17 indicated that the above discussed coefficient of determination was significant as evidence of F ratio of 61.534 with p value 0.000 <0.05 (level of significance). Thus, the model was fit to predict job satisfaction using remunerations, promotion, training and development, leadership style and communication.

**Table 4.17: ANOVA Model**

	Sum of Squares	Df	Mean Square	F	Sig.
Regression	104.147	5	20.829	61.534	.000b
Residual	64.654	191	0.339		
Total	168.802	196			

a Dependent Variable: job satisfaction

b Predictors: (Constant), communication, remunerations, promotion, leadership style, Training and Development

From Table 4.18 findings indicated that remuneration had significant and positive effect on job satisfaction among non-teaching staff, leadership style and communication also had positive and significant impact on employee job satisfaction among non-teaching staff. However, promotion and training and development had no significant effect on employee job satisfaction among non-teaching staff.

**Table 4.18 Coefficient of Estimate for Overall Regression Model**

	Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
	B	Std. Error	Beta	t	Sig.	Tolerance	VIF
(Constant)	1.054	0.167		6.292	0.000		
Remunerations	0.205	0.052	0.248	3.952	0.000	0.510	1.959
Promotion	-0.103	0.064	-0.118	-1.613	0.108	0.374	2.673
Training and Development	0.001	0.053	0.001	0.016	0.987	0.338	2.958
Leadership style	0.215	0.072	0.220	2.978	0.003	0.368	2.714
Communication	0.490	0.069	0.527	7.124	0.000	0.366	2.733

a Dependent Variable: job satisfaction

Based on the above findings in Table 4.17, the regression equation becomes:

$$Y = (1.054) + (0.205) X_1 - (0.103) X_2 + (0.001) X_3 + (0.215) X_4 + (0.49) X_5 + e$$

According to the regression equation, taking all factors into account (remunerations, promotion, training and development, leadership style and communication) constant will be 1.054.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Summary of Findings**

The main objective of this study was to assess factors influencing job satisfaction among non-teaching or support staff in secondary schools in Keiyo South Sub-County. In order to achieve this objective, primary data was collected using self-administered structured questionnaires. The collected data was analysed using both descriptive and inferential methodologies. From the findings regarding the background characteristics, it was revealed that majority of the non-teaching staff from the public secondary schools are male. In addition, both junior and senior non-teaching staffs were equally presented. Furthermore, majority of the non-teaching staff are certificate holders with for a working experience of over 10 years.

The findings also revealed that remuneration has a significant, positive effect on the level of job satisfaction of the non-teaching staff. Although this was the case, specific findings revealed that there were evident gaps in terms of remuneration with much of them touching on disproportionate pay and benefits as compared to the level of skills and job experience; discrimination in terms of payment and inadequate over-time pay given that majority worked in boarding schools as well as unsatisfactory gross salary.

Additionally, the findings also revealed that promotion had a significant, positive effect on the level of job satisfaction of the non-teaching staff. Nonetheless, majority of the non-teaching staff had reservations on whether there were policies and procedures for the

promotion. The findings also showed that a significant number of the staff were not sure on whether there were any promotion opportunities in the school which was indicative that the schools rarely offered promotion chances to the non-teaching staff.

Similarly, the findings revealed that training and development had a significant, positive effect on the level of job satisfaction. Despite this, the findings also showed that the level of training and development for technical skill was still very low. This meant that majority of the non-teaching staff were unsure of whether training and development which would help in solving problems through provision of training and development opportunities for the non-teaching staff in the schools.

Furthermore, the findings also showed that the leadership style had a significant, positive effect on the level of job satisfaction. This meant that with the type of leadership style in the schools, the management was seen to be effective in enhancing the level of job satisfaction among non-teaching staff through consideration for the welfare of the non-teaching staff members as well as providing information on how the tasks should be carried out in the course of their duty.

Finally, the findings also revealed that communication has a significant, positive effect on the level of job satisfaction. This means that with the establishment of effective communication channels by the school management, there is bound to be increased levels of job satisfaction especially among the non-teaching staff in the school because they would perceive that they are actively being involved in the day-to-day running of the school or organization and thus feel valued in terms of their contribution to issues affecting the organization they worked for.

## 5.2 Conclusion

Remuneration has a significant, positive effect on the level of job satisfaction. Consequently, adequate pay provides the resources needed to meet individual goals. This also means that they would be able to enhance a strong sense of belonging and a feeling of being valued. However, for employees to be satisfied with their job, background characteristics such as age, education level and their experience have to be considered. For instance, the level of job satisfaction of an employee would be low in case they believe that their colleagues working in the same organization and with the same qualifications in terms of education and experience earned more than them which would make them feel discriminated against. Thus, in this context, job satisfaction is seen to be influenced by the way the employee is able to make a comparison of their salary or wage levels to a given reference point.

The findings of the study have shown that promotion has a significant, positive effect on the level of job satisfaction. This is in line with previous studies by Pergamit & Veum (1999), Das (2002) and Francis *et al.* (2007) who have shown in general that promotion has a significant effect on the level of job satisfaction. This implies that job promotion can be an effective mechanism in stimulating greater effort among workers as well as enhancing their level of participation by recognition of their skills and experiences thus boosting productivity especially for workers who are assessed and seen to be high performers.

Moreover, training and development was shown to have a significant, positive effect on the level of job satisfaction. This conforms to prior studies. The positive association is



because training increases the level of understanding through the impartation of information. Thus, with sufficient skills and knowledge gained provided through deliberate efforts in terms of training and development, there is improved job delivery which leads to improved incentives to the worker resulting in increased levels of job satisfaction.

Furthermore, good leadership style is seen as a pre-requisite to increased levels of job satisfaction among workers because the employees have a chance of being listened to as well as contributing to the running of the organization in their own capacity hence feeling as being part of the organization which boosts their levels of satisfaction with their jobs.

Finally, the study has established that communication is instrumental in enhancing job satisfaction especially through the establishment of effective communication channels thereby saving time as well as ensuring that there is feedback from the management as well as addressing of all the concerns when raised by the workers. Consequently, enhanced internal communication results in improved levels of job satisfaction among workers.

### **5.3 Recommendations**

It is critical for an organization or institution to put into consideration factors such as the age, education level as well as the experience of the worker in order to effectively have a positive influence on the level of satisfaction of the workers with their jobs especially through provision of fair remuneration packages for non-teaching staff in schools. This would also call for the encouragement of the non-teaching staff by the management of the

schools to ensure that they joined employee unions which can enable them negotiate, formally, on their levels of remuneration thereby giving them power to understand their rights as workers. In addition, while remuneration is important, the qualification in terms of education as well as experiences should be considered as factors that determine the level of payment. Furthermore, the non-teaching staffs need to be provided with opportunities in which they can explore career advancement, through provision of a clear scheme of service where they can utilize their talents and skills. In so doing, the schools will foster a healthy and safer working.

The leadership style exhibited by the management plays a crucial role in enhancing the levels of job satisfaction. It is therefore important for education leaders to nurture their employees' skills and talents especially by involving them in the making of important decisions in the schools. The employees would, in turn, put in more effort in their assigned tasks and pursue an interest in the organization as well as a sense of belonging thereby boosting job satisfaction.

Finally, effective communication is critical to the enhancement of job satisfaction levels among employees. Enhanced internal communication is important especially when it is accurate, accessible, complete, reliable and secure and takes into consideration of all the parties involved. There is also need for establishment of good communication policy or the re-structuring of the existing policy so that it is able to effectively address all the communication gaps especially in terms of the setting up of active communication channels. Furthermore, the secondary school administrators need to communicate

adequately to all their staff and provide a healthy working environment where non-teaching staff will feel satisfied and happier with their work

#### **5.4 Further Research Suggestions**

This study focused on assessing the effect of the working environment on job satisfaction especially among non-teaching staff in secondary schools. The research findings as well as the research methodology can be replicated with a larger, more representative sample from different organizational settings and in other locations. Based on the findings, more research is needed in this subject area to fully establish the effect of promotion and training and development on job satisfaction since the respondents exhibited a lot of uncertainty. Further, replication studies should consider insights from this study influencing job satisfaction including the five factors: 1) remuneration; 2) communication; 3) training and development; 4) promotion and leadership style.

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## APPENDICES

### APPENDIX I: NON TEACHING STAFF QUESTIONNAIRE

This questionnaire is to collect data for purely academic purposes. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

*Answer all questions as indicated by either filling in the blank or ticking the option that applies.*

#### SECTION A: GENERAL INFORMATION OF RESPONDENT

1 Please indicate your Gender

Male  Female

2 What is your job category in your school?

a) Senior non-teaching staff

b) Junior non-teaching staff/support staff

3 Are you employed on permanent or casual basis? Permanent  Casual

4 Highest level of education

Certificate  Diploma

Bachelor's Degree  Master's Degree

Any other (specify).....

5 How many years have you worked in this School?

1-3 years  4-6 years

7-10 years  above 10 years

6 Are you a member of any Union? Yes  No

7 Indicate the nature of your school Girls Boarding  Boys Boarding

Mixed/day boarding  Mixed Boarding

8 What is the category of your School? National  County  Sub-County

9 What is the number of streams in your school? One  Two  Three

More than three

**SECTION B: SATISFACTION LEVEL OF NON-TEACHING STAFF IN SECONDARY SCHOOL**

10 Indicate the overall level of satisfaction you have for your school.

5 = very satisfied 4 = satisfied 3= moderately satisfied 2 = Dissatisfied 1 = very Dissatisfied

	<b>Non-Teaching Staff</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I feel a strong sense of belonging to my school					
2	I am happy with my school because my compensation is tied to my performance					
3	I am happy with my work because it offers me a sense of achievement and accomplishment					
4	My school offers me an opportunity to pursue my own goals					
5	I feel good about my school because it utilizes all my talents and skills					
6	I feel good because my school involves me when setting my goals /targets					
7	I feel happy that my school does provide good health and safe working environment					
8	I am happy with my school as it provides resources I need to meet my goals					

**FACTORS THAT CONTRIBUTE SIGNIFICANTLY TO NON TEACHING STAFF JOB SATISFACTION IN THE SCHOOL ENVIRONMENT**

**REMUNERATION**

11 This section is interested in your views about Remuneration in your school.

Read each of the statements carefully and tick the appropriate choice

5 = Strongly Agree, 4 = Agree 3= Moderately Agree, 2 = Disagree 1 = Strongly Disagree

	<b>Remuneration</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Overtime pay is adequate					
2.	Our gross salary is satisfactory and reasonable					
3.	Our school provides additional incentives					
4.	We are paid fairly without favour					
5.	Pay and benefit are commensurate with my experience and skills					

## PROMOTION

12 In this section, the study is interested in your view about Promotion in your school. Read each of the statements carefully and tick the appropriate choice.

5 = Strongly Agree 4 = Agree 3= Moderately Agree 2 = Disagree 1 = Strongly Disagree

	<b>Promotion</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Our school provides promotions.					
2.	Those who perform well on the job stand a fair chance of being promoted.					
3.	I am satisfied with chances for promotion in our school					
4.	Promotion policy is clear in the school					

## TRAINING AND DEVELOPMENT

13 In this section, the study is interested in your view about Training and Development System in your school. Read each of the statements carefully and tick the appropriate choice.

5 = Strongly Agree 4 = Agree 3= Moderately Agree 2 = Disagree 1 = Strongly Disagree

	<b>Training and Development</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1)	The school has policies and procedures for the training and development of non-teaching staff					
2)	Our school has training and development for technical skills					
3)	Training and development for problem-solving skills is offered					
4)	Training and development is comprehensive					
5)	The school provide opportunities for training and development					

## LEADERSHIP STYLE

14 This section of the study is interested in your view about your school leadership style in comparison to other schools. Read each of the statements carefully and tick the appropriate choice.

5 = Strongly Agree, 4 = Agree, 3= Moderately Agree, 2 = Disagree 1 = Strongly Disagree

	<b>Leadership Style</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1.	Our school leaders considers opinions of subordinates in decision making process					
2.	Our school leaders look out for the personal welfare of group members.					
3.	Our school leaders treat all group members equally					
4.	Our school leaders explain the way tasks should be carried out.					

**COMMUNICATION**

15 This section of the study is interested in your view about your school communication. Read each of the statements carefully and tick the appropriate choice.

5 = Strongly Agree, 4 = Agree, 3 = Moderately Agree, 2 = Disagree 1 = Strongly Disagree

	<b>Communication</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1)	The school provides communication channels adequately					
2)	The school has a good communication policy					
3)	School leaders communicate adequately to all staff					
4)	School leaders act on feedback from school staff					

16 In your opinion what can your Principal and the Board of Management do to provide a satisfying school working environment? .....

.....  
 .....

**APPENDIX II: RESEARCH AUTHORIZATION LETTERS**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY  
STATE DEPARTMENT OF EDUCATION**

TELEGRAM:.....  
WHEN REPLYING PLEASE QUOTE OUR  
REFERENCE  
EMAIL: [deokeivosouth@yahoo.com](mailto:deokeivosouth@yahoo.com)



SUB-COUNTY DIRECTOR OF EDUCATION,  
KEIYO SOUTH SUB-COUNTY,  
P.O. BOX 3-30129,  
CHEPKORIO.

REF NO:KSC/RES/47/ VOL I/65

REPUBLIC OF KENYA DATE: 04/09/2015

To All Principals,  
KEIYO SOUTH SUB-COUNTY.

**RE: PERMISSION TO CONDUCT RESEARCH**  
**PATRICK KIMUTAI NGENY (REG NO: CBM12/10590/14)**

The above named person is hereby authorized by this office to conduct research on  
*“Effect of working environment on job satisfaction among non-teaching staff in  
secondary schools in Keiyo South Sub-county, Kenya.”*

The research is to be carried out in secondary schools within Keiyo South Sub-  
county Elgeyo Marakwet County.

The concerned principals of the schools which the researcher may reach are  
requested to accord him maximum cooperation.

A handwritten signature in black ink, appearing to read 'Samwel Chemwole'.

SAMWEL CHEMWOLO  
SUB-COUNTY DIRECTOR OF EDUCATION  
KEIYO SOUTH SUB-COUNTY



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,  
2241349, 310571, 2219420  
Fax: +254-20-318245, 318249  
Email: secretary@nacosti.go.ke  
Website: www.nacosti.go.ke  
When replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

**8<sup>th</sup> October, 2015**

**NACOSTI/P/15/3949/7729**

Patrick Kimutai Ngeny  
Kisii University  
P.O. Box 402-40800  
**KISII.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on *“Effect of working environment on job satisfaction among non teaching staff in secondary schools in Keiyo South Sub-County, Kenya”* I am pleased to inform you that you have been authorized to undertake research in **Elgeyo Marakwet County** for a period ending **7<sup>th</sup> October, 2016**.

You are advised to report to **the County Commissioner and the County Director of Education, Elgeyo Marakwet County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

  
**SAID HUSSEIN**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Elgeyo Marakwet County.

The County Director of Education  
Elgeyo Marakwet County.





## APPENDIX III: RESEARCH PERMIT (NACOSTI)

**REPUBLIC OF KENYA**

**NACOSTI**

**National Commission for Science, Technology and Innovation**

**CONDITIONS**

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

**Serial No. A 6808**

**RESEARCH CLEARANCE PERMIT**

**CONDITIONS: see back page**

**THIS IS TO CERTIFY THAT:**

**MR. PATRICK KIMUTAI NGENY**  
**of KISII UNIVERSITY, 8370-30100**  
**ELDORET, has been permitted to conduct**  
**research in Elgeyo-Marakwet County**

**on the topic: EFFECT OF WORKING**  
**ENVIRONMENT ON JOB SATISFACTION**  
**AMONG NON-TEACHING STAFF IN**  
**SECONDARY SCHOOLS IN KEIYO SOUTH**  
**SUB-COUNTY, KENYA**

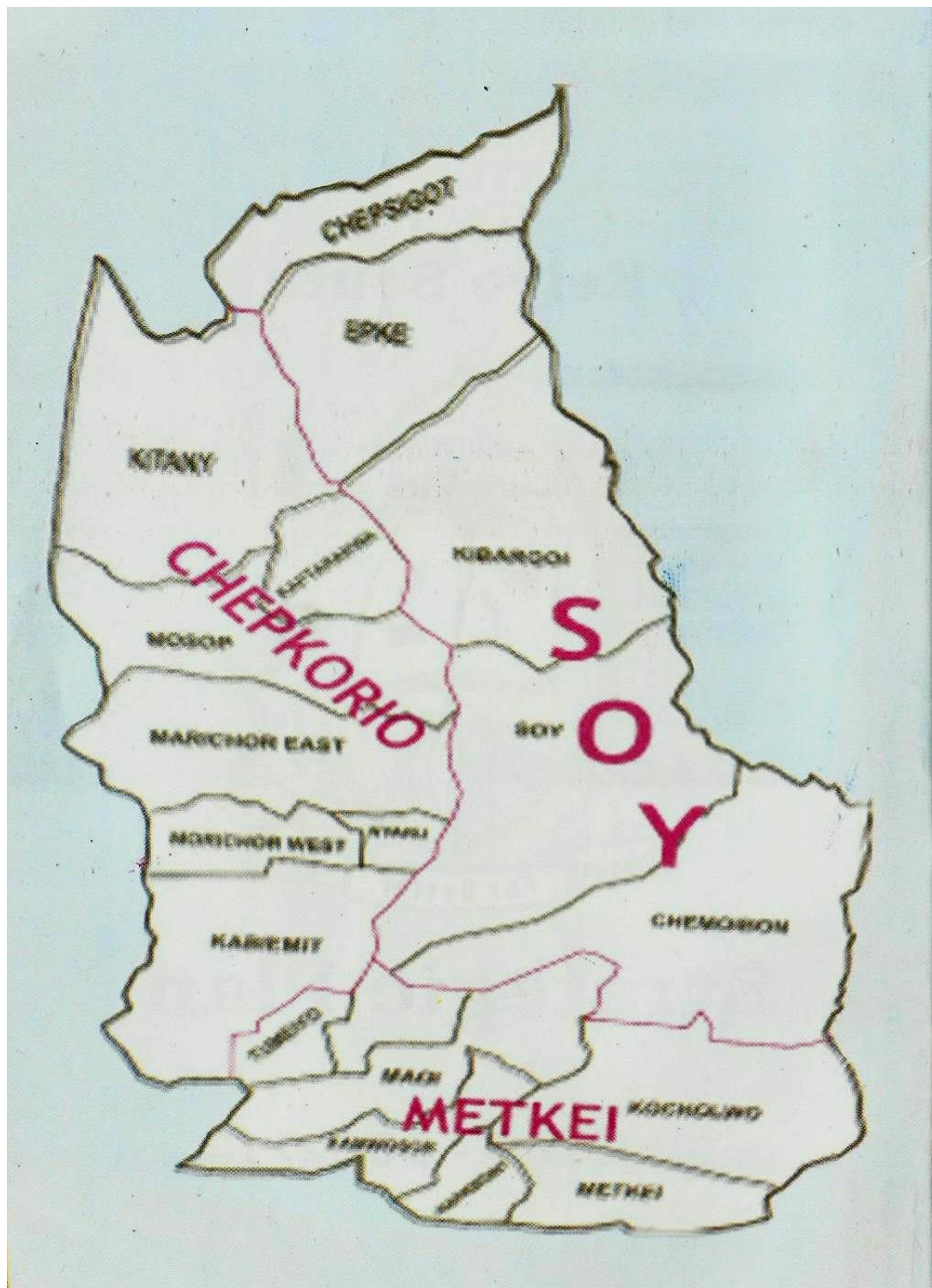
**for the period ending:**  
**7th October, 2016**

*Patrick Kimutai Ngeny*  
**Applicant's Signature**

*Abdussalam*  
**Director General**  
**National Commission for Science, Technology & Innovation**



APPENDIX IV: MAP OF KEIYO SOUTH SUB COUNTY



Source; (Keiyo south constituency strategic plan 2008/2009-2012/2013)