

Influence of the Administrators' Promotion Criteria on Teachers' Satisfaction in Public Primary Schools in Bondo Sub-County, Kenya

Machogu Gladys Nyaera¹, Mount Kenya University

Dr. Charles Ocharo Momanyi², Mount Kenya University

Abstract

Teachers play a major role in the education in terms of imparting knowledge and skills to the learners. The purpose of this study is to establish the influence of the administrators' promotion criteria on teachers' satisfaction in public primary schools in Bondo Sub-County. The research methodology was mixed methods approach and concurrent triangulation design. The target population was 700 teachers and 300 administrators and random sampling technique was used to identify the participants, the researcher used the sample size of 150 teachers. Questionnaires and face-face interview was to be used to obtain data. The research tools were piloted in 5 schools to test their validity and reliability. The collected data was coded and edited for completeness before analysis. The study found out that the relationship between a teacher and a student is the fundamental point which determines a learner's interest. Over and above this key bond, the school management should also try to cultivate a growing bond between them and students. The teachers are satisfied, students feel safe and take care, and the management takes the credit for a job well-done. It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This will catapult them for promotion opportunities thus increasing the satisfaction of the teachers.

Keywords: job satisfaction, job dissatisfaction, quality education, remuneration

Background to the Study

Education is the backbone of modern society and a key driver towards sustainable development. In recognition of this strategic role, the peoples of Kenya denoted in the constitution the right to free and compulsory basic education (COK, 2010). However, free and compulsory education in itself is not enough; education must be designed to achieve the recognized and desired learning outcomes in terms of literacy, numeracy and essential learning skills (KNUT, 2015). This is what is referred to as Quality Education (QE). Robie(2012) said that the school administrative work of the head teacher is to keep the day-to-day activities' programme running smoothly. This involves schedules such as; disciplinary actions, evaluations of programmes, undertaking public relations, planning events, implementing school curriculum, linking local to national offices, academic advising, and collaboration with other stakeholders. While this is so, the, Guiyaria, (2014) said that an administrator has the responsibility of assessing and determining the state of safety within the school environment in order to establish a safe school plan. This includes school facilities,

staff availability for supervision, and ensuring that the parents and students are involved in school activities to minimize school violence.

On the other hand, Muoko (2007) explained that a head teacher has the main role in determining the performance of a school by actively involving himself in instructional supervision. Instructional supervision is a tool that gives the head teacher an opportunity to evaluate and determine whether programmes are being implemented as planned. Qutoshi and Khaki (2014) said that a Head teacher provides a better environment for learners to acquire education, and meets stakeholders' expectations in terms of improving school infrastructure. This means that a head teacher plays a pivotal role in determining the direction and success of a school. This, according to Mugeru (2015), the Head teacher, monitors and evaluates teachers, provide safe and conducive working environment, motivates and develops teachers through courses and training, thus enhancing quality education.

Quality Education is not only defined by the nature and competence of the variant stakeholders in the sector but also by favorable working conditions and ample learning environment. As key and the variant stakeholders in the education sector, teachers remain the key players (Torey&Cullingford, 2002). Teacher are at the heart of the system; they not only act as school administrators, direct, instruct and give guidance to upcoming generations but also shape the entire caucus of the nation; since education is now a rite of passage to all and sundry (Kilonzo, Were &Othiambo, 2018). Ukeje (2007) put it succinctly, that "the power to heal or kill, build up or tear apart depends particularly much on the teacher who is the hub of the education process."

Optimum productivity and commitment of teachers is determined by how satisfied and comfortable they are in performing their obligations. This is often denoted as job satisfaction. Armstrong (2006) defines job satisfaction as the attitudes and feelings of people towards their work. Positive attitudes and feelings are an indicator for job satisfaction while negative attitudes and feelings indicate the reverse. According to Ololube (2007), job satisfaction and motivation to work are very essential because they form the fundamental reason for working. Job satisfaction is inextricably linked to the working environment and the prevailing working conditions. Favorable working conditions, which meet the needs of teachers, induce job satisfaction. They include; reasonable remuneration, quality tools for work and conducive environment sensitive to both professional and personal needs (includes among others, reasonable accommodation). Research shows that *inter-alia* job security, job flexibility, fair reward of performance, promotion opportunities, reasonable workload and availability of teaching resources have a positive effect on job satisfaction (Daljeet, Manoj&Dalvinder, 2011).

In Kenya, both the professional and personal needs of teachers have not been fulfilled in recent times, leading to dissatisfaction (KNUT, 2015). A whopping 45% of teachers in public institutions wish to down their tools due to poor working conditions (EI, 2015). These poor working conditions experienced by public school teachers at both primary and tertiary levels has been the trigger of a series of industrial action. These strikes have either been steered by the Kenya National Union of Teachers (KNUT), the Kenya Union of Post Primary Education Teachers (KUPPET), the University's Academic Staff Union (UASU) or the Kenya Union of

Domestic, Hotels, Educational Institutions, Hospitals and Allied Workers (KUDHEIHA). Bondo Sub-County is located within Siaya County, in the former Nyanza Province. The status of job satisfaction of teachers in the sub-county is not any different from the above position on Kenyan teachers.

Statement of the Problem

It is in the best interest of learners that the state facilitates the provision of Quality Education. Quality education majorly relies on the availability of a competent and qualified teaching staff. However, the availability of such staff is not enough. Optimum performance can only be achieved if teachers are satisfied with their jobs, a matter which is largely influenced by the ability of their jobs to meet their professional and personal needs. Meeting these needs means that the working environment must be conducive and remuneration is adequate and reasonable enough to induce satisfaction.

Literature Review

Ping–Mand and chi–sum (2005) carried a study on the importance of teacher promotion in Hong Kong and found out that existing pay levels and structure were difficult for principals to use as a tool for motivating teachers, but found that promotion was the most effective reward the principals could use to motivate teachers. Mustapha and Zakaria (2013) carried a study to determine the influence of promotion opportunity on Job satisfaction among lecturers in four public universities in Kelantan, Malaysia. The sample was selected using a systematic random technique and data analyzed using descriptive methods and Pearson product moment correlation to test relationship between variables. The findings indicated that there was a positive significant relationship between relationship between promotion opportunity and job satisfaction.

Akinyi (2012) carried a study on the factors influencing job satisfaction among public secondary school teachers in Mombasa County. She used to describe survey design and a sample of 71 teachers obtained using stratified random sampling technique and obtained data using a questionnaire. The finding indicated that appropriate policies on promotion criteria, enhanced and created a conducive physical working environment. The findings indicated that 10% of the teachers were satisfied with the fringe benefit while 32% were not satisfied with their jobs due to heavy work load and physical condition of the class.

Sanito and Vaisanen (2017). The study was to determine explore and examine the factors affecting job satisfaction of teacher education of the universities of Sindh. Qualitative research design was employed through structural in a depth interviews it was found that lack of appreciation for work done led to the highest factor affecting job specification among teacher educators. Nyagaya (2015) carried a study to determine the extent to which remuneration, working conditions teacher level of education and workload influenced the teacher level of job satisfaction in Kayole Division, Nairobi. The researcher used descriptive design and a questionnaire to collect data. Simple random technique was used to select a sample size of 196 teachers. Data was analyzed using percentages and frequency. The findings show that the teachers were not satisfied with the workload and conditions of the classrooms. Ekabu, Nyagah and Kalai (2018). carried a study in Meru county, Kenya on the importance of Motivation in retaining core employees and reducing turnover intention in

public secondary school teachers. The researcher used descriptive survey design and both qualitative and quantitative approaches in data collection. Data was analyzed using Pearson product moment correlation. The results showed that teachers had a poor morale and low levels of commitment to their job due to lack of promotion and stagnation in one grade hence high turnover intentions.

Wadesango (2012) examined the influence of teacher participation in decision making on their morale in Zimbabwean schools. Case study research design was used and data collected using interview over a period of two months. It was found that insignificant teacher participation in critical schools' issues result in low staff morale and culminate in stressful school governance.

Aboudhar and Olowoselu (2018) explored principals' decision making styles on teachers' performance in secondary schools of Gharbia Governorate, Egypt using quantitative research design and a questionnaire to collect data. The data was analyzed using mean and standard deviation and the findings revealed that principal rational and intuitive decision making styles have moderate effect on teachers' performance. Munir and Danish (2012) the study found that autocratic decision making and a poor administration system affected job satisfaction of teacher education in universities in Sindh.

Wong and Wong (2005) carried a study to determine the impact of pay and promotion on Job satisfaction in higher education institute of Pakistan. Non-probability sampling technique and multiple regression analysis were applied. The finding shows that pay had a significant impact but promotion has less influence and partially significant to the job satisfaction. Another study Wong and Wong (2005) to find out the teacher promotion and satisfaction of school teachers in Hong Kong using a sample of 210 principals from primary and secondary participated found that the systems in place did not lead to teacher job satisfaction.

Pamela (2015) carried out a study to find out the level of job satisfaction among teachers in primary schools in Kayole Division using descriptive survey design and random sampling techniques to obtain a sample. The findings indicated that when the head teacher had all-inclusive decision making skills involving everybody, there was high job satisfaction.

Methodology

The study involved use of mixed methodology. Both qualitative and quantitative research methods were used during the study. A qualitative research method involved a study where answers to questions are sought by using well defined procedures to get evidence and findings which are not determined earlier. It was noted that qualitative research is most effective when dealing with intangible factors like; social norms, social economic status, gender roles, religion among others (Denzin & Lincoln, 2000). Quantitative research methods addressed an investigation that; seeks to confirm hypothesis about phenomena, use highly structured method such as; questionnaire, survey and structured observations (Denzin & Lincoln, 2000). Both qualitative and quantitative methods were combined so data collected and analyzed statistically for quantitative data and through descriptive statements and explanation for qualitative data. The research design used for this study was concurrent

triangulation research design. The design allowed use of both qualitative and quantitative data collection methods within a single study. Crosswell (2003) recommended use of this design when collection of data is concurrent where there is need to overcome weakness of using one method with the strength of another. In concurrent triangulation design researcher used procedures that intertwines both quantitative and qualitative data in order to produce a comprehensive analysis of the research problem. Both qualitative and quantitative data was collected at the same time after which information was combined for interpretation and analysis of the results.

Findings

The study aimed at establishing the influence of the administrators’ promotion criteria on teachers’ job satisfaction in public primary schools. The findings obtained were being presented in the sub-headings that follow.

Descriptive statistics

Quantitative analysis was conducted on the data that was collected. The findings and interpretations were presented in the sections that follow.

Our school head-teacher uses promotion as a technique to motivate teachers.

The findings obtained were shown in the table below.

School administrator uses promotion as a way to motivate teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	24	18.5	18.5	18.5
	Disagree	49	37.7	37.7	56.2
	Undecided	22	16.9	16.9	73.1
	Agree	30	23.1	23.1	96.2
	Strongly Agree	5	3.8	3.8	100.0
	Total	130	100.0	100.0	

Source: The researcher, 2019

From the table above, 56.2% of the respondents disagreed that the school head teacher uses promotion as a way to motivate teachers. 26.9% of the respondents agreed that the school head teacher uses promotion as a way to motivate teachers. 16.9% of the respondents were undecided on whether the school head teacher uses promotion as a way to motivate teachers. Majority of the respondents disagree that the school head teacher uses promotion as a way to motivate teachers. According to Mustapha and Zakaria (2013), there is a positive significant relationship between promotion opportunities and job satisfaction. It is important school head

teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the teachers.

The head teacher has created a policy that outlines the criteria of fairly promoting teachers

The findings obtained were shown in the table below.

Head teacher has created a policy that details teachers' promotion criteria

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	45	34.6	34.6	34.6
	Disagree	45	34.6	34.6	69.2
	Undecided	20	15.4	15.4	84.6
	Agree	20	15.4	15.4	100.0
	Total	130	100.0	100.0	

Source: The researcher, 2019

From the table above, 69.2% of the respondents disagreed that the head teacher uses a policy that outlines the criteria for fairly promoting teachers. 15.4% of the respondents agreed that the head teacher uses a policy that outlines the criteria for fairly promoting teachers. 15.4% of the respondents were undecided on whether the head teacher uses a policy that outlines the criteria for fairly promoting teachers. Majority of the respondents disagreed that the head teacher uses a policy that outlines the criteria for fairly promoting teachers. According to Akinyi (2012) on a research she conducted of factors influencing job satisfaction, she found out that appropriate policies on promotion criteria enhanced and created a conducive working environment. From the respondents' feedback it vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers was view them as milestones that they work towards attaining them.

The poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion.

The findings obtained were shown in the table below.

R01 Poor morale and low level of commitment are a result of zero opportunities for promotion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	11.5	11.5	11.5
	Undecided	20	15.4	15.4	26.9
	Agree	52	40.0	40.0	66.9
	Strongly Agree	43	33.1	33.1	100.0
	Total	130	100.0	100.0	

Source; The researcher, 2019

From the table above, 11.5% of the respondents disagreed that poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion. 73.1% of the respondents agreed that poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion. 15.4% of the respondents were undecided on whether poor morale and low level of commitment of teachers is greatly affected if there are no opportunities for promotion. According to Ekabu, Nyagah and Kalai (2018), lack of spirit and dedication are attributed by stagnation of careers eventually reducing academic performance due to lack of motivation. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost, hope and patience that their careers was eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

Inferential statistics.

Further quantitative analysis was carried out on the data obtained. The techniques used were correlation and linear regression. The findings were interpreted in the sub-headings that follow.

Correlation.

The findings obtained were shown in the table below.

			School administrator uses a way to promotion teachers	Headteacher uses a policy details teachers' promotion criteria	Poor morale and low level of commitment are a result of zero opportunities for promotion
	Pearson Correlation	1	.753**	-.208*	
	Sig. (2-tailed)		.000	.017	
	N	130	130	130	
	Pearson Correlation	.753**	1	-.183*	
	Sig. (2-tailed)	.000		.038	
	N	130	130	130	
	Pearson Correlation	-.208*	-.183*	1	
	Sig. (2-tailed)	.017	.038		
	N	130	130	130	

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

* . Correlation is significant at the 0.05 level (2-tailed).

Source: The researcher, 2019

From the table above, there was only one positively significant correlation. School administrators using promotion as a technique to motivate teachers and headteachers creating policies that outline the criteria for fairly promoting teachers had a correlation coefficient of .753**

Linear regression.

The findings obtained were shown in the table below.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.939	.200		4.698	.000
	School administrator uses promotion as a way to promote teachers	.518	.051	.572	10.242	.000
	Headteacher uses a policy that details teachers' promotion criteria	.328	.055	.332	5.979	.000
	Poor morale and low level of commitment are a result of zero opportunities for promotion	-.208	.040	-.195	-5.223	.000

a. Dependent Variable: Job Satisfaction

Source: The researcher, 2019

From the table above, all independent variables were significant predictors of improving job satisfaction in public primary schools in Bondo sub-county, Siaya county. All had a significance of .0005 which meant that there was a 99% chance that if all variables were implemented, they would have improved job performance.

Qualitative responses from interviews.

One of the teachers stated the following:

“The issue of job satisfaction is a big deal for all teachers. As a primary school teacher, I have basically to decide to put in all my knowledge and skills in moulding the young pupils. Headteachers should continuously evaluate our performance and setup appropriate criteria that was determine how teachers was be promoted. As the cost of living continues to be on the rise, so should our compensation. Otherwise, we was never be motivated to even show up for work, leave alone teaching the pupils.”

Mixing and interpretation of data.

It is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the teachers. From the respondents' feedback it vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers was view them as milestones that they were work towards attaining them. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost, hope and patience that their careers was eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

Conclusion

In establishing the influence of the administrators' promotion criteria on teachers' job satisfaction in public primary schools, it is important school head teachers to continually evaluate the performance of their teachers and encourage them to further their education. This was catapult them for promotion opportunities thus increasing the satisfaction of the teachers. From the respondents' feedback it vivid that school administrators do not have policies in place to aid in the promotion of their teachers. Having regulations that determine the promotion criteria, teachers was view them as milestones that they was work towards attaining them. Training, guidance and counselling activities are activities that school administrators must employ in their set of practices as a way to give teachers the boost, hope and patience that their careers was eventually grow. The government and respective parastatals have key roles to play in speeding the process of evaluating teachers eligible for promotion.

Recommendations

1. The ministry of education and the respective parastatals should implement policies and regulations that was facilitate fair and consistent promotion of staff.
2. There should be education programs that enable teachers to further their education while continuing with the teaching process.
3. Research should be conducted on how to improve communication and decision making in learning institutions.

References

- Armstrong M.A, (2006). *Handbook of Human Resource Management Practice*.10th edition, Hong Kong, KoganPage Limited.
- Gay I., (1992). *Educational Research: Competences for Analysis and Application*.4th Edition McMillan, New York.
- Kenya National Union of Teachers(May, 2015). *Trends of the Needs of Teachers in Public Schools in Kenya*.Report

- Kerlinger, F. N., (1973). *Foundations of behavioural research*. 2nd Edn New Delhi: S.S Chhabra for Surj'et.
- Koontz H., & Wehrich H., (2009). *Essentials of management: An international perspective*. 8th Edn, New Delhi: Tata McGraw Hill Education Private Ltd.
- Maslow A., (1943). *A Theory of Human Motivation*. Psychological Review 50, Issue 4.
- Mugera, M. H.(2015). Role of head teacher in human resource management in public primary schools in Suba sub county. African research journal of education and social sciences, vol2 No.1 ISSN2312-0134
- Njoroge, N.N., (2014). *Influence of Boards of Management Governance Practices on Teachers' job satisfaction in Secondary Schools in Ndeiya Division, Limuru District, Kenya*. Thesis, University of Nairobi.
- Omondi A.M.,(2013) . *Parental satisfaction with the quality of pre-primary Education in Bondo District, Siaya County, Kenya*. Thesis, Kenyatta University
- Orodho A., (2005). *Techniques of Writing Research Proposals and Reports in Education and Social Sciences*. 2nd Edition. Kanezja Enterprises, Nairobi.
- Schleicher D.J., & Watt J.D., (2004). *Re-examining the job satisfaction-performance relationship: The complexity of attitudes*. Journal of Applied Psychology, 89(1).
- Qutoshi, B. S. and Khaki, J. (2014). The role of a principal/head teacher in school improvement; a case study of a community-Based school in Karachi, Pakistan. Journal of research and reflections in education, vol 8 no.2 pp 86-96 [http:// www.ue.edu.pk/orre](http://www.ue.edu.pk/orre)
- Muoko, V. (2007). the role of the head teacher is instructional supervision in public secondary schools in Murala division-Machakos District, Kenya.
(<http://erepository.uonbi.ac.ke:8080/handle/123456789/6293>)
- Robbie, B.(2012). Educational Administration-Job Description, Pay and Career Outlook(<https://education.cu-portland.edu>)**
- Ministry of Education, Guiyaria, (2014). the role of the school administrator. (<https://www.education.gov.gy>)
- Wong, P. and Wong. (2005). Promotion criteria of school teacher in Hong Kong. Sage journals, volume 33 issue 4. pp 423-447 DOL 10.1177/1741143205056216
- Hajar, K.R.(2016). The effectiveness of school principals' communication on teachers' job satisfaction. Unpublished Masters Thesis. United Arab Emirates University
(<https://scholarworks.uaeu.ac.ae>)
- Adeyemi, J.K.(2011). Influence of communication on teachers' job performance
(www.academia.edu)
- Hajar, K.R.(2016). The effectiveness of school principal communication on teachers job satisfaction. Unpublished Masters Thesis, United Arab Emirates University

- Macharia, M. N.(2012). Influence of administrators’ communication strategies on level of teachers’ job satisfaction in public primary schools in Nyahururu District, Kenya. University of Nairobi Research Archive(www.erepository.uonbi.ac.ke/handle/11295/7084)
- Munir, y. and Danish, Q. R. (2012). The impact of pay and promotion on job satisfaction: Evidence from higher education institute of Pakistan. America journal and economics CS, special issue 6-9 DOL.10.5923/j economics.20120001.02.
- Sanito, Z and Vaisanen (2017). Factors affecting job satisfaction of teachers educator: Empirical Evidence the universities of sindh province of Pakistan. Journal of teacher education and educator vol6 No.1 pg 5-30
- Akinyi M, A. (2012). Factors influencing job satisfaction of public secondary school teachers in Mombasa county, Kenya. unpublished masters project, university of Nairobi (www.erepository.uonbi.ac.ke)
- Pamel,A,N.(2015). Factors influencing teachers level of satisfaction in public primary schools in Kayole Division Embakasi sub county, Kenya unpublished masters project, university of Nairobi
- Kim, L. (2016). 4 timeless elements of strong student-teacher relationship (www.teachthought.com)
- Salehi, H. (2015). Relationship between Teachers’ job satisfaction and their attitudes towards students’ beliefs and motivation. Journal of English language teaching vol 8 issue 7 DOI: 10.5539/eit.v8i4p46
- Meagan, V. (2017). The effects of teacher-student relationship on the academic engagement of students.
- Lee, J-S. (2012). The effects of the teacher-student relationship and academic engagement and academic performance. International journal of education research, vol 53 pp330-340.Doi: 10.1016/j.ijer.2012.04.006
- Nyagaya, A.P (2015). Factors influencing Teachers level of job satisfaction in public primary schools in Kayole division, Embakasi, sub-county, Kenya unpublished Masters project, University of Nairobi (erepository.uonbi.ac.ke)
- Ping – man, W. and chi – sum,W. (2005). Promotion, criteria and satisfaction of school Teachers in Hong Kong. Journal of Education Management Administration and Leadership. Vol 33 issue 4 ISSN 1741 – 1432 DOI. 10. 1177/1741143205056216
- Mustapha, N and Zakaria, Z (2013). The Effect of promotion opportunity in influencing Job satisfaction among Academics in Higher public institutions in Malaysia International Journal of Academic Research in Business and social sciences vol 3 No. 3 ISSN: 2222 – 6990
- Ekabu, K.P, Nyagah, G. and Kalai, J.M. (2018). Influence of promotional prospects on Turn over intentions of public secondary school teachers in Meru county. European scientific journal vol 14 No.25 ISSN: 1857 – 7881 DOI: 10.19044/e5j.2018.v 14n 25 p 17.
- Aboudhar, M, F, M, and Olowoselu,A (2018). “analysis of Principals Decision Making styles on Teachers Performance in selected secondary schools of Gharbia Governorate Egypt Academic journal of Economic studies, vol 4 issue 4 pp 91-995
- Wadesango, N (2012). The influence of Teacher participation in Decision making on their Molare. Journal of J soc sci, vol 31 No 3 pp 361-369