FACTORS INFLUENCING JOB SATISFACTION AMONG FIELD EDUCATION OFFICERS IN BUNGOMA COUNTY

BY

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DECLARATION

Declaration by the Candidate

I hereby declare that this thesis is my original work and to the best of my knowledge, has not been previously submitted for any of the study programmes in any institution of higher education. No part of this thesis may be reproduced without the permission of the author and/or Moi University.

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DEDICATION

Dedicated to my children John, Thomas, Allan, Mercy and my wife Dorothy

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I thank Moi University for giving me the chance to study. It has been an exciting and instructive study period at the University. I feel privileged to have had the opportunity to carry out this study as a demonstration of knowledge gained during the period. I am deeply indebted to my supervisors for their exemplary guidance and support without whose help this project would not have been a success.

I further recognize my classmates for their suggestions and positive criticism while I was developing this project. Finally, I take this opportunity to express my deep gratitude to my loving family, and friends who have been a constant source of motivation and for their never ending support and encouragement during the development of this thesis.

ABSTRACT

Job satisfaction is a key aspect in human resource management of any organization, be it governmental or non-governmental. The purpose of this research was to assess the factors influencing job satisfaction among field education officers in Bungoma County. The study was guided by the following objectives: To determine the influence of work conditions on job satisfaction, to investigate the extent to which government policies influence job satisfaction and to determine the influence of remuneration among field education officers. It was based on Hertzberg two Factors motivation theory. The study adopted a descriptive research design. This study was carried out in Bungoma County. It was limited to factors influencing job satisfaction among field education officers in Bungoma county. Target population were 66 education officers in Bungoma county. A sample of 33 respondents out of 66 participated in the study. Stratification was done to ensure all sections of education office are represented. 1 County Director of Education, 10 Sub-County Directors of Education from each of the 10 sub counties and 1 County Quality Assurance and Standards Officer were purposively drawn into the sample. 32 other education officers from the sub county offices and the county office were randomly selected. Piloting was done in Busia County. A coefficient (r) of 0.786 was found thus the study was reliable. The study employed both quantitative and qualitative data. Statistical Package for Social Sciences was used to generate descriptive statistics for each objective. Qualitative data was thematically analyzed using NVIVO version 12. Findings were presented in form of charts and tables. The study found out that there is a positive relationship between working conditions and job satisfaction among education officers in Bungoma county, with 19(59.4%) of the respondents agreed that the employer had empowered them to do their work. On teamwork among colleagues 30(93.9%), 31(94.4%) of the respondents agreed that there existed good communication within working system. On whether there was good interaction with fellow workers, 21(70.1%) of the respondents agreed that they had good interaction amongst themselves. Respondents didn't not participate in policy design and formulation in Bungoma county 25 (78.1%), flexibility in policy was found to be average with 43.9%, the officers did not like the remuneration policy 50.0%. Objectivity/fairness of recruitment policy was found to be okay 43.7%. There was no availability of regular training and capacity building in Bungoma county with 16(50.0%) of the respondents disagreeing to statement. There was opportunity for career growth and advancement amongst field education officers in Bungoma County with 21(65.7%), also officers in the county were not satisfied government policy on terms and conditions of employment. Remuneration was found to be in adequate with 24(75.0%), poor remuneration leads low motivation thus affecting job satisfaction. It was also found that there was inadequacy in monthly pay to cater for the officers needs 24(75.0%). The study concludes that factors like empowerment, teamwork, communication, conducive environment and leadership may appear as irrelevant but in one way affects performance of tasks and by extension deliverance of services by employees. An environment that makes the employee feel insecure, stressed and worried may lead to dissatisfaction and hence poor performance. The study also concludes that government policies play a role in job satisfaction. The way the policies are implemented in the ministry will bring an effect as they are the final management in the ladder. Every employee has to adhere to the policies and regulations of the place, therefore the how friendly they will be to an employee will enable satisfaction in their jobs. Teamwork, empowerment, communication, conducive environment and leadership influences job satisfaction Government policies do affect job satisfaction in education sector. The more friendly and flexible they are the more the employees will derive job satisfaction from them. The study recommends that government prioritize and concentrate more on those factors that will satisfy their employees highly as presented in the study. The factors where emphasis should be based are remuneration structure, leadership style, communication, working tools and conditions.

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter discussed the concept of job satisfaction, empirical statement of the problem, objectives of the study, research question, research hypothesis, and justification of the study, limitations of the study, assumptions of the study, scope of the study, conceptual framework and definition of operational terms.

1.1 Background of the Study

The level of job satisfaction among the employees of any office has a direct bearing on the labour out-put of its human resource. Most organizations across the world have re-designed their supervisory and managerial duties with the sole objective of maximizing out-put at a lower cost. It is for this reason that job satisfaction is a centre of interest in many organizations today. Job satisfaction owes its origin to the industrial era. Following its effect on employees' general performance most organizations all over the world found it became necessary to embrace the idea in all organizations that were looking for progress in their operations. The education system has also been changed into an organization. This critical issue has gained ardent attention of scholars and researchers around the world. In the field of education measuring the job satisfaction of employees has become a prime focus of attention for researchers to make it a dynamic and efficient one.

In the current rapidly changing environment, organizations are forced to implement ways to be more competitive, flexible, and adaptive. To survive and compete in this globalized world, organizations are required to get maximum benefits from employee engagement. Employee satisfaction can be defined as the extent to which employees like their work and it can be positive or negative. Employees have different perceptions, thoughts and feelings about their jobs (Spector 1997). It is of essence to maintain high morale among the white collar workers to increase production and reduce absenteeism. Increased satisfaction levels result into increased returns for the firm. On the other hand a dissatisfied employee tends to be inefficient and ineffective In general employees are more productive and loyal when satisfied as people are the source of ideas and innovation and their expertise, experience, knowledge and co-operation have to be harnessed to get these ideas implemented (Dale, 2008).

Newstrom (2007), postulates that, job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees view their work. Job satisfaction refers to the feeling and emotions of employees in an organization. It includes the behavior pattern of people that can be favorable or unfavorable. In view of this argument, progress of work is directly related to job satisfaction. If employees are not satisfied with their jobs the overall progress of system is negatively affected. The administrators should periodically study the job satisfaction of the employees and try to improve it by promoting human values and dignity. Education is not merely the transfer of information but overall development of human personality. Quality education and human development is only possible if the people involved in the system are satisfied with their

work. Building an effective relationship between a supervisor and subordinate employees requires a clear understanding of the influence of leadership styles on job satisfaction. Researchers have studied leadership styles and job satisfaction for centuries and have found a positive relationship between leadership styles and job satisfaction (Bhatti et al, 2012; Farah & Halawi, 2010) focused research efforts on the influence of leadership styles and employees' performance. However, the studies did not comprehensively address two perspectives of three common leadership styles related to employee job satisfaction for subordinate employees. Previous studies have looked at the factors that influence the level of job satisfaction. For example, Herzberg (1990) suggests a motivation-hygiene theory in which two categories of factors are identified. First are the motivational factors, which include promotional and personal growth opportunities, responsibility, achievement and recognition. These are factors that are intrinsically rewarding to the individual. Secondly, there are hygiene factors, which include pay, physical working conditions, job security, company policies, quality of supervision and relationship with others. These are considered to be extrinsic factors that lead to job satisfaction. Other factors contributing to high levels of employee satisfaction have been identified as: supportive colleagues, supportive working conditions, mentally challenging work and equitable rewards (Herzberg, 1990).

Job satisfaction is one of the most frequently studied variables in organizational behavior (Kalpana, 2013). Research on job satisfaction is performed through a number of methods, including interviews, observation, and questionnaires. The most significant research study that shows the importance of job satisfaction is the Hawthorne studies. The purpose

of the study was precisely to do a research on the relationship between lighting and efficiency. The experiment was conducted in 1924 by researches from Western Electric and Harvard University at the Hawthorne Works of the Western Electric Company. Various sets of lights, at various intensities, were set up in rooms where electrical equipment was being produced. The amount of illumination, (bright, dim, or a combination) provided to the workers, seemed to have no effect on production as had been expected (Muchinsky, 2006).

The results of the Hawthorne study were so unexpected that supplementary investigation revealed many previously unknown aspects of human behavior in the workplace. Researchers got to learn that factors other than lighting affect worker's productivity. The workers responded positively to the attention they were receiving from the researchers and as a result, productivity rose. Job performance continued to improve because of the uniqueness of the situation; when the novelty wore off, production returned to its earlier level. Research has offered a lot of support that a happy and satisfied employee is productive; in fact, research suggests that causality may flow in the opposite direction from productivity to satisfaction (Bassett, 1994). Research on the topic of job satisfaction supports that job satisfaction is an important factor not only for employees in particular but also for the organizations.

According to Kalpana (2013), Job satisfaction and motivation are considered as some of most essential components of work life, and one of the major factors that have influence on the individuals" performance at the work place. Job satisfaction affects the physical

and mental capabilities of employees. An individual needs to maintain a healthy body & mind to be able to perform physical and mental activities in the best possible way in his /her work place. In general, job satisfaction and motivation can contribute to the enhancement in the employee performance.

Job satisfaction has been repeatedly and constantly prized in both humanistic and financial terms. It has been observed that the employees who do quality work are usually the ones who are satisfied with their job. Satisfied employees tend to have high retention rates; they are more dedicated to the organization and tend to yield higher job performances (Arif & Chohan, 2012).

Some other studies have shown that both hygiene and motivation factors have a likewise effect on job satisfaction (Trevor, *et al*.2008), while some have shown that it is only hygiene that is significantly related to job satisfaction, while motivation is not (Rubin, 2009). Moreover, studies done among nurses have shown that best patient care is provided by nurses who are satisfied with their job, and those not satisfied tend to have performances that lead to a decrease in productivity, efficiency and quality of care, and hence raise unwanted costs (Lichtenstein, 2008; Simoens, *et al*.2007), Yet some other studies have associated job satisfaction with demographic factors. For example, Shaha, et al. (2001) associates young age with less satisfaction whereas some other studies like Mottaz (1998) and Bohloko (1999) report the opposite. Also, while job satisfaction has been reported to be significantly correlated with increased professional working

experience in some studies (Benton, 1991; Oshagbemi, 2003; Shaha, 2001; Green, 2000), it has been shown to have no correlation with working experience in some others.

Achoka   Judith S. K et al, January 2014, Motivational factors influencing public secondary school teachers to join the teaching profession in Busia district, Kenya, International Journal of Management in Education · Masinde Muliro University, found out several factors that motivated public secondary school teachers to join the teaching profession in Busia district (Now County)

From the above literature, it is evident that most research done in education indeed was based on educational units in the name of primary schools, secondary schools and universities. Little attention has been given to education offices yet they determine a lot when it comes to provision of education. A lot still needs to be done in the area of education offices and officers who are crucial in the running of the ministry of education matters. This area is largely unexplored as compared to schools colleges and universities. This prompted the researcher to address the existing gap with this research by looking at determinants of job satisfaction among field education officers.

1.2 Statement of the Problem

Job satisfaction of education officers is as important as education itself. Education is a pivotal element for any country's development in the world today. It was one of the eight Millennium Development Goals of the world which ended its mandate 2015. Following the crucial role that education plays under its social pillar which is one of the tenets of Vision 2030 played by the education sector in the country's development, policy makers have enshrined in the country's commitment for development agenda. It is still in the

country's economic pillar for vision 2030. Governments all over the world attach a lot of importance to it. It is always factored in national government budgets of all governments around the world. Changes in reward and recognition can bring about a definite change in work, motivation and satisfaction (Ali and Ahmed, 2009). They confirmed the strong positive effects of monetary rewards and recognition of job satisfaction. Bungoma County has been performing dismally since 2010. This poor performance has been attributed to a number of factors: among them, dissatisfaction of field officers who preside over education matters.

According to Mbugua (1998), a work environment is made up of a range of factors including institutional culture, management styles, hierarchies and human resource policies. According to Orodho (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is key in developing a high performance workforce. Research done by Akala (2002), established that the understanding of teachers in most public primary schools has a positive relationship with the quality and relevance of education. So far, very few researches have addressed the factors that influence job satisfaction of field officers in the area of education. It is therefore the interest of this study to determine the factors that influence job satisfaction of field officers in Bungoma County.

1.3 Purpose of the Study

The main purpose of this study was to examine factors that influence job satisfaction among the field education officers in Bungoma County.

1.4 Research Objectives

This study was based on the following specific objectives:

i.   To determine the influence of work conditions on job satisfaction

ii. To investigate the extent to which government policies influence job satisfaction

iii. To determine the influence of remuneration among field education officers

1.5 Research Questions

The study sought answers for the following research questions.

i.   What is the influence of working conditions on job satisfaction among field office?

ii. What is the influence of government policies on job satisfaction?

iii. What is the influence of remuneration on job satisfaction?

1.6 Significance of the study.

This study will benefit policy makers, non-governmental organizations, civil society organizations and community based organizations in policy-making process and advocacy for the benefits of all stakeholders education sector included. Findings of this study can be used by the Ministry of Education for correction of some of the weak areas that cause job dissatisfaction among education officers. With such corrections, field officers job satisfaction can translate to quality output hence improvement in performance.

1.7 Scope and Limitations of the Study

1.7.1 Scope of the Study

The study was carried out in Bungoma County. Bungoma County is one of the forty seven counties of the republic of Kenya. It had 10 sub-counties at the time of the study namely; Bumula, Bungoma South, Bungoma West, Bungoma Central, Kimilili, Bungoma North, Webuye West, Webuye East Cheptais and Mount Elgon. The study covered all the eleven Sub-Counties headquarter offices and the County Director's office. The State department of Education Science and technology is structured in the following way. At the top is the Cabinet secretary and under him are two principal secretaries in charge of state department of education and another in charge of state department of science and technology. Bellow the principal secretaries are director general of education. Then there are national directors who are six in number. From the national directors there are field officers. The senior-most field officer is the county Director of Education who is in charge of a county. Under County Director of Education are Sub-County Directors of Education who are in charge of Sub-counties. Under Sub-County Directors of Education are departments of Quality Assurance, Examination Statistics and others. From the sub-county we move to the Ward level which is supposed to have officers. This study examined factors influencing job satisfaction of field Education officers in Bungoma County.

1.7.2 Limitation of the Study

This section identified and anticipated difficulties that were experienced during the study.

Some of the limitations identified in the study and proposed management strategies include;

i.   It was anticipated that the respondents may not be willing to respond to the designed tools or worse still, they may not provide honest views on fear of victimization. This limitation was overcome by the researcher having good working relationship with the respondents. It was done by explaining to the respondents the purpose and value of the research and assuring them of the confidentiality of their presented views in the study.

ii. It was also anticipated that all copies of the of research tools may not be returned by respondents after they had been administered. This limitation was rectified by having the researcher administering and collecting the copies of questionnaire personally from the field officers.

iii. Cases of suspicion and mistrust from respondents were noted though, this was addressed through assurance given to respondents in writing that the research was purely for academic purposes.

1.8 Assumptions of the Study

The researcher was set to undertake this study with some pre-assumptions. It assumed that;

i.   Performance of education field officers in Bungoma was influenced by job satisfaction

ii. That the respondents were truthful and accurate to the various questions in the research instrument

iii. The selected factors that were under investigation are responsible for the Job satisfaction/dissatisfaction of education field officers

iv. That an individual's job satisfaction could be measured by means of a survey questionnaire.

1.9 Theoretical Framework

This study was guided by the Herzberg's Two Factor Theory. The Two-factor theory or Herzberg's (1959) (Ruthankoon, 2003) motivation-hygiene theory that was developed by Frederick Herzberg introduced the two factors that influence job satisfaction namely "Motivators" and "Hygiene. Motivators include factors such as recognition, possibility of growth, advancement, achievement, responsibility, and the work itself. On the other hand, hygiene factors include monetary salary, interpersonal relations at work, job security company policies and administration, supervision, working conditions, factors in personal life and status (Tietjen & Myers, 1998). According to Herzberg, the presence of motivators brings job satisfaction and the absence of hygiene factors results in job dissatisfaction. Moreover, the presence of hygiene factors does not result necessarily in increase of job satisfaction, but only reduces or eliminates job dissatisfaction of the employees (Golshan, Kaswuri & Aghashahi, 2011).

Extrinsic factors can be said to be objects or events, which follow from the employee's own efforts in conjunction with other factors or person's not directly involved in the job itself. Pay, working conditions, co-workers, and even supervision are objects in the work

place which have the potential to influence job-outcomes, but which are not a fundamental part of the work. Dealing with others and friendship interactions are sources of extrinsic outcomes, this is shown in the figure below; (Golshan, Kaswuri &Aghashahi, 2011)

Fig 1.1 Herzberg's theory

Working Environment

The working environment of an employee is one of the important indexes of measuring their working comfort and their satisfaction. Since it is a fact that employees spend most of their time in an organization, it is very important for these organizations to introduce and maintain proper working conditions. An organization should provide its employees with all the necessary resources and make it possible for the employee to do a job. This

will help employees to accomplish tasks successfully and which indeed contribute to job satisfaction (Kawada & Otsuka, 2011).

The employees will lose their interests on the job; thus they will not enjoy the assignments if the working environment is inferior and not work friendly. The working environment satisfaction briefly includes the following four dimensions: Firstly, it is the working places' natural environment that includes moisture, brightness, noise, smells and the other environmental factors. Secondly, it is the working places equipment's environment, that is, whether the employee can conveniently obtain and use required tools and facilities. Thirdly it is the working hours and amount of working overtime. Finally, it is about the safety protection in the working place (Kawada & Otssuka, 2011).

Two factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent. Although the two-factor theory has obvious limitations, Herzberg is greatly credited with his substantial contribution to the study of work motivation. He was instrumental in the discovery of job enrichment, a technique widely used in job design. Herzberg (1966), has shown that more satisfied workers will tend to add more value to an organisation. Unhappy employees, who are motivated by fear of job loss, will not give 100 percent of their effort for very long. According to Herzberg, the

hygiene factors prevent dissatisfaction, but they do not lead to satisfaction. In other words they bring motivation to a theoretical zero and, therefore, prevent dissatisfaction.

Pay and Job Satisfaction

Dessler (2012) indicated that employee pay includes all compensation factors which are given to him against his work. Heery and Noon (2001) defined pay through a number of components like basic salary, benefits, bonuses, pay for doing extra work and incentives".

Pay is therefore what an employee receives against his work after fulfilling his assigned duty. This usually includes all types of financial and non-financial rewards. Lai (2011) described pay as one of those satisfying variables which if hindered reduces the dissatisfaction level of employees. If an employee is compensated according to his need, he will easily manage overload work if any emergency occurs. Robbins (2001) described that Herzberg's motivation-hygiene theory tells that salary is one of those hygiene factors which eliminate job dissatisfaction. Salary is a factor which leads employees from dissatisfaction to no dissatisfaction. Expectancy theory stated that people do effort because they want some rewards in term of money, promotion etc. People expect that if they work well in the workplace then their performance will increase and automatically their pay will increase and they will be promoted. This will cause increase in their job satisfaction level (Yaseen, 2013).

Nature of Job

Many years of research in different organizations and jobs have shown that nature of job itself becomes a dominant factor of job satisfaction when employees assess different aspects of their work, like supervision, growth opportunities, salaries, and colleagues and so on. When the job performed by an employee is perceived to be important, this will increase satisfaction level. Work challenges let employees utilize their skills, knowledge and intelligence to deal with complexities involved in their job, as researched by Yoav Ganzach (1998). There is a negative association between intelligence and job satisfaction when complications in jobs are persistent because most of the jobs are not challenging or interesting, hence if the job lacks the perceived element of interest it may cause dissatisfaction among intelligent employees (Mehmood, Irum, Ahmed & Sultana, 2012).

Maslow's Hierarchy of Needs

This theory identifies five levels of needs, which are best seen as a hierarchy with the most basic need emerging first and the most sophisticated need last. People move up the hierarchy one level at a time. Gratified needs lose their strength and the next level of needs is activated. As basic or lower-level needs are satisfied, higher-level needs become operative. A satisfied need is not a motivator. The most powerful employee need is the one that has not been satisfied. Abraham Maslow first presented the five-tier hierarchy in 1942 to a psychoanalytic society and published it in 1954 in Motivation and Personality (New York: Harper and Row).

Level I - Physiological needs are the most basic human needs. They include food, water, and comfort. The organization helps to satisfy employees' physiological needs by a paycheck.

Level II - Safety needs are the desires for security and stability, to feel safe from harm. The organization helps to satisfy employees' safety needs by benefits.

Level III - Social needs are the desires for affiliation. They include friendship and belonging. The organization helps to satisfy employees' social-needs through spoils teams, parties, and celebrations. The supervisor can help fulfill social needs by showing direct care and concern for employees.

Level IV - Esteem needs are the desires for self-respect and respect or recognition from others. The organization helps to satisfy employees' esteem needs by matching the skills and abilities of the employee to the job. The supervisor can help fulfill esteem needs by showing workers that their work is appreciated.

Level V

- Self-actualization needs are the desires for self-fulfillment and the realization of the individual's full potential. The supervisor can help fulfill self-actualization needs by assigning tasks that challenge employees' minds while drawing on their aptitude and training. The diagram below is an illustration of this theory

1.10 Conceptual Framework

The conceptual framework illustrates the perceived relationship between the independent variables and the dependent variables. The dependent variable is job satisfaction while

the independent variables are; working conditions, remuneration and government policies. The research sought to find out whether the independent variables have any effect on the dependent variable.

Fig 1.2 Conceptual framework

Independent variable   **Dependent Variable**

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┌──────────────┐
│ Work         │─────────┐
│ conditions   │         │
└──────────────┘         │
                         │
┌──────────────┐         │              ┌──────────────┐
│ Government   │─────────┼─────────────▶│ Job          │
│ Policies     │         │              │ Satisfaction │
└──────────────┘         │              └──────────────┘
                         │
┌──────────────┐         │
│ Remuneration │─────────┘
│              │
└──────────────┘
```
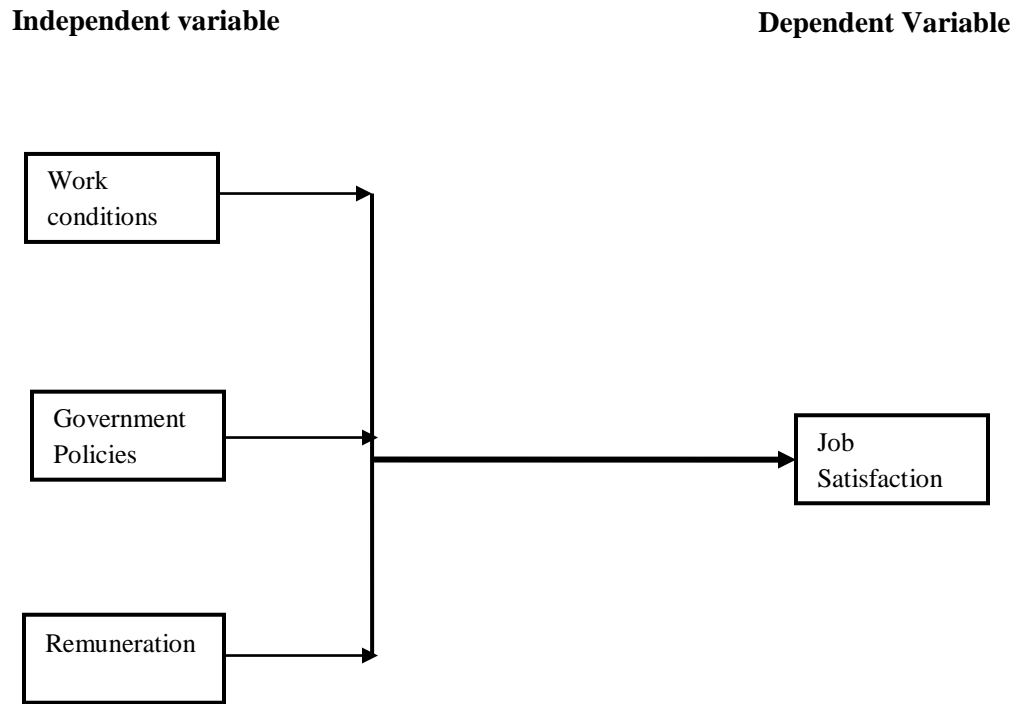
The conceptual framework illustrates the factors that are key to performance and can impact positively or negatively to the officers job satisfaction this includes working conditions, Remuneration of the field officers and government policies being the independent variables effect on job satisfaction (dependent variable).

1.11 Operational definition of terms

The following are the definitions of significant terms:

Job dissatisfaction: Refers to any combination of psychological, physiological and environmental factors that are displeasing to the individual worker and thus preventing him from giving optimum service to the organization.

Job satisfaction: Refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction, whereas negative and unfavorable attitudes towards the job indicate job dissatisfaction.

Performance: To this study performance refers to a summary of measures of the quantity of contributions made by a worker or group for production of work unit in an organization.

Remuneration: Refers to the amount of money a worker receives at the end of the month as salary including allowances and other benefits like medical cover, house allowance, among other benefits.

Working conditions: Refers to the availability of the basic infrastructure like the buildings, enough space, proper ventilation, furniture, games and sports facilities, working tools, safe environment which is free from the health hazards and proper place for the workers to plan and execute.

Policies: To this study, policies refers to principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible.

Field officers: This is a person in an organization with a position of responsibility involving practical activities in a particular area or region.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviewed literature that pertains to the concept of job satisfaction of employees of an organization. It gave introduction, the concept of job satisfaction, remuneration and job satisfaction, working conditions and job satisfaction, level of education and job satisfaction, employees' workload and job satisfaction, summary of literature review, theoretical framework and conceptual framework and ethical issues.

2.1 The concept of job satisfaction

The concept of satisfaction originated from the humanistic school of thought, one of the branches of psychology. The precursor and a supporter of the school was A. Maslow, who believed that people seek to satisfy their needs in a proper hierarchical order. From the lowest level and moving upward, he ranks first physiological needs, then safety, belonging, appreciation and self-realization. According to Maslow, only after feeling satisfaction in meeting the needs of a lower level is there a desire to implement a need on a higher level (Hoffman, 2003).

In the literature of subject, satisfaction is identified as an employee's positive attitude towards the company, co-workers and, finally, the job. The concept of satisfaction refers to the sphere of expectations in relation to the company and is, therefore, a purely subjective notion, but translates into quality of work (Mrzygłód, 2004).

The term "job satisfaction" is commonly used in everyday language and many authors interchangeably use the term "job satisfaction" with "job contentment". In the psychological literature we can find the statement that "contentment is the emotional reaction of pleasure or pain, experienced in connection with performing specific tasks, functions and roles" (Bańka, 2002, pp. 321-350). Job contentment may thus be regarded as the emotional reaction to the situation at work (Ariani, 2012, pp. 46-56). In sociology, we consider this variable in categories related to how each employee assesses his work and what he thinks about it. These categories are dealt with in the same way regardless of whether we are operating with the term "job satisfaction" or "job contentment". Generally, the definition of job satisfaction includes factors that can be grouped into four areas: economic aspects of work, interpersonal relationships, activities and tasks, and working conditions (Herzberg, 1965, pp. 364-376, Locke et al., 1964, pp. 313-319; Zalewska, 2001, pp. 197-218).

Economic aspects of work apply to all quantifiable and financial aspects the employee may obtain for his work but also includes penalties and the possibility of development and advancement. These aspects are part of the motivation system of the organization.

Interpersonal relationships at the workplace are extremely important for employees. This thesis is confirmed by numerous studies concerning satisfaction and job contentment. In this article we will also attempt to prove the above thesis. Interpersonal relationships are mainly about an employee's quality of relationships with supervisors and other employees, his workplace's general atmosphere, his means of communication, whether he can give and receive feedback and recognition from his superiors.

Activities and tasks can be evaluated on a scale that ranges from monotonous and repetitive to varied and interesting. However, the assessment of activities and tasks is a subjective process that is affected by various factors because the employee has to evaluate the excessiveness or deficiency of his tasks, his time pressure, the level of independence and responsibility for the results of his work that he bears, his independence in decision making as well as the content of his work.

Working conditions concern aspects of the work environment that should contribute to the conduciveness and safety felt by employees at the workplace. They include, among others, workplace equipment, tools, computers, cars, telephones and the aspects that are regulated by health and safety regulations.

All of these factors are assessed by an employee in terms of his satisfaction or dissatisfaction. They are partial factors in the organization of motivation systems. Thus, the overall job contentment and job satisfaction of an employee consists of the evaluation of all the individual factors of incentive schemes.

One of the dominant theories of motivation is the two-factor theory by Frederick Herzberg (Zalewska, 2003). Thanks to ongoing research, he demonstrated the existence of two groups of factors that influence satisfaction or dissatisfaction with work. The first group was called the external factors (hygiene factors) and includes supervisors, working conditions, wages and safety. The other group of factors was named the internal factors (motivators). They are so-called higher needs: recognition by others, work performance, accountability and development. According to Herzberg, while the positive assessment of the first group of factors does not increase job satisfaction, and the lack of them is felt

demotivating. The other group of factors contribute to the increase in job satisfaction (Armstrong, 2000; Griffin, 1998; Stride, Wall & Catley, 2007). Herzberg examined the components of job satisfaction and concluded that the use of different programs enriches the content of work, thus making work more attractive and increasing job satisfaction. Proponents of this method claim that they can eliminate the boredom and monotony of work, but there is no certainty that in this way will job contentment increase. The evidence which confirmed that it was the research conducted by, among others, Feina (1970).

Subsequent studies have verified the theory adopted by Herzberg. It turns out that the weightage of attributed factors influencing job contentment changes depending on the job or position held. For example, blue-collar workers appreciate more hygiene factors than motivators as hygiene factors shape their sense of job satisfaction more than motivators do. In contrast, white-collar workers cite motivators as sources of job satisfaction (Harris & Locke, 1974, pp. 369-370).

M. Armstrong mentions, among the basic conditions for feeling job satisfaction, the following elements: a relatively high salary, opportunity for promotion, supervisors, equitable wage system, the integration of co-workers and tasks (Armstrong, 2005, p 220). However, because these individual expectations and needs that Armstrong mentions combined with the ability to satisfy them at work determine the degree of satisfaction that is perceived, the feeling of satisfaction is, as was already stated, marked by subjectivism.

A. Pocztowski believes that the level of job satisfaction experienced by an employee is dependent on the amount of wages, advancement opportunities, management style,

content of work, interpersonal relations, working conditions, work organization, management and corporate reputation (Pocztowski, 2003, p 450). In turn, P. Makin, G. Cooper and Ch. Cox (2000, pp. 82-83) claim that job satisfaction is an emotional mental state in the perception of positive and pleasant which proceeds with the evaluation of their own work or experience. They mention, among others, factors that influence the feeling of job satisfaction as: interesting work, well-paid jobs, the possibility of advancement, good superiors and good relationships with co-workers.

Different authors have different approaches towards defining job satisfaction. Job satisfaction represents one of the most complex areas facing today's administrators when it comes to managing their employees. Job satisfaction is simply defined as the effective orientation that an employee has towards his or her work (Price, 2001). Job satisfaction is a workers sense of achievement and success on the job. Job satisfaction is an emotion, a feeling, an attitude and a matter of perception that result from an employee appraisal at work, Hussami, 2008). It is also defined as an emotional situation related to the positive or negative judgment of job experiences (Lane, et, al, 2010).

They also argued that job satisfaction is personal assessment of individual; for his/her job and work context. Teacher job satisfaction is determined by the degree to which the individual perceives job related needs are being met (Karpin, 2005). Single as well as several factors measures can be used to measure job satisfaction, such anonymous employee satisfaction surveys administered in areas such as empowerment, teamwork, communication and co-workers interaction. Satisfaction of human resource finds close link to a highly motivated employee. Motivated staff then develops loyalty or

commitment to an institution resulting to greater productivity and lower turnover rates. Brudett and Smith (2008) in a study based on a sample of 57 schools in England and Wales concluded that those learning in institutions with abundant learning and teaching resource, favourable student- teacher ratio, commendable workload and good reward and incentive for teachers' performance were better compared to learning institutions which do not provide the same.

It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for ones efforts. Job satisfaction further implies enthusiasm and happiness with ones work. It is the key ingredient that leads to recognition, income, promotion and the achievement of other goals that lead to a feeling of fulfillment (Kaliski, 2007). Job satisfaction also means the collection of feeling and beliefs that people have about their current job. People's level or degree of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also have attitudes about various aspects of their jobs such as the kind of work they do, their coworkers, supervisors or subordinates and their pay (George & Jones, 2008).

Job satisfaction of teachers has been a focus of attention for educational researchers. This is because of links between job satisfaction and organisational behavior such as commitment, absenteeism, and turn over, efficiency and productivity. Okumbe (2012) says that workers are concerned with their working environment for their personal comfort as well as facilitating their efficiency at work. Armstrong (2001), states that the

level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work groups and the degree to which individuals succeed or fail in their work. People are motivated to achieve certain goals and will be satisfied if they achieve these goals. They may be even more satisfied if they are then rewarded by extrinsic recognition.

He argues that work life balance policies define how the organisation intends to allow employees greater flexibility in their working patterns. They can balance what they do at work with the responsibilities and interest they have outside work. Studies also show that if work force is satisfied with their job as well as the organisational environment including its colleges, compensation and leadership, they will be more committed with their organisation as compared to hen they are not satisfied (Okpara, 2004). Researchers have studied the connection between teacher's demographic variables and job satisfaction. Harris (2008) suggested that levels of job satisfaction felt by teachers in similar work environment can vary from one individual to another.

Demographic factors may play a role in the level of satisfaction perceived by teachers. There is consistent evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health (Cherrington, 2006). Cherrington further contend that frustration and despair caused by an unpleasant job permeates an individual's life and make workers feel depressed both on the job and at home. Because employees work harder and better if satisfied with their jobs (Berder, 2000), knowing the factors related to teachers' job satisfaction could help prevent staff frustration and low job satisfaction. Teacher job satisfaction is a source of

motivation that sustains effort in performing tasks required of good teachers (Waston, 2001).

Such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignments, and detailed record keeping to monitor students' progress and for the case of Heads of Departments (HODs), additional administrative duties in their departments. Okumbe (2012) on his study of Levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu Town found out that graduate teachers were satisfied with the job factor of interpersonal relationship only. It also revealed that the levels of job satisfaction among graduate teachers increased with the age, teaching experience and professional grade level.

The review of the above studies on teacher job satisfaction highlights the complexity of job satisfaction. It should not be referred to as single variable but a complex of variables (Sogomo, 2003). Age, professional qualification and teaching experience, all have a positive relationship with job satisfaction score, Karanja (2004).

Aragón, (2007) defined job satisfaction as "job satisfaction is actually an enjoyable and exciting emotional condition which someone get in their work". Job satisfaction is important for reducing turnover rate and increase motivation. Prior studies identified that there are different instrument for managing job satisfaction like pay, recognition and working environment (Mathauer et al., 2006). People will be more committed and more productive during their job if they are more satisfied (Al-Hussami, 2008). Satisfaction and dissatisfaction not only depend of the job but also depend upon employee's expectation about job (Hussami, 2008).

Job satisfaction is considered to be the most important element in the organization. In order to succeed organization must keep their employees satisfied (Wubuli, 2009). RAMASODI (2010) indicated that Job satisfaction is a significant factor in healthcare sector for better performance. If doctors are satisfied then they will be more motivated toward patient care and health care system outcomes will be satisfactory. Job satisfaction is actually a mixture of job role, job responsibilities, incentive and rewards. Job satisfaction is a combination of extrinsic and intrinsic job satisfaction. Extrinsic job satisfaction includes all the external factors like communication style, supervisor co-operation, pay and working conditions while intrinsic job satisfaction includes type of work the worker's do and the duty considered by the employee.

When employee is satisfied he will perform well in workplace. To satisfy employees, organization provides different facilities to employees like to provide good working condition, fairness in job, give promotion and rewards to employees because these are the elements which contribute to employee satisfaction (Parvin & Kabir, 2011). Maslow's theory (1970) shows that need of people starts from basic to high level. These needs are present in every human being. If there is failure to satisfy basic need then next need in hierarchy cannot be achieved. People who have need of security; they will not go to higher needs if they are not satisfied with it.

2.1.1 Theories on job satisfaction

2.1.1.1 Vroom's Expectancy Model

This model suggests that people choose among alternative behaviors because they anticipate that particular behaviors will lead to one or more desired outcomes and that other behaviors will lead to undesirable outcomes. Expectancy is the belief that effort will lead to first-order outcomes, any work-related behavior that is the direct result of the effort an employee expends on a job.

Equity is the perception of fairness involved in rewards given. A fair or equitable situation is one in which people with similar inputs experience similar outcomes. Employees will compare their rewards with the rewards received by others for their efforts. If employees perceive that an inequity exists, they are likely to withhold some of their contributions, either consciously or unconsciously, to bring a situation into better balance.

For example, if someone thinks he or she is not getting enough pay (output) for his or her work (input), he or she will try to get that pay increased or reduce the amount of work he or she is doing. On the other hand, when a worker thinks he or she is being paid too much for the work he or she is doing, he or she tends to increase the amount of work. Not only do workers compare their own inputs and outputs; they compare their input/output ratio with the input/output ratio of other workers. If one work team believes they are doing more work than a similar team for the same pay, their sense of fairness will be violated

and they will tend to reduce the amount of work they are doing. It is a normal human inclination to want things to be fair.

Bowditch and Buono note (see Bowditch, James L. and Anthony F. Buono, A Primer on Organizational Behavior, 4th, John Wiley & Sons, 1997) that while equity theory was originally concerned with differences in pay, it may be applied to other forms of tangible and intangible rewards in the workplace. That is, if any input is not balanced with some fair output, the motivation process will be difficult. Supervisors must manage the perception of fairness in the mind of each employee. If subordinates think they are not being treated fairly, it is difficult to motivate them.

2.1.1.2 Equity Theory

Reinforcement involves four types of consequences. Positive reinforcement creates a pleasant consequence by using rewards to increase the likelihood that a behavior will be repeated. Negative reinforcement occurs when a person engages in behavior to avoid unpleasant consequences or to escape from existing unpleasant consequences. Punishment is an attempt to discourage a target behavior by the application of negative outcomes whenever it is possible. Extinction is the absence of any reinforcement, either positive or negative, following the occurrence of a target behavior. Employees have questions about their jobs. Can I do what management is asking me to do? If I do the job, will I be rewarded? Will the reward I receive be satisfactory to me? Reinforcement is based primarily on the work of B.F. Skinner, a psychologist, who experimented with the theories of operant conditioning. Skinner's work shows that many behaviors can be

controlled through the use of rewards. In fact, a person might be influenced to change his or her behavior by giving him or her rewards.

Employees who do an exceptionally good job on a particular project should be rewarded for that performance. It will motivate them to try to do an exceptional job on their next project. Employees must associate the reward with the behavior. In other words, the employee must know for what specifically he or she is being rewarded! The reward should come as quickly as possible after the behavior. The reward can be almost anything, but it must be something desired by the employee. Some of the most powerful rewards are symbolic; things that cost very little but mean a lot to the people who get them. Examples of symbolic rewards are things like plaques or certificates.

2.2 Remuneration and job satisfaction

In most organizations employees would desire to have pay systems and promotion policies that are just, explicit and in line with their expectations (Okumbe, 2012). Job satisfaction is heightened when employees find their pay fair basing on the demands attached to the job, personal skill level and the overall national standards. Reward and recognition are along others are found to be factors which can in one way and another can have an effect on job satisfaction and motivation of teachers. According to Kimengi (2003) teachers' salary is an important factor which contributes to teachers' job satisfaction. He further suggests that educational planners should come up with police on the importance of increasing teachers' salaries so as to retain its teachers in the teaching profession.

Several studies have established that in most cases job related factors like pay, hours of work, promotion opportunities, job security have an effect on job satisfaction (Brown et al. 2008; Bygren 2004;Capelli and Sherer 1988; Clark et al. 2009; Clark and Oswald 1996; Heywood and Wei 2006; McCausland et al. 2005; Pouliakas and Ioannis,2010); whether the job involves difficult, boredom or risk, (Skalli,et al.2008); established that job is fascinating, prestigious, or demanding (De Jonge and Wilmar, 1998; Katz 1978); and whether the job involves little worker freedom, gives room for learning skill, allows one to be self accomplished for getting something valuable (Bockerman and Ilmakunnas 2009; Clark 1998; Linz 2003). However, the research was done in developed market economies, they found positive responses or association for pay, promotion, security, challenging, interesting, prestigious with job satisfaction (negative responses associated with dissatisfaction) whereas, for hours, difficult, boredom, risk involved, and close supervision are negative correlated to job satisfaction.

However, the significance of pay and benefit in satisfying economic need of an employee could never over emphasis since what employee will gain in his employment relationship is salary and benefit; this statement has been supported by all the writers of job satisfaction in their explanation of determine employee job satisfaction in organisation where they have written similar things like promotion, work itself, supervision.

All these determining factors of job satisfaction when looked at critically it can conclude that the end result for a worker is pay and benefits. There is a correlation between compensation/reward and workers' job satisfaction (Nelson, 2008). As views by Armstrong and Murlis (1994) that reward is a means through which various workers'

need are satisfied. The thus unsatisfied Workers normally reduce workplace morale and lower productivity (Garrett, 1993). Therefore, satisfaction of project participants (site participant) is a vital measure and key factor for success in the construction sector (Nzekwe-Excel, 2009).

A global union federation known as the Education International in their decision came up with a solution on a precondition for success combating corrupt practices among teaching staff, head teacher and education workers in general, is the provision of adequate salary, enabling all educational personnel to make a decent living from their regular work (Sargent and Hannum, 2000). In the United States of America (U.S.A) salary is one of the most important reasons for leaving teaching, especially those with alternative career options, while in China, both level and reliability of remuneration may be important (Sargent and Hannum, 2000). In most circumstances teachers leave their jobs because of a lot work compared to their pay which is low, observed Mbugua (2008), while carrying out a study on motivational needs and job satisfaction of business studies teachers of Nairobi County, Kenya.

According to a study by Baraza (2008) on the effects of rewards on job satisfaction among secondary school teachers in Sirisia/Malakisi Sub County, most teachers do not recognize the TSC as a caring employer that provides for their needs in terms of security and sometimes their requirements for special financial help. In his research findings, Baraza (2008) observed that money is the main reason for working in many cases in developing counties, although there are many other factors that people take into account

when deciding to take or remain in a job. Financial rewards are important as far as motivation is concerned but does not satisfy all the needs.

Shiundu and Omulando (2012) noted that wastage as experienced in most developing countries result from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to a more lucrative and satisfying job.

Heery and Noon (2001) defined pay as payment, in which include many components like basic salary, benefits, bonuses, pay for doing extra work and incentives" According to Erasmus, van Wyk and Schenk (2001) define pay, "is what an employee gets against his work after fulfilling his duty, include all type of financial and non financial rewards". Martocchio (2008) described that compensation include both intrinsic rewards and extrinsic rewards. Extrinsic rewards include monetary and non monetary rewards. Non monetary rewards include things apart from basic pay like benefits. Money is the indicator of motivation.

Employee"s performance will increase if they are highly paid. Money is considered as the reward which is given to employees against work, to support their family, and payment for the work which is done. Barton (2002) suggested that organization should take into account financial rewards like salary because it has strong influence on employee motivation and retention. Dessler (2008) indicated that employee pay includes all compensation factors which are given to him against his work.

Cowin's (2002) indicated pay is an important component for the retention of nurses because if they feel inequality regarding pay between their profession and others"

profession, they got dissatisfied and disappoint with their profession. Less pay as compared to work done is one of that extrinsic factor which is responsible for job dissatisfaction (Robbins, 2003).

Yang, Miao, Zhu, Sun, Liu and Wu (2008) suggested that, in Chinese forces it is considered that pay and satisfaction influence each other. Pay has direct influence on satisfaction level of employee. NL (2012) described that pay is one of those satisfying variable which hindered reduces the dissatisfaction level of employees. If an employee is compensated according to his need, he will easily manage overload work if any emergency occurs. E.g. if earthquake comes or flood comes and nurses have to work overtime, they will happily do it. So remuneration is most satisfying factor. Robbins (2001) described that Herzberg"s motivation-hygiene theory tells that salary is one of those hygiene factors which eliminate job dissatisfaction. Salary is a factor which leads employees from dissatisfaction to no dissatisfaction. Expectancy theory described that people do effort because they want some rewards in term of money, promotion etc. People expect that if they work well in the workplace then their performance will increase and automatically their pay will increase and they will be promoted.

Dessler (2012) indicated that employee pay includes all compensation factors which are given to him against his work. Heery and Noon (2001) defined pay through a number of components like basic salary, benefits, bonuses, pay for doing extra work and incentives". Pay is therefore what an employee receives against his work after fulfilling his assigned duty. This usually includes all types of financial and non financial rewards.

Lai (2011), described that pay is one of those satisfying variables which if hindered reduces the dissatisfaction level of employees. If an employee is compensated according to his need, he will easily manage overload work if any emergency occurs. Robbins (2001) described that Herzberg"s motivation-hygiene theory tells that salary is one of those hygiene factors which eliminate job dissatisfaction. Salary is a factor which leads employees from dissatisfaction to no dissatisfaction. Expectancy theory described that people do effort because they want some rewards in term of money, promotion etc. People expect that if they work well in the workplace then their performance will increase and automatically their pay will increase and they will be promoted. This will cause increase in their job satisfaction level (Yaseen, 2013)

2.2.1 Nature of Job

Many years of research in different organizations and jobs have shown that nature of job itself becomes a dominant factor of job satisfaction when employees assess different aspects of their work, like supervision, growth opportunities, salaries, and colleagues and so on. When the job performed by an employee is perceived to be important, this will increase satisfaction level. Work challenges let employees utilize their skills, knowledge and intelligence to deal with complexities involved in their job, as researched by YoavGanzach (1998).

There is a negative association between intelligence and job satisfaction when complications in jobs are persistent because most of the jobs are not challenging or interesting, hence if the job lacks the perceived element of interest it may cause dissatisfaction among intelligent employees (Mehmood, Irum, Ahmed &Sultana, 2012).

2.3 Working conditions and job satisfaction

According to ILO, the necessity of prioritizing human resource development in educational systems cannot be overemphasized. Among the strategies for action that will contribute directly to an improvement of the quality of education is a sustained investment in the professional development of teachers and improvement of their working and employment conditions. Akiyeampong and Bennel (2007) outlines that, poor working conditions especially in rural schools contribute to the vicious cycle of high turnover rates especially among secondary school teachers.

Studies show that the environment in which people work has a tremendous effect on their level of pride both for them and for the work they are doing. Naturally, employees prefer working conditions that they view as safe and comfortable to develop more sense of satisfaction from their work (Price, 2007). Research on South African doctors' job satisfaction (Emerald, 2008) found that overall doctors were dissatisfied with their work.

Among the variables measured, the study cited that doctors arc highly dissatisfied with practice environmental pressures and work setting. The study suggests that opportunities for enhancing doctors job satisfaction exists so long as management works in collaboration with doctors to provide the specific working conditions that health professional desire. Additionally, most employees prefer working relatively close to home, in clean and relatively modem facilities and with appropriate tools and equipment.

Working conditions and work environment on which the teachers work have a great impact on their satisfaction. Working conditions and work environment are catalysts to more satisfied employees, Brian Hill, Demand Media.

Luthans (1999) notes that, people are concerned with the working environment in which they operate. They look out for their personal comfort as well as the environment that facilitates efficiency at the place of work. He adds that features such as temperature, humidity, ventilation, lighting, noise and cleanliness of the work place and adequate tools and equipment affect employees' job satisfaction The environment on which people work has a tremendous effect on their level of pride for themselves and for the work they are doing. Nice and comfortable chairs, desks, pavements, recreational facilities like televisions in the common rooms, internet connectivity, and smart boards can make a whole difference to an individual's psyche.

In the article by Agbogunon employee satisfaction, job satisfaction involves physiological needs such as provision for drinking, eating and resting in a manner that relaxes the worker.

Working conditions and work environment in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. Ellis and Dick (2002) suggested that the status working conditions of teaching had to be improved in ways compared to other college graduates. For example, most primary and secondary schools teachers have limited access to an office, computer, telephone, or security. Compensation is also not comparable to job requiring similar levels of education and activity and the work load is large that it denies many, if not most teachers the right to excel in teaching without undue hardship and personal sacrifice.

Dessler (2012) indicated that employee pay includes all compensation factors which are given to him against his work. Heery and Noon (2001) defined pay through a number of components like basic salary, benefits, bonuses, pay for doing extra work and incentives". Pay is therefore what an employee receives against his work after fulfilling his assigned duty. This usually includes all types of financial and non-financial rewards.

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An employee's overall satisfaction in his job is the result of a combination of factors. The management's role is to enhance an employee's job satisfaction by creating positive work environment (Allen, 2010). Okumbe (2012) says that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee

accomplish task more effectively contributing to job satisfaction, (Darling Hammond, 2010). The employees' morale will be high in tasks they are assigned to do.

According to Mbugua (2008), a work environment is made up of a range of factors including institutional culture, management styles, hierarchies and human resources policies. Employee satisfaction is the degree to which employees feel personally fulfilled and contented in their job roles. Employee turnover is the rate at which employees leave their employers, whether voluntarily or otherwise. These three distinct concepts are inseparably linked; work space environment greatly influence employee satisfaction, which in turn directly affects employee turnover rates.

In the Kenyan context, the situation of high teacher turnover is not any different from the global and regional trends (Orodho, 2013).Not only is there a shortage of qualified teachers in Kenyan schools, but also teachers are leaving the profession to take up non-teaching employment (Oketch & Ngware, 2012). According to Orodho (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key developing a high performance workforce. Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental physical well-being, (Robbins,2003).Robbins goes further to advocate that working conditions will influence job satisfaction as employees are concerned with a comfortable physical working environment which influence job satisfaction. He goes further to say that fairness is an equal treatment receiving the same services and benefits as competent leaders are essential to the success of the school.

VSO Ethiopia (2010) commented on how lack of basic amenities such as desks, chairs, tables, benches, made the teaching more difficult: "if there aren't enough desks and benches, chairs and tables the teacher is suffering and the teaching process is not good". Leshao (2008) found out that in Kenya FPE was introduced without prior preparation and teachers had a feeling that the lack of preparation was a cause of low motivation. Sogomo's (2003) findings in the study of job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar. He proposed that the work environment in the school should be such that it enhances teachers' sense of professionalism and in turn decreases their dissatisfaction. The work characteristics for the teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

2.3.1 Physical Work Environment

This is the working environment that deals with the physical or tangibles at the setting where job is performed. It includes things like machinery, office layout, temperature, ventilation and lighting. It also includes noise level and space. Aspects of work such as heat, noise, and lighting have been shown to affect a number of psychological processes in both direct and indirect ways. Noise, for example, may impair the cognitive performance of certain kinds of tasks.

The physical work environment setting can impact on the level and nature of social interaction between co-workers. The design of open plan offices, for example, and other aspects of the physical lay-out may determine the kinds of interactions that can take place (Sundstrom, et, al, 2006). The physical environment may offer more or less physical

safety. A study by (Barry & Haynes, 2008) found that whenever there is an improvement in the physical design of office building, productivity through employee performances is increased by about 5-10 percent.

Similarly, (Chandrasekar, 2011) concluded that the type and quality of lighting system at the workplace promotes working experience of employees which then results to increased productivity. Again, Sarode and Shirsath, (2014), findings revealed that lighting, noise, colour and air quality impact employee productivity. Concerns about accidents or injury are also likely to have some effect on psychological well-being.

The working environment of an employee is one of the important indexes of measuring their working comfort and their satisfaction. Since it is a fact that employees spend most of their time in an organization, it is very important for these organizations to introduce and maintain proper working conditions. An organization should provide its employee's with all the necessary resources and make it possible for the employee to do a job. This will help employees to accomplish tasks successfully and which indeed contribute to job satisfaction (Kawada & Otsuka, 2011).

The employee will lose their interests on the job, thus he will not enjoy the assignments if the working environment is inferior and not work friendly. The working environment satisfaction briefly includes the following four dimensions: Firstly, itis the working places" natural environment that includes moisture, brightness, noise, smells and the other environmental factors. Secondly, it is the working places" equipment's environment, that is, whether the employee can conveniently obtain and use required tools and facilities.

Thirdly it is the working hours and amount of working overtime. Finally, it is about the safety protection in the working place (Kawada &Otssuka, 2011).

2.3.2 Psychological Work Environment

The psychological work environment can be considered particularly as those elements of the workplace which are pertinent to worker conduct. By behaviour, the three related types of psychological phenomena are considered: affect (e.g. emotions, mood, psychological symptoms, affective disorders); cognitions (e.g. attitudes, perception, decision-making); and behaviours (e.g. effectiveness, absence, motivation). The psychological work environment is therefore the set of those characteristics of work environment that affect how the worker feels (Brown, 2008).

The psychological work environment provides a good description of the mental activities that a worker undertakes during working hours or at post. Psychological work environment include good descriptions and references to other sources of information on stress, bullying, working requirements, cooperation and conflict, etc. Stress and well-being are themes within the psychological work environment.

Workers think about the following but not limited to, the nature of work, wages that will be earned, opportunity for growth and the like. These factors affect the level of contentment of an employee and in effect impacts on his or her performance. A study by Mohamed, (2005) found that, when there is a significant change in compensation, promotions and benefits, workers become satisfied and increases productivity.

2.3.3 Social Work Environment

The social work environment deals with relationships at job settings. It includes communication styles, relationship between superiors and subordinates. It also includes relationship among coworkers, the readiness of others to assist and team work. To achieve a progressive work environment, personal respect for personnel at every levels of an establishment is vital in operations. Personal respect in the workplace includes but not limited to such issues as discrimination and segregation based on age, gender or racial background, sexual harassment and the role of personal politics in forming workplace relationships. According to Amible, and Kramer, (2011) there is the need for managers to play the role of facilitators to help address work barriers to improve productivity.

George & Jones (1999), who stated that because of poor working conditions, many employees feel dissatisfied. The working conditions include office space, equipment, comfortable chairs, air conditioning, tools etc. When working environment is good for an employee, then his/her productivity level automatically goes up. Stephen P. Robbins (2001) further advocates that working conditions will influence job satisfaction, as employees are concerned with a comfortable physical work environment. In turn this will render a more positive level of job satisfaction. Miller, Erickson & Yust (2001) forwarded their view that employees get benefited by work environment that provide sense of belonging. According to Ramlall (2003), positive and good work environment is directly related to employee retention and employees feel they are heard and valued.

2.2.4 Team Cooperation

A smooth teamwork is one of the important conditions necessary to guarantee a harmonious working atmosphere. It is also an important factor that influences employee satisfaction. The satisfaction on team cooperation can be reviewed from the following aspects: Firstly, it is the situation of satisfaction and trust in terms of the direct leader"s ability specifically including mutual respect, trust, support and guidance between the superior and subordinates. Secondly, it is the satisfaction based on colleagues" cooperation. It notes that the employee has mutual understanding, good cooperation, support and interpersonal relationship with the other members. Thirdly, it is the team"s gross responsibilities and similarity of knowledge, conceptions and also value orientation.

A co-worker is a person who holds a position or rank similar to that of an employee in the same business. Co-workers are a distinct part of the working environment, and employees are expected to work harmoniously with other employees (Iqbal, 2010). People seek friendly, warm and cooperative relationships with others, not only for what these relationships produce in the immediate present, but also for what they provide in those times of need, such as social support. Bagraim, Cunningham, Potgieter &Viedge(2007) suggest that employees should be technically, emotionally and socially supportive of one another.

Harmonious interactions between an individual and their fellow employees, as well as interactions between other fellow employees with each other, have a positive influence on an individual's level of organizational commitment and job satisfaction (Iqbal 2010).

Harmonious interactions with co-workers have been found to have a positive influence on an individual's level of job satisfaction (Ladebo, Awotunde&AbdulSalaam-Saghir,2008).

Job Security

Job security describes an employee's subjective feelings about the future security of his/her employment situation. These feelings are said to vary from individual to individual. These job security feelings are the result of real-life experiences in the labour market (Emberland & Rundmo, 2010). According to Klandermans, Hesselink and Van Vuuren (2010), employees who perceive job insecurity are considered to be less Motivated and in their jobs.

Employment security is desirable for employees, who rank it as one of the most important factors for their commitment to an organization. Job security also plays a very important role in reducing employee turnover, as well as maintaining stable employment relationships in organizations. In addition, job security is essential for retaining human capital investment as well as reducing workforce screening and selection costs (Origo & Pagani, 2009). Employees no longer believe they can depend on businesses for job security, and this belief change has caused a shift in the psychological contract between businesses and their employees (Origo & Pagani 2009). According to Chan (2011) there is a positive relationship between job security and employee job satisfaction.

2.4 Effect of policies on job satisfaction

Job satisfaction depends, among others, on organizational policies and procedures (Furnham, 2005). According to the constructed job strain model by Karasek (1979) heavy

job demands and low decision latitude, which is associated with decreased autonomy, are leading to less job satisfaction and mental strain. When job demands are matching with a certain degree of decision latitude and autonomy within job resources to make decisions, employees will be more satisfied with their work and the confederate job demands. The perception of the job demands and job resource sand autonomy within a certain working environment of an employee are of great importance when it comes to job satisfaction (Herzberg, Mausner, & Snyderman,1959; Arches, 1991).

According to Jeet and Sayeeduzzafar (2014) a well-organized and appropriate human resource policy increases job satisfaction and hard work among employees within an organization. It also promotes efficiency, motivates workers and stimulates employee performance, hence increasing job satisfaction and productivity among workers (Memon, 2010).

Herzberg, Mausner and Snyderman (1959) suggest that job satisfaction will be low where organizational policies and employees" expectations do not match. Van Saane, et.al. (2003), adds that an adequate match between the characteristics of individuals" skills, goals, and values and the characteristics of organizations such as culture, values, goals, and resources are significantly related to employees" job satisfaction. The performance of organizations is largely based on people"s skills, talents and levels of experience. Due to this, training and provision of appropriate human resource policies is fundamental in achieving proficiency and job satisfaction among staffs (Kwenin, Muathe & Nzulwa, 2013).

Ahmad, Osman-Gani and Teng (2009) commends that an organisation that is concerned with the planning of its skilled work force and their education do a good job in ensuring effective and efficient succession. Human resource training and development function plays an important role in developing a learning organization that exploits full potential of its people at an individual, team and organizational level.

Human resource policies should be able to keep the right balance among organizational staff, build morale, improve quality, develop teams and productivity through rewarding employees, promoting and developing them for effective organizational performance (Barbeito, 2004). In this way, they promote positive work attitudes and behavior among employees.

Human Resource policies with respect to stimulating performance evaluation mechanism, performance based reward mechanism and career growth and promotion opportunities affect workers" decisions to stay or quit a job (Barbeito, 2004). Employees always look for career growth opportunities and in this context human resource policy functions stimulate employees to stay in the current job (Memon et al., 2010).

Cho et al. (2006), emphasized that organizational policies and Human Resource practices in quest of employee retention will outperform the competition. Griffeth et al.(2001), categorically explained the significance of human resource policies and its impact on employee retention. Similarly, proficiently planned and well-executed employee retention program enhances productivity and reduces employee turnover expenditures (Sutherland, 2004).

Human Resource policies with respect to stimulating performance evaluation mechanism, performance-based reward mechanism and career growth and promotion opportunities affect worker"s decisions of either staying or leaving a job. Employees always look for career growth opportunities and, in this context, Human Resource policy functions stimulate employees to stay in the current job. Large number of research has been conducted on the role of Human Resource policies in mitigating voluntary turnover, and in each of the studies, the conclusion is that Human Resource policies go a long way to affect employee retention.

Employee performance appraisal is used to measure employee workplace performance and improving performance (Taylor, 2004). It is asserted that the impact of fair performance appraisal process on employee retention is positive as Kuvaas, (2008) contends. Memon et al.(2010), explained that performance appraisals are designed to relate pay to performance irrespective of intensity of performance and goal achievement.

Employee recognition policy will help to retain quality employees and encourage low performers to improve with the changing scenario. Effective implementation of the employee recognition function will play a key role in enhancing motivation within the organization. Kim (2008), sturdily advocates that employee recognition based on his performance beside with role and value admirations persuades and supports a satisfying personal life and inspire worker loyalty and commitment. He further stressed that exceptional employee performance should be recognize and particularly to link pay and incentive to performance.

2.4.1 Reward policy

A reward policy is a basic element which indicates how much employees gain by dedicating their time and effort towards the achievements of company objectives (Sutherland, 2004). It spells out the monitory and non-monitory benefits of employees as a compensation for their dedicated effort (Mejia et al., 2001). A well designed reward policy can be used as a tool for attracting, motivating, and retaining employees within an organizational (Terera & Ngirande, 2014). For this to happen therefore, managers ought to design attractive reward policies in order to attract and retain valuable employees and increase job satisfaction (Gohari, 2013).

Reward policy is designed in form of scales, whereby employees are rewarded on the basis of their qualifications, work experience and particular contributions towards the university. Gohari et al., (2013) maintains that when employees are rewarded on the basis of merit they get motivate to work hard so that they can gain from such rewards that are attached to good performance. This is true for scholars like, Scott (2010), Chepkwony (2014), and Agwu (2013) who contended toward similar thought. However, a reward policy can be detrimental to an organization if it is unfairly designed. This is because it will act as a demoralizing tool that affects employee job satisfaction thus lowering organizational productivity (Edirisooriya, 2014).

Most organizations clearly define policies on employee compensation and benefits by stating what employees are entitled to in terms of compensation and benefits. Examples of compensation and benefits policies include: salary administration, information on

salary scale or the rationale for determining salaries and conditions for pay increases, timekeeping and Payroll.

The benefits surrounding paid or unpaid time off, including vacation, holiday, sick leave, bereavement leave, leave without pay, maternity and paternity leave, home leave, time off to vote and jury duty. If the organization has offices in different countries, it may have to establish different leave policies in each country to ensure compliance with national laws.

Other benefits are additional kinds of compensation that an organization can offer, such as health insurance or medical compensation, workers compensation insurance, death benefits, pension/retirement plans, professional development benefits, termination pay and bonuses, among others. Shoaib, Noor, Tirmizi and Bashir (2009), recognize that employee rewards are very important since they have lasting impression on the employee and continue to substantiate the employees' perception of their value to the organizations they work with. Moreover, they contend that employees judge the quality of their job in the intrinsic satisfaction and the personal reward they earn from their work. Using intrinsic rewards to increase employee commitment and retention is achievable in all organizations. Sutherland (2004), demonstrates that reward is the basic element which indicates how much employees gain by dedicating their time and effort towards the achievements of company objectives, therefore employers have the responsibility to designing an attractive reward package to attract and retain valuable employees.

Shoaib et al. (2009), also attest that it is important for employers to know the value employees place in their reward systems and to formulate strategies that address equitable

and adequate reward for their employees. When appropriate reward strategies are understood and embedded in the organization's culture, productive employees remain (Shechtman, 2008).

A valued employee is more likely to stay in employment than an unvalued employee is. Sutherland (2004), argues that reward systems ought to be a significant sphere of innovation for employers. The increasing diversity of the workforce, she states, suggests the need for more creative approaches to tailoring the right rewards to the right people. She concluded that recognition and reward are part of a more comprehensive effort at keeping workers or adopting good workplace practices, which can contribute to increased retention. Recognition programs are an important component of an employee retention plan. The importance of these kinds of program is rooted in theories of positive reinforcement.

Previous studies have demonstrated that pay affects job satisfaction (Danish, & Usman, 2010; Saleem, et.al 2013). Employees expect a certain level of monetary rewards for their organizational contribution, and pay constitutes a quantitative measure of an employee's worth. In order to compete for the most talented workers, companies need to provide attractive and equitable pay. It has been argued that pay is a motivator for many employees initially, but it is not a powerful motivator over the long term. The role of pay in attracting and retaining people at work has been recognized for many decades and is increasingly important in today's competitive, economic environment where strategic compensation planning is needed (Jackson & Schuler, 2006).

2.4.2 Promotion Policy and Job Satisfaction

Promotion policy defines the procedures in which an organization can elevate or change employees from their current positions to higher positions of service within an organization. This policy aims at rewarding employing for their past performances and encouraging them to continue their effort toward the growth and development of the organization (Bohlander, 2001).

A promotion policy based on qualifications and the principle of merit with clear career opportunities and the prospect of accessing higher positions with greater responsibility is a prerequisite for an attractive career development system. Promotion happens when an employee makes a shift in the upward direction in organizational hierarchy and moves to a place of greater responsibility (Wan, Sulaiman, & Omar 2012). Promotion can make a significant increase in the salary of an employee as well as in the span of authority and control. It will help the competitors to identify the most productive employees in the business world at the same time the employees are being recognized by their own organization. The employees themselves feel to be an effective contributor and thus will be more satisfied with their job.

Promotion can be used as an incentive tool. It is a way of rewarding the employees for meeting the organizational goals thus it serves as a mean of synchronizing organizational goals with personal goals (Muhammad & Akhter, 2010). According to Rosen (2012) the deciding factor for the position of any individual in the hierarchy is his talent, higher the level of talent in any individual higher will be his position in the hierarchy. Promotion has its importance due to the fact that it carries with it a significant change in the wage

package of an employee (Murphy, 1985). Thus, a raise in salary indicates the value of promotion (Naveed, Usman & Bushra 2011). Promotion follows a defined set pattern which is outlined in the employment bond (Wan et.al 2012). There is a consensus among the researchers that job satisfaction is strongly associated to opportunities for promotion (Mustapha& Zakaria, 2013). The positive relationship between job satisfaction and promotion is dependent on perceived equity by employees (Muhammad & Akhter, 2010).

As compared to recognition and achievement the degree of promotion has a stronger impact on job satisfaction. Bohlander, (2001) advocates that the aspiration to be promoted emanates from the desire for social status psychological growth, the desire for justice. Therefore, management should commemorate that promotion furnishes a positive motivating tool in ensuring that the employee attains goals at a higher level.

The level of promotion has a stronger impact on job satisfaction as compared to recognition and achievement. The promotion to the next level will result in positive changes such as pay, autonomy and supervision, (Naveed, et.al 2011). However, Mustapha and Zakaria, (2013) warns that those top achievers promoted too quickly can result in dissatisfaction amongst loyal, intelligent but less creative senior workers. The human resources department, at most times, is constantly asked the question "does the job position entails opportunity for advancement (promotion).

Bohlander, (2001) advocates that the wish to be promoted stems from the desire for psychological growth, the desire for justice and the desire for social stays. Management should therefore bear in mind, that promotion can serve as a very positive motivating tool in ensuring that the employee attains goals at a higher level. Organizations that have

sufficient scope for promotion tend to foster job satisfaction among employees (Muhammad & Akhter, 2010) than those that do not give such opportunities. Worth to note also is that, fair adequate promotional chances according to employee's ability and skills makes employee more loyal to their work and become a source of pertinent workability for the employers in form of increased efficiencies and job satisfaction (Danish & Usman, 2010). In this regard, institutions ought to ensure equity in the promotion of staffs if they are to maximize employee job satisfaction and efficiency in work performance. Career development is directly linked to the satisfaction of employee in a way that employees feel value from their supervisors and organization as their goals are being focused and achieved, they get recognition because along with their own goals organizational goals are also being satisfied. So employees become more satisfied with their job and would never want to leave the organization and also organization wants to retain its golden employees to achieve its objectives and long term corporate goals.

In this highly competitive corporate world, promotion can help the competing firms to trace the most productive participant of one organization to be worth hiring for another organization (Naveed, et.al 2011). In such a way the promotion highlights am employee in the external environment and realizes his worth in the internal environment. According to Phillips and Connell, (2008) promotion enhances the yield of an organization when an employee climbs a promotion ladder on the basis of his seniority and resultantly he gets an increased wage rate.

However, according to Owusu, (2012), promotion does not consider to be an incentive device, thus the optimal results cannot be generated by promoting the employee in the

organization. There is a more failure rate when the employees are hired externally than when they are promoted internally (Kelly-Radford, 2001). The impact of wage raise, a result of promotion, is found to be more significant than fixed income on job satisfaction (Wan, Sulaiman, & Omar 2012). According to Shields and Ward (2001) the employees who are dissatisfied with the opportunity available for promotion show a greater intention to leave the organization. Pergamit and Veum (1989) established that greater the chances of promotion higher will be the job satisfaction of employees. Apart from job satisfaction, the employee satisfaction is determined by satisfaction with promotion. When employees perceive that there are golden chances for promotion they feel satisfied for the respective place in the organization (De Souza, 2002).

2.4.3 Training and Development Policy, and Job Satisfaction

Kennedy, (2009) defines training is as a planned activity aimed at improving employees „performance by helping them realize an obligatory level of understanding or skill through the impartation of information. Armstrong (2000) also defines training as an organized process to amend employee proficiencies so that they can achieve its objectives.

According to Armstrong (2006), some of major organizations provide opportunities of personal growth and development for its employees. Employees learning means to develop firms' resource based capability. According to Human Resource Management principle it is necessary to invest in employees in order to develop human capital required by firm and to increase its stock of knowledge and skills. According to (Barney, 1991) the skills and knowledge that an employee has which comes from learning and training

generates a stock of productive capital. So it is very much important for a firm to develop conducive leaning and innovative environment.

Armstrong (2006) further says that organizations also provide training to its employees in order to achieve its objectives by adding value to the people it employs. Organizations invest in people in order to improve their performance and make them use their natural abilities.

The purpose of training is to develop the competence of employees and to help employees to grow within the organization. Effective training can: reduce learning costs, improve individual, quality and overall productivity, can attract people by providing training and development opportunities, develop a positive culture in the organization and can increase employees' level of satisfaction.

Bell (2012) further adds that some firms also provide coaching for development which is a process of building a working environment which enhances the development of skills and the performance of employees. Development is to identify the activities of to prepare staff for greater scope in their current or future positions. Employee development increases personal growth and job satisfaction of employees. Such development increases staff productivity and performance, increases employees retention, motivate employees and enables staff to respond quickly to change. From employee point of view it is important because it helps employee to grow, keeps skills current, increases employee's involvement in decision making and provide greater visibility and exposure to information

Malaolu and Ogbuabor, (2013) described training as a very formal, systematic and step wise process, in other words it's a systematic acquisition of skills, rules, concepts or attitudes that result in improved performance in another environment". Recent trends show that employees now have a desire to obtain fresh skills. Particularly in technical skills because acquisition of skills provides job security as compared to seniority (Piore, 2008). As a result employees look for organisations that are prepared to afford them some training and development opportunities. This can be in the form of bursaries on the job training and ongoing development opportunities.

Training and development is any attempt to improve current or future employee performance by increasing employee ability to perform through leaning (Schuler, 2005). It is considered pertinent in developing intellectual capacity through building employees competencies and optimizing their contribution towards the organization (Nassazi, 2013). Training and developing employees not only helps an organization to create a pool of qualified replacements for employees who may leave or be promoted to other positions of service, but also enables business to make use of advanced technology and to adapt easily to changing environmental conditions through increasing employee efficiency and job satisfaction, (Kennedy, 2009). Nonetheless, the study indicated high levels of training and development, offered in form scholarships, seminars and workshops is an indication that the institution values skills development among its staffs.

Receiving training that enhances skills and capability is a key component of what potential candidates look for in jobs hence organizations failing to provide adequate employee development initiatives will fail to attain optimum level of employee

satisfaction and will face turnover issues. Hertzberg (1968) proposed training to be a hygiene factor thus training may not be a primary cause of employee satisfaction but on the contrary Rowold (2008) in their empirical study found training was specifically designed to accomplish an explicit goal: enhanced job satisfaction likewise Kennedy, (2009) specified training brought changes in on the job behavior, the benefits of this were established in the study by Khan, et.al (2011) some of them are improved productivity, employee satisfaction, reduced turnover and willingness to accept strategic and organisational change.

Schuler, (1995) suggested the categories of job satisfaction that can have an impact that comes from training. One is intrinsic that may come from performing task well or being able to apply the skills learnt, it infuses a sense of being developed and having an increased competence whereas extrinsic job satisfaction comes from extra earning that comes from improved job performance, the ability to perform the task, applying the skills and improved job performance stem from the learning that comes from training.

Kelly (2001) found that training investment first generates a negative effect on results (deriving from the cost of the same), which later become positive, as far as the transfer of knowledge to the post is concerned. This effect can also be explained by taking into consideration that if employees perceive that the organization is interested in training them and giving them confidence and intends to count on them in the long-term future, they will make more effort and be more effective in their work. In terms of the Theory of Resources and Capabilities, this may involve barriers to mobility and an improvement in the organization to the extent that it can achieve higher revenue.

Ling (2007) notes that training and development are viewed as expensive investments for a business organization and is often neglected during recession. The author cites a reason as the value and contribution could not be effectively ascertained. Ling (2007) mentioned that in most studies relating to training effectiveness, the focus was on establishing the relationship between training system or practices or factors (individual and organizational) with training effectiveness, with emphasis on objective, content, organizational factors, expenditures, duration of training, coverage of employees, delivery methods, profitability, growth and overall organization performance.

IAEA (2003) states that while it is abundantly clear that training can provide added value, a measured, isolated, determination of training effectiveness is difficult because personnel performance depends not only on training, but also on many other factors such as supervision, procedures, job aids, pre-job briefings, management expectations, and the experience and motivation of the workforce.

Abbas and Yaqoob (2009) noted that training and development are designed to skill employees so they can perform well. This can be done by formally developing Training and Development programs or informally through on job training. Insufficiency in knowledge and skills may result into conflict with organizational goal achievement and eventually affecting organizational performance. The authors concluded that training and development influences employee performance

The study of Linz (2003) among Russian workers agreed with the above assertion and maintained that Workers reporting high levels of job satisfaction tend to be those who have a high expectation of receiving intrinsic job characteristic, by developing additional

skills, learning new things, accomplishing something worthwhile and all this is possible to achieve through training. Wood, (2004) in their study identified that training of employees does not only positively relates to employee job satisfaction but also contributes in building a negative relation to turnover cementing the assertion of Piore, (2008) who stressed on failure to invest in training labor turnover. The researches support the conjecture that offering talented employees training to keep them current on their job functions and allowing them to learn new skills can be utilized to improve satisfaction with the organization.

Training acts as a pathway for learning, Learning and development is an important factor in creating a sense of progression and purpose that leads to organizational commitment (Armstrong, 2009). Nassazi, (2013) found that training positively impacts productivity, which results in higher level of customer and employee satisfaction thus increasing brand value. Malaolu and Ogbuabor, (2013) in their study, revealed that training can reduce probability of failure as training effects performance, enlarges the skill base and develops the level of competence, It helps in developing climate for learning which not only aids in training to flourish but also supports self-managed learning practices like coaching and mentoring.

Schuler, (1995) discovered that employee's perceived lack of and development contributes to higher incentives to learn posed a challenge in motivating and retaining employees while it threatened satisfaction of employees at work. To meet this challenge Wood, (2004) made it imperative on the organization to support employees in developing their careers.

2.4.4 Employees Occupational Health and Safety and Job Satisfaction

The safety literature defines safety climate as a coherent set of perceptions and expectations that workers have regarding safety in their organization. The term occupational health and safety describe all the factors and conditions that affect health and safety in the workplace, or could affect health and safety in the workplace. Organizations that are committed to health and safety have policies that guide both management and employees in ensuring that the working environment is injury free for their workers.

The views of Mathis and Jackson (2004), occupational health refers to a general state of physical, mental, and emotional well-being of a worker. This presupposes they all share the same view that a healthy worker is the one who is free from illness, injury, mental and emotional problems that may impair his normal work activity or routine. Others see it as activities, processes, or procedural strategies to protect and promote the health and safety of workers. That is, to eliminate all factors, behaviors and conditions hazardous to human health and safety at work. OHS enhances the physical, mental and social well - being of workers, and supports the development and maintenance of their working capacity, as well as professionalism and social development at work.

The explanation for the proposed link between job satisfaction and organizational safety climate relates to the fact that the degree of an employee's job satisfaction derives from meaningful organisational and social organisational values, norms, beliefs, practices and procedures operational at the workplace. In effect, the perceived level of support provided by an organisation will turn out to be closely associated with safety climate and

other organisational and social factors which are important for safety. If workers perceive that their organisations are supportive and are satisfied with the organisational structures in place, they are more likely to recognize that the organisations value their safety and general well-being as well (Hussami, 2008).

This assessment in turn reflects positively on their perceptions of the prevailing safety climate and influences organizational behaviour. Thus, it is on record that when workers" basic needs are met consistently and the workers express job satisfaction, they display greater emotional attachment, involvement and express stronger feelings of allegiance and loyalty to their organizations. In line with this, a number of studies have consistently found strong and positive relationships between job satisfaction and productive organizational behaviors such as perceived organizational support, organisational citizenship behaviors and fairness perception (Washburn, 2009).

Additionally, research reports on the job satisfaction-safety link have indicated that satisfied workers, more than their dissatisfied counterparts, are motivated into safe work behaviours and register relatively lower accident rates. In order for the policies to be fully implemented and proven successful, To them, in organizations where health and safety policies are highly promoted, employees feel valued because they are kept from danger at work. This provides opportunities for employees to perform very well on the job to achieve organizational success. Hudson (2012) also sees health and safety promotion at the workplace having direct positive impact on employees' performance. Good occupational health and safety management practices would help to build a positive

workplace culture and this enhance performance of all employees. To him, it also gives room for high employee performance that encourages creativity and innovation.

Ward et.al. (2008) supports that many writers who see organizations enjoying direct benefit in promoting occupational health and safety. To them in an organization where employees within feel that management „cares" for them, there is an indication of positive management of occupational health and safety system and as such results in safer working practices and also have positive impact on employee outcomes (example, job motivation, job involvement, safety climate, organizational commitment, job satisfaction, mental health and wellbeing). Positive or greater records of these outcomes support the ability of the employee to perform very well on the job for the organization to achieve its goals (Djebavni, 2011). Most of us want to work in an interesting and challenging job. We want a job where we can make a difference, put something back into society and enjoy the social benefits of work. One of the key factors in increasing satisfaction and engagement is in the design of an employee's job.

The way that a job is designed gives employees messages about the behaviors they should adopt, how they should do their job and how much they are expected to participate in decision making. If a job is made up of monotonous tasks and does not allow employees to take control and be accountable, then they will eventually become bored and dissatisfied. Showing employees what behaviors are expected of them, giving them a choice of how they work and involving them in making decisions can enrich their work life. Enriching an employee's job so it has breadth and depth will make the job more rewarding, less monotonous and ultimately more satisfying (Chohan, 2012).

This is not only about expanding the tasks that someone does; it is also about adding variety and challenge to daily routines. When you are delegating or managing health and safety tasks, consider the following. Add variety to an employee's existing tasks – consider increasing the number of skills that employees need to use.

If you want to add health and safety responsibilities, you may need to train employees in new skills, such as assessing risks, becoming a workstation assessor or first aider. Or you may want them to develop their organizational and leadership skills by asking them to lead the health and safety committee. Employees who see the whole picture are given the opportunity to perform a job from start to finish. For example, give someone the chance to handle a complaint about safety, or manage an accident reporting process from start to finish. By managing how a health and safety complaint is reported, investigated and remedial actions taken, an employee can get a feeling of accomplishment (Zubi, 2010). They will see the results and understand how each of the components contributes to the whole.

In order to increase the employees job satisfaction, management may give employees "control and autonomy plus holding them accountable at work enables them to make decisions on how they do their work; for example, asking the maintenance team to come up with their own inspection schedule; giving the cleaning team a budget so they can order personal protective equipment and manage their inventory and assigning employees" tasks that are typically done by supervisor's means that they will have more influence on planning, executing, and evaluating their work, increasing their sense of fulfilment and freedom (Qiu, 2011). Employees will learn to solve problems together,

take initiative, and make good decisions. Give regular constructive feedback recognizes a job well done. Celebrate individual and team success. For example, publish successful health and safety stories in the company newsletter, such as the savings a team has made from reducing accidents.

Some strategies can adopt to improve job satisfaction in your workplace: develop project teams to manage new health and safety projects across the organisation –by breaking normal reporting lines, you can encourage employees to develop new skills such as building relationships with others and group work. Creating autonomous teams to achieve organization health and safety goals set a goal for the team such as being responsible for workplace inspections. Ask them to decide what they need to do, when to do it and how they will measure performance. People will gain leadership, team and management skills.

Encouraging collaboration and participation by allow teams to help make decisions and get involved in policy making and planning. By valuing employees" opinions, you will motivate them and get them to buy into your health and safety strategy. Workers" perceptions of safety climate have been regarded as a principal guide to safety performance, which provides a potent proactive management tool. Consistent with this observation, researchers have noted that workers with a negative perception of safety climate (e.g., a high workload, work pressure) tend to engage in unsafe acts, which in turn increase their susceptibility to accidents. Similarly, workers who perceive job insecurity, anxiety and stress have exhibited a drop in safety motivation and compliance and recorded a higher accident rate. On the other hand, workers with a positive perception of their workplace safety have registered fewer accidents.

One aspect of organisational behavior which is likely to affect workers'' perceptions of organisational safety climate, and in turn influence safe work behaviours, and accident frequency is the extent to which workers perceive their organisations as being supportive, concerned and caring about their general well-being and satisfaction. In the literature this has been technically referred to as job satisfaction.

The explanation for the proposed link between job satisfaction and organizational safety climate relates to the fact that the degree of an employee's job satisfaction derives from meaningful organizational and social organizational values, norms, beliefs, practices and procedures operational at the workplace. In effect, the perceived level of support provided by an organisation will turn out to be closely associated with safety climate and other organizational and social factors which are important for safety. If workers perceive that their organisations are supportive and are satisfied with the organizational structures in place, they are more likely to recognize that the organisations value their safety and general well-being as well.

This assessment in turn reflects positively on their perceptions of the prevailing safety climate and influences organizational behavior. Thus, it is on record that when workers'' basic needs are met consistently and the workers express job satisfaction, they display greater emotional attachment, involvement and express stronger feelings of allegiance and loyalty to their organisations. In line with this, a number of studies have consistently found strong and positive relationships between job satisfaction and productive organizational behaviors such as perceived organizational support, organizational citizenship behaviors and fairness perception.

Additionally, research reports on the job satisfaction-safety link have indicated that satisfied workers, more than their dissatisfied counterparts, are motivated into safe work behaviors and register relatively lower accident rates.

Accidents commonly occur in organizational operations. The consensus among safety professionals is that upwards of ninety percent (90%) of all accidents occurring in the workplace may be attributed to behavioral factors. increasing employee job satisfaction is as important as eliminating physical hazards in the workplace.

Safety and health principles are recognized universally however, the extent to which actions need to manage the safety largely depends on the organizations culture, values, and size. For instance, when the hazards presented by organizational activities, are in contradiction to organizations moral and ethical codes, then, safety management programs have a chance of being successfully implemented, compared to organizations that don't have an ethical or moral code.

As envisaged in The Safety, Health and Welfare at Work Act 2005 (the 2005 Act), effective safety and health management protocols hinges on sound organizational management. When organizational health and safety practices are advocated by proponents of quality assurance, environmental protection, and adherence to business excellence then the safety and health management of organizations is assured.

Safety management must be entrenched in organizations practices just as a sound business trait.

According to Okumbe (2010), business efficiency is not only promoted through reduction of cost of production or cost of sell, but adequately through safety measures. For instance, of work-related accidents that results in employees taking more than three days off to recuperate ends up costing the organization in the long run. Latency periods are responsible for costing organizations high overhead costs that are sometimes not planned for. In that case, Organizational safety and health management practices help cushion in organizations from unnecessary costs. Therefore, it is important for organizational management to institute safety mechanism in the workplace geared at entrenching safety culture as a culture and not an exception.

Additionally, Safety Health and Welfare at Work Act (2005), require all organizations to adhere to reasonably practice of safety, health and welfare of their employees. Organizations are equally required to ensure a proactive safety management system is in place within their organizations. Safety and welfare trainings are also recommended in managing organizational safety. When employees are sufficiently informed and empowered, then an organization claim to health and welfare measures.

Safety Health and Welfare at Work Act (2005), is structured to help organization institutionalize safety protocols not only in the legal context, but in a manner that secures and guarantees care and protection as a welfare to employees.

Wilson, and Wagner (2007) argues that there exists a strong positive relationship between organizations that manage safety and welfare programs well, and their employee satisfaction. They further argue that successful organizations do establish and maintain safety cultures that support the general welfare.

In addition effective safety and health policies instituted by organizations do have or should have the capability to set a clear direction for organizations on safety matter. A well-structured safety program should equally contribute to business performance. Similarly, cost-effective approaches to in safety should not be placed at the expense of compromising human safety. In as much as safety is a cost to organization, it doesn't outweigh the cost implications imposed on organizations due to negligence of safety protocols.

For effective implementation of safety, Wilson, and Wagner (2007) contends that organizations enhance their capabilities and develop mechanisms necessary that can foster safety, protection, and health objectives. Of significance to note, organizations cannot succeed if their employees are not motivated and empowered to implement safely protocol at work. Such empowerment will help prevent unnecessary accidents at work.

To ensure the success of employee adherence to safety, all policies and safety objectives must be developed in consultation with employee representatives. Equally, constant communications regarding safety measures and procedures should be done enhance employees commitment.

According to Fink (2010), organizations that succeed in implementing safety mechanisms and organizations that enhance employee satisfaction do have a monitoring and evaluation program in place in helping ensure adherence. Monitoring and evaluation programs do ensure that mechanisms for measuring the adherence are in place, and corrective measures are also in place. An organizational self-monitoring program reveals how effective and efficient the health and safety management program is functioning.

Self-monitoring in this case looks at how well hardware, software, systems and human capital is structured within the safety parameters of an organization.

The benefits of monitoring are to check for safety system fails, why they failed, and corrective measures to be instituted. Equally monitoring can be used to measure medical services given to employees as a proactive good health measure, hence reducing absenteeism. Good health and safety systems enable organizations to attract and retain competent career personnel and it encourages all employees to work enthusiastically towards the efficient and effective achievement of organizational goals.

2.5 Knowledge Gap

Job satisfaction of an employee is a topic that has received significant attention by managers and researchers alike (Gautam, Mandal & Dalal, 2006). It is a well-known fact that no organization could last without their employees. Employees are the main reason an organization could possibly exist for a long time. Similarly to education officers are the ones who play the major roles and make significant contributions education sector. Well satisfied employees will influence the productivity of the organization and will lead to achieving the organization's vision and goals (Hussin, 2011).

Earlier studies on employee job satisfaction mainly focused on the factors that contribute to its attainment but not much analysis on its impact towards performance was made (Dinler, 2008). A number of studies on job satisfaction have been carried out over the years, however they are largely based on the western organizations and very few have been done in government institutions let alone Kenya in particular. For instance, Azegclc (2005) did a study of the relationship between employee training and development and

job satisfaction in classified hotels in Nairobi. Recently Lwangasi (2008) did a study on the relationship between empowerment and job satisfaction with a focus on Non-governmental organization in Kenya.

An example of such studies is one carried out by Grant, Fried, & Juillerat in 2010 on bankers in the UK. The lack of enough research on employee job satisfaction in Kenyan institutions brings about a great gap that needs to be filled with tremendous research considering the fact that employees in different environments and who are affiliated to different cultures cannot attain job satisfaction from the same factors.

There has been a great challenge on the part of managers in determining how exactly they can attain maximum job satisfaction for their employees which they believe would go a long way to improve on the organizational overall performance. Many have tried to attain job satisfaction of their employees by trying to use methods that were successful in other areas around the world and have met with failure, but the reason is simply because this research was not directly relevant to their own employees. This therefore is the knowledge gap that is trying to be filled in this research.

2.6 Summary of literature review

From the studies, the researcher has identified several factors that affect education officers' level of job satisfaction in public service. From the findings reviewed in the above literature, it is evident that remuneration, education officers' level of education, working conditions and education officers' workload all have significant relationship with job or career satisfaction. The literature suggests that a person's level of education is an important characteristic in determining his or her level of job satisfaction. Job

satisfaction can also be influenced by the work situation. Any aspect of the job and employing organisation is part of the work situation.

Based on an extensive review of the literature, Bruce and Blackburn (2004), identified challenging work, equitable rewards, supportive working conditions and supportive colleagues as main determinants of job satisfaction. This also applies to work load as an aspect of working conditions. Finally the literature revealed that the general working conditions of workers is a great factor that influences the level of job satisfaction among teachers in public primary schools. Being a concern of nearly everybody job satisfaction has attracted very many studies as a topic of interest. This section highlighted studies on the topic of job satisfaction which were undertaken globally.

Job satisfaction is a key area in human resource management of any organization and it is a concern of every human resource manager. It can promote organizational behavior (Organ, 1988), where an employee goes above and beyond the formal requirements of the job and performs to the best of his/her knowledge and skill and whole-heartedly as if it was his or her own job. No matter what rules, procedures, regulations, machines and machineries the organization puts in place, it cannot achieve much if its workforce lacks job satisfaction in their place of work. From several human resource studies it can be deduced that job satisfaction has a direct bearing on the individual commitment to duty and his/her performance of the same. This in turn impacts heavily on productivity level of that organization.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This chapter focuses on the research design that was used in the study to answer the research questions. It describes, is the methodology, research design, locale or the area of the study, the target population, sampling procedures, research instruments validity and reliability, data collection procedure data analysis procedures, ethical considerations and chapter summary.

3.1 Research Design

Kothari (2004) says that the research design is the conceptual structure within which the research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data. This study adopted a descriptive survey design to interrogate the factors that influence job satisfaction among field education officers in Bungoma County. The descriptive survey design was chosen because it determines and reports on the way things are, describes behaviour, attitudes, opinions, values, perception and characteristics as accurately as possible. It sought to identify the nature of factors involved in a given situation, determines the degree in which they exist and discover the link that exists between them. Therefore in this study the design helped the researcher to determine the factors influencing job satisfaction among field education officers in Bungoma County. The researcher to used survey as his research design. Survey method provides quantitative and numerical description of some part of the population which can then be

used to generalize the characteristics of the whole population. It is suitable for a study that involves subjects that are scattered all over a wide area. Bungoma County is a wide area and therefore creates justification of the researcher's choice of survey method.

3.2 Study Area

Bungoma County forms part of former Western Province of Kenya. The ethnic mix in the Sub County is predominantly Luhya with Iteso, Kikuyu, Sabaot, Luo and Kisii among others. Residents of Bungoma County engage cane farming, maize growing and millet farming, keeping of domesticated animals and small scale business activities. The study covered Bungoma County in western Kenya. The County was chosen because of its diversity in the provision of educational services. The diversity is geographical, physical and ethnic in nature giving the researcher variety. It was also targeted for the study since it has a considerable number of education offices distributed all over a wide area and with different office set ups. These diverse setting of offices readily availed the requisite information needed for the study. This study was in all Sub County offices in the county together with the county office itself. Bungoma County borders Kakamega county in the east, Uganda in the West, Busia County south and Trans Nzoia in the north

3.3 Target Population

Population is the totality of elements that has one or more characteristics in common (Berg, 2009). According to Borg and Grall (2009) described target population as common set of study units which the researcher wishes to generalize results. The target populations of this study were field education officers in Bungoma County.

3.4 Sampling procedure and sample size

A sample is a set of individuals selected from the target population and is usually intended to represent the population in a research study (Neuman, 2000). The individuals selected form the sample and the large group from which they were selected is the population (Mugenda, 2003). There are 13 sub counties in Bungoma County as at the time of this study. The researcher purposively sampled the 13 Sub County Directors of education. Every sub County ought to have the following officers attached to it; Quality assurance and standards officers, examinations, Education Management Information System, Management of secondary education, management of primary education. At the time of the study there were 63 education officers in scattered all over Bungoma County. Kerlinger and Lee (2000) observe a sample of 30% is representative of the target population to be studied constitutes a sample. The education officers were selected through stratified random sampling technique. Stratified random sampling is a technique which involves dividing a population or sampling frame into several, non-overlapping 'strata' (subgroups) according to a particular characteristic which reflects the variables of interest. Once the population or sampling frame is divided appropriately, simple random samples would then be used to select from within each stratum. The sample was therefore, selected from each subgroup with homogenous or similar characteristics so as to ensure equitable representation of the population in the sample (Mugenda, 2003).

The researcher found simple random sampling the ideal method to use because it gave every unit an equal probability of being selected to in the population. In this study, the researcher employed simple random sampling technique to select 33 field education

officers from the 62 officers assigned to various sub counties across Bungoma County. Each of the 62 field education officers had an equal chance to be selected among the 33 officer. Simple random sampling was appropriate especially when a researcher wants to find out information about a large group of people but does not have enough time or resources to enable him/her speak to each person individually.

3.5 Data Collection Instruments

The most important source of data for the study was questionnaires, interview schedule and document analysis. These are discussed in the subsequent sections:

3.5.1 Questionnaire

According to Cooper and Schindler (2011), questionnaires are more efficient, less expensive and do not require official permit for collection of data from a sample. Questionnaires are also of particular importance in collecting information about a population in the fields of education and social sciences. They can also be used to collect information that is not directly observable since they, among other things, enquire about feelings, motivation, attitude, accomplishment, as well as an individual's experiences. They therefore became a critical data collection instrument in this research.

3.5.2 Interviews

The study made use of structured interviews. The interview schedule was used with the County Directors and Sub County Directors. Interviews provide in-depth data that is not possible to get using questionnaire alone (Mugenda and Mugenda, 2003). According to Oson and Onen(2005) interview is a method of collecting data that involves presentation

of oral verbal stimuli and reply in terms of oral verbal responses. The Study used the interview schedule for gathering data because it permits much greater depth than other methods of data collection. It also provides a true picture of opinions and feelings'; however they are time consuming, expensive to conduct and may have insincere answers to please the interviewer. The research used open-ended questions to elicit verbal responses on the factors affecting job satisfaction. The researcher chose semi-structured interviews which include a number of predetermined questions this is because it allows more freedom to modify the wording and order of questions.

3.5.3 Document Analysis

This is critical examination of public and privately recorded information related to the issue under study. It is used to obtain unobtrusive information at the pleasure of the researcher without interrupting the researched. Document analysis enables the researcher to obtain information in its total originality. (In this case the language of the informant). It also enables the researcher obtain information and data at his convenience. The data and information obtained through this method are thoughtful because the author did it thoughtfully and gave special attention to compiling the document while ensuring that the information contained in it are factually correct. Such documents include government files and salary and containing information on relevant aspects of the topic under study. This will act as back-up information of data obtained using other techniques.

3.6 Reliability and Validity of research instruments

The pilot study on whether the designed research instruments would measure what they intended to realize was very necessary. The pilot was carried out in Busia County. A pilot

study is carried out to members of the relevant population, but not on those who formed part of the final sample. This is because it influenced the later behaviour of the subjects, thus affecting validity and reliability of the research instruments. It refers to a mini-version of a full-scale study, as well as the specific testing of particular research instruments. It provides valuable insights for the researcher. It is pre-testing or trying out a particular research instrument (Baker, 2004). According to Hundley, (2001) the reasons for conducting a pilot study include; developing and testing adequacy of research instruments, assessing the feasibility of a study, designing a research protocol, assessing whether the research protocol is realistic and workable, establishing whether sampling frame and technique are effective, assessing the likely success of proposed approaches, identifying logical problems which might occur using proposed methods, establishing variability in outcomes to help determining sample size, collecting preliminary data, determining what resources (finance, staff) are needed for data analysis techniques to uncover potential problems and developing a research question and a research plan. The pilot study for this research was conducted in Busia County. Three sub counties were piloted weak areas identified and adjusted prior to the main research.   a coefficient of 0.786 was found when the tools were tested. According to Moser and Kalton (1985) when the value of r is higher than 0.5 the instrument is assumed to yield data that have high reliability and therefore can be adopted for the study.

3.6.1 Validity of the Instruments

Validity is the accuracy and meaningfulness of inferences which are based on the research results. Gillham (2008) essentially, validity is concerned with establishing

whether the questionnaire content is measuring what it is supposed to measure. Validity is the degree to which the empirical measure or several measures of the concept, accurately measure the concept. Content validity is a non-statistical method used to validate the content employed in the questionnaire. Validity of the instrument was determined by getting the opinion of the experts from The School of Education (SOE) on the content validity. Three experts were used to rate the instruments with regard to its content. The experts from the School of Education approved the content validity of the instruments consequently the researcher regarded valid and adopted.

3.6.2 Reliability of instruments

Reliability is always perturbed with the question of whether the study results are repeatable. The construct multiple of reliability is Cronbach alpha; according to Rousson, Gasser and Seifer (2012) the standard acceptable reliability coefficient is 0.6 the study adopted Cronbach Alpha to test research instruments reliability. The study obtained co-efficient of 0.7 and above for all the constructs that were considered adequate for the study.

3.9 Administration of Research Instruments

The researcher obtained clearances from the School of Education of Moi University and a research permit from The National Commission for Science, Technology and Innovation (NACOSTI). Clearances were also sought from The Bungoma County Commissioner and the County Director of Education. Correspondences from these offices were presented to the County Director of Education who cleared the researcher to carry out the study in the Sub County.

3.10 Data Analysis and Presentation

The data collected in this study was both qualitative and quantitative through questionnaires, interviews and document analysis. Researchers generate information by analysing data after its collection. Data analysis involves reducing accumulated data to a manageable size, developing summaries, looking for patterns, and applying statistical techniques (Cooper & Schindler 2011). This study used statistical methods to analyze data that is, descriptive statistics; measures of central tendency which included the mean, mode, and median, and measures of dispersion which included standard deviation and variance. Inferential statistics were also used to draw inferences about the population from a sample as well as conduct statistical tests of correlation. Qualitative data were analyzed in form of themes and narratives

3.11 Ethical considerations

All questionnaires were accompanied with a letter of introduction from the researcher with assurance to the respondents that the information they gave out will be treated with confidentiality and is strictly for the purpose of research on the topic under study only. The topic was revealed to them and the role they were going to play explained to them. Any other concerns raised by the respondents were also addressed. Research permit letter from Moi University, The National Commission for Science, Technology and Innovation (NACOSTI), Bungoma County Commissioner and the County Director of Education identification cards shown to them. With this measures put in place, the cooperation of the respondents and other concerned government officers was made easy.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.0 Introduction

The study investigated the factors that influence job satisfaction among the field education officers in Bungoma County. This chapter presents the analysis and interpretation of the data on the basis of the response obtained from the questionnaires and face to face interviews.

In this chapter, data was further computed with the use of descriptive statistics in order to identify and examine the general pattern of responses. The study intended to achieve the following objectives; to determine the influence of work conditions on job satisfaction, to investigate the extent to which government policies influence job satisfaction and to determine the influence of remuneration among field education officers. The objectives were subjected to both quantitative analyses where percentages and cumulative percentage of their occurrence were easily calculated. Also qualitative analysis was employed where each question in interview was narrated and explained objectively. Hypothesis was tested with the help of regression statistics.

4.1 Demographic Information

The respondent's background information was also considered to be essential ingredients for investigating the factors that influence job satisfaction. The respondent's background information was composed of gender, age, academic qualification, work experience,

types of trainings, number of promotions earned, job group and years of service in the current job group.

Table 4.1 Gender of Respondents

Gender	Frequency	Percent
Male	23	71.9
Female	9	28.1
Total	**32**	**100.0**

Table 4.1 shows that 23(71.9%) were male and 9(28.1%) were female. The difference between the male and female is somehow big; showing that there is a significant gender inequality among the respondents at the study area.

Table 4.2 Age of Respondents

Age bracket	Frequency	Percent
30-40 Yrs.	6	18.8
41-50Yrs	16	50.0
51-60 Yrs.	10	31.3
Total	**32**	**100.0**

The findings in table 4.2 shows that 6(18.8%) of the respondents were aged between 30-40 years, 16(50.0%) of the respondents between 41-50 years while 10(31.3%) of them were aged above 50 years. The results implies that majority of the officers were above 40 years.

Table 4.3 Working experience

Response	Frequency	Percent
Below 10 Years	6	18.8
10-20 Years	9	28.1
21-30 Years	10	31.3
31-40 Years	7	21.9
Total	**32**	**100.0**

The findings from table 4.3 shows that 6(18.8%) of the respondents had worked for less than 10 years, 9(28.1%) of them said they had worked for a period of between 10 – 20 years, 10(31.3%) agreed on 21 -30 years and 7(21.9%) of them said between 31-40 years. From the findings most of the respondents had worked between 21-30 years.

Table 4.4 Level of Education

Response	Frequency	Percent
Certificate/Diploma	6	18.8
Bachelors	13	40.6
Masters	13	40.6
Total	32	100.0

The findings above in table 4.4 indicates that 6(18.8%) of the respondents had carried our short courses, 13(40.6%) of them had undertaken bachelors and 13(40.6%) said they had gone through Masters.

Table 4.5 Number of promotions

Response	Frequency	Percent
None	4	12.5
1	6	18.8
2	9	28.1
3	10	31.3
4	3	9.4
Total	**32**	**100.0**

The findings above shows that 4(12.5%) of the respondents said they had never been promoted, 6(18.8%) of them said they have been promoted once, 2(28.1%) of them said they had been promoted twice, 10(31.3%) said they have been promoted three times while 3(9.4%) said they have been promoted four times.

Table 4.6 Job Group

Response	Frequency	Percent
H-K	6	18.8
L-N	23	71.9
P-R	3	9.4
Total	32	100.0

The findings in the table 4.6 above shows that, 6(18.8%) of the respondents were in job group H-K, 23(71.9%) of the respondents said they were in job group L-N while 3(9.4%) said they were in job group P-R. It is indicated that most of the respondents were in job groups L-N.

Table 4.7 Working Experience

Response	Frequency	Percent
Below 5 Yrs	13	40.6
5-10 Yrs	12	37.5
15-20 yrs	7	21.9
Total	32	100.0

Table 4.7 above shows that 13(40.6%) of the respondents had worked in their current job

for less than 5 years, 12(37.5%) of the respondents had worked for a period of 5 -10 years

while 7(21.9%) of them had worked for a period of 15-20 years.

4.2 Specific Objectives

Information was obtained on factors influencing job satisfaction. The Likert response

were strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree

(SD) rated 5-1 in that order. Descriptive analysis was used to calculate mean to explain

the results of this objective. The mean is the normal estimation of reaction for everything

on the Likert scale. This is basically the total of the qualities divided by the quantity of

qualities. The suggestion is that the thing with the most elevated mean is the one which a

large portion of respondents picked or evaluated exceptionally and the other way

around.4.2.1 Influence of work conditions on job satisfaction

4.2.1.1 Respondents ratings on the extent to which working conditions influence job satisfaction

It was important for the study to establish the ratings of the respondents on the extent to

which and what kind of working conditions influence job satisfaction among the

educational field officers; the findings are shown in table 4.1

Table 4.8 Respondents ratings on the extent to which working conditions influence job satisfaction

	SD		D		U		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Employer has empowered me to do my work	5	15.6	2	6.3	0	0	19	59.4	6	18.8	32	100
There is teamwork colleagues	1	3.1	1	3.1	0	0	17	53.3	13	40.6	32	100
There exists good communication with working system	0	0	1	3.1	1	3.1	21	65.6	9	28.1	32	100
Good interaction with fellow workers	0	0	1	3.1	0	0	14	43.8	17	53.1	32	100
Adequacy of working tools and facilities at work place	6	18.8	16	50	2	6.3	6	18.8	2	6.3	32	100
Clean and modern environment	1	3.1	12	37.5	2	6.3	11	34.4	6	8.8	32	100
Availability of upgraded information communication and technology system	4	12.5	8	25	4	12.5	14	43.8	2	6.3	32	100
Effective and supportive leadership	1	3.1	2	6.3	5	15.6	18	56.3	6	18.8	32	100
Adequacy of working space	1	3.1	9	28.1	1	1.3	14	43.8	7	21.9	32	100
Satisfied with working conditions	2	6.3	10	31.3	4	12.5	14	43.8	2	6.3	32	100

Table 4.8 shows that 6(18.8%) of the respondents strongly agreed that their employer has empowered them to do their work, 19(59.4%) of them agreed, 2 (6.3%) of them disagreed

with the statement 5(15.6%) who strongly disagreed with the statement but none of them was undecided. According to whether there is teamwork among colleagues, 13(40.6%) of them strongly agreed, 17(53.3%) of the respondents agreed, although 1(3.1%) of the respondents disagreed and 1(3.1%) of them strongly disagreed but none of them was undecided. 9(28.1%) of the respondents agreed that there existed good communication within working system, 21(65.6%) of them agreed, 1(3.1%) were undecided and 1(3.1%) disagreed with the statement but none strongly disagreed. On whether there was good interaction with fellow workers, 17(53.1%) of the respondents strongly agreed, 14(17%) agreed though 1(3.1%) disagreed with the statement but none of them was undecided or strongly disagreed. According to whether there was adequacy of working tools and facilities at work place, 2(6.3%) strongly agreed, 6(18.8%) agreed but the majority disagreed as they were 16(50%) while 6(18.8%) strongly disagreed and 2(6.3%) were undecided. Whether there was clean and modern environment, 6(8.8%) of the respondents strongly agreed, 11(34.4%) of them agreed while those against were 12(37.5%) who disagreed and 1(3.1%) strongly disagreed and 2(6.3%) were undecided. 14(43.8%) of the respondents agreed that there was availability of upgraded information communication and technology system, 2(6.3%) strongly agreed while 8(25%) of them disagreed, 4(12.5%) strongly disagreed and 4(12.5%) were undecided. 6(18.8%) of the respondents strongly agreed that there was effective and supportive leadership, 18(56.3%) of them agreed, 5(15.6%) were undecided, 2(6.3%) disagreed and 1(3.1%) strongly disagreed. According to whether there was adequacy of working space, 14(43.8%) agreed, 7(21.9%) strongly agreed with the statement, 9(28.1%) strongly disagreed, 1(3.1%) disagreed and 1(1.3%) were undecided. Lastly, 14(43.8%) of the

respondents agreed that they were satisfied with working conditions as 2(6.3%) strongly agreed with it while 10(31.3%) disagreed, 2(6.3%) strongly disagreed and 4(12.5%) were undecided.

Majority of the respondents who undertook the interview agreed that their working conditions affected the job satisfaction, especially working tools and facilities provided by the institution, the condition of the working environment and relationship with their colleagues. They further agreed that without good communication within the institution it is difficult to work.

These findings are in line with Okumbe (2012) who states that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction.

The findings further agree with the arguments of Warneke and Schneider, (2011) and Atambo, (2012) they argue that in situations where working conditions are sound and deemed to be appropriate, employees are said to be better equipped to do what is expected of them. They further assume that individual employees perceive the same thing differently, possibly due to their personal experiences and cultural background.

Also Kawada & Otsuka, (2011) further agrees that working environment of an employee is one of the important indexes of measuring their working comfort and their satisfaction. Since it is a fact that employees spend most of their time in an organization, it is very important for these organizations to introduce and maintain proper working conditions. An organization should provide its employees with all the necessary resources and make it possible for the employee to do a job. This will help employees to accomplish tasks successfully and which indeed contribute to job satisfaction.

The findings also are in agreement with the labour laws in Kenya, whereby the Labour Laws have incorporated the aspect of health and safety, which among other things touches on the working conditions (Labour Laws, 2008).

4.2.1.2 Situation of working conditions

Table 4.9 Influence of working conditions on job satisfaction

Areas	Frequency	Percent	Valid Percent	Cumulative Percent
Provision of adequate working space	12	37.5	37.5	37.5
provision of modern ICT facilities	3	9.4	9.4	46.9
Increase human resources	1	3.1	3.1	50.0
Conduct proper needs assessment	3	9.4	9.4	59.4
Better transport facilities	5	15.6	15.6	75.0
Training and capacity building on use of modern technology	3	9.4	9.4	84.4
provide conducive and supportive working environment	5	15.6	15.6	100.0
Total	**32**	**100.0**	**100.0**	

It was necessary for the study to investigate the areas that needed improvement on job satisfaction, table 4.9 shows that majority of the respondents 37.5% said provision of adequate space should be improved, 15.6% said better transport facilities, 15.6% agreed on providing conducive and supportive working environment 9.4% said provision of modern ICT facilities, 9.4% also agreed on training and capacity building on use of modern technology, same as those who said conducting proper needs assessment while the least representation were those who said increase human resources as they were 3.1%. According to the County directors and sub County directors most indicated that stakeholders should improve on infrastructures and make it modernized with improved technology. The findings are in line with the study findings of Nawab (2011), who established that in any organization, the management team should be able to motivate the labour force accordingly, especially in providing a conducive work environment for all employees without partiality. He further agrees that the organizations should create an environment where the work conditions provide an amicable opportunity and atmosphere that can lead the employees to realize their expectations as per the illustration above, where satisfaction of a lower level need leads to the desire of a higher level need, in a gradual manner until one reaches the highest level of self-actualization.

Dale, (2008), agrees that employees have different perceptions, thoughts and feelings about their jobs. It is of essence to maintain high morale among the white collar workers to increase production and reduce absenteeism. Increased satisfaction levels result into increased returns for the firm. On the other hand a dissatisfied employee tends to be inefficient and ineffective In general employees are more productive and loyal when

satisfied as people are the source of ideas and innovation and their expertise, experience, knowledge and co-operation have to be harnessed to get these ideas implemented.

4.2.1.2 Positive aspects at the work place/environment

Table 4.10 Positive aspects at the work place/environment

Aspects	Frequency	Percent
Team work	5	15.6
Availability of ICT facilities	7	21.9
Supportive and effective leadership	7	21.9
Opportunities for professional and academic advancement	8	25.0
Clear job description	2	6.3
Timely implementation	3	9.4
Total	**32**	**100.0**

Table 4.9 shows that there are positive aspects at the work place as agreed by the respondents, 15.6% of the respondents agreed on team work, 21.9% said availability of ICT facilities as same as those who said supportive and effective leadership, 25.0% of them said opportunities for professional and academic advancement, 6.3% agreed on clear job description and 9.4% said timely implementation.

On positive aspects with regard on working conditions, from the interviews most of the respondents were in agreement with what the government provided especially the ICT facilities and improved office structures, also support from higher levels in the ministry. The above findings shows that if the employees are supported they get motivated, this findings are in line with the arguments of Warneke and Schneider, (2011) who

established that in situations where working conditions are sound and deemed to be appropriate, employees are said to be better equipped to do what is expected of them.

The findings are in line with the funding's of Kawada & Otsuka, (2011) who concluded that the working environment of an employee is one of the important indexes of measuring their working comfort and their satisfaction. Since it is a fact that employees spend most of their time in an organization, it is very important for these organizations to introduce and maintain proper working conditions. An organization should provide its employee's with all the necessary resources and make it possible for the employee to do a job. This will help employees to accomplish tasks successfully and which indeed contribute to job satisfaction

4.2.2 Government policies influence job satisfaction

Table 4.11 Government policies influence job satisfaction

	SD		D		U		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Participation in policy design and formulation	13	40.6	12	37.5	1	3.1	4	12.5	2	6.3	32	100
Flexibility in policy	4	12.5	11	34.4	2	6.3	13	40.6	2	6.3	32	100
Appreciation of remuneration policy	9	28.1	7	21.9	4	12.5	9	28.1	2	6.3	32	100
Objectivity/fairness of recruitment policy	5	15.6	6	18.8	7	21.9	9	28.1	5	15.6	32	100
Performance based promotion criterion	7	21.9	9	28.1	3	9.4	9	28.1	4	12.5	32	100
Job security	1	3.1	0	0	4	12.5	15	46.9	12	37.5	32	100
Availability of regular training and capacity building opportunities	7	21.9	9	28.1	2	6.3	10	31.3	4	12.5	32	100
Opportunities for career growth and advancement	1	3.1	9	28.1	1	1.3	14	43.8	7	21.9	32	100
Satisfaction with government policy on terms and conditions of employment	3	9.4	11	34.4	3	9.4	11	34.4	4	12.5	32	100

Source: (Researcher, 2018)

The study investigated on the government policies influence on working conditions, table 4.11 shows that according to participation in policy design and formulation 40.6% of the respondents strongly disagreed, 37.5% of them disagreed, 3.1% were undecided, 12.5% agreed and 6.3% strongly agreed. According to whether there is flexibility in policy, 6.3% strongly agreed, 40.6% agreed, 6.3% were undecided, 34.4% disagreed as well as

12.5% strongly disagreed. 6.3% strongly agreed that there is appreciation of remuneration policy, 28.1% agreed, 12.5% were undecided, 21.9% disagreed and 28.1% strongly disagreed. On whether there is objectivity/fairness of recruitment policy 15.6% of the respondents strongly agreed, 28.1% agreed, 21.9% were undecided, 18.8% disagreed and 15.6% strongly disagreed. According to performance based promotion criterion, 12.5% of the respondents strongly agreed, 28.1% of them agreed, 9.4% were undecided, 28.1% disagreed and 21.9% strongly disagreed.

According to job security 37.5% strongly agreed on the statement, 46.9% agreed, 12.5% of them were undecided while 3.1% strongly disagreed with the statement but none of them disagreed. On whether there is availability of regular training and capacity building opportunities, 12.5% strongly agreed, 31.3% agreed while 6.3% were undecided but 28.1% disagreed and 21.9% strongly disagreed. On whether there are opportunities for career growth and advancement, 21.9% of the respondents strongly agreed, 25% agreed, 12.5% were undecided, 31.3% disagreed and 9.4% strongly disagreed. According to satisfaction with government policy on terms and conditions of employment, 12.5% of the respondents strongly agreed, 34.4% agreed with the statement while 9.4% were undecided but 34.4% disagreed and 9.4% strongly disagreed with the statement.

According to the qualitative data from the interviews majority of the respondents agreed that government polices influenced job satisfaction. Most of them gave the reasons as been that the policies placed affected their jobs especially those on recruitment, promotions, remuneration and career advancement. These findings are in line with the findings of Memon, Panhwar, & Rohra, (2010) they established that the establishment of

policies can help an organization demonstrate, both internally and externally, that it meets requirements for diversity, ethics and training as well as its commitments in relation to regulation and corporate governance. Policies can also be very effective at supporting and building the desired organizational culture. Gohari et al., (2013) maintains that when employees are rewarded on the basis of merit they get motivate to work hard so that they can gain from such rewards that are attached to good performance.

These findings shows that environment plays a great role in the life of an employee, this findings are in agreement with Orodho (2013), who states that knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key developing a high performance workforce. Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental physical well-being. Petrescu and Simon, (2008) goes further to advocate that working conditions will influence job satisfaction as employees are concerned with a comfortable physical working environment which influences job satisfaction. He goes further to say that fairness is an equal treatment receiving the same services and benefits as competent leaders are essential to the success of the school.

4.2.2 Influence of remuneration on job satisfaction

Table 4.12: The extent to which remuneration influences job satisfaction

	SD		D		U		A		SA		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Adequate remuneration	9	28.1	15	46.9	1	3.1	6	18.8	1	3.1	32	100
Salary scale based on competence/training	10	31.3	14	43.8	1	3.1	7	21.9	0	0	32	100
Need for salary increment	18	56.3	9	28.1	1	3.1	3	9.4	1	3.1	32	100
Possibility of quitting current employment for better paying one	5	15.6	8	25	5	15.6	6	18.8	8	25	32	100
Satisfaction with current remuneration	12	37.5	5	15.6	4	12.5	8	25	3	9.4	32	100

Table 4.7 shows that 9 (28.1%) strongly disagreed, 15(46.9%) disagreed, adequate remuneration influences job satisfaction, 1(3.1%) of the respondents were undecided while 6(18.8%) agreed and 1(3.1%) strongly agreed. According to salary scale based on competence/training, 10(31.3%) of the respondents strongly disagreed, 14(43.8%) disagreed and 1(3.1%) was undecided while 7(21.9%) agreed on it influencing job satisfaction but none of the respondents strongly agreed. On whether need for salary increment can influence job satisfaction, 18 (56.3%) of the respondents strongly disagreed, 9(28.1%) disagreed while 1(3.1%) were undecided but 3(9.4%) agreed and

1(3.1%) strongly greed with the statement. According to whether there is a possibility of quitting current employment for better paying one, 5(15.6%) strongly disagreed, 8(25%) of them disagreed while 6(18.8%) agreed with the statement and 8(25%) strongly agreed but 5(15.6%) were undecided. On whether there is satisfaction with current remuneration, 12(37.5%) strongly disagreed, 5(15.6%) disagreed while 8(25%) agreed with the statement as 3(9.4%) strongly agreed and 4(12.5%) were undecided.

According to the qualitative findings on interview, the respondents agreed that the major factor affecting job satisfaction was remuneration and salary. Most of the respondents agreed that how adequately one is remunerated is how one is motivated, the respondents further agreed that when one gets a higher paying job he/she is easily swayed to leave the institution.

These findings are in line with the findings of Baraza (2008) who observed that money is the main reason for working in many cases in developing counties, although there are many other factors that people take into account when deciding to take or remain in a job. The findings contradicts the findings of Dickson, (2013) who concludes that employees are not motivated solely by money and employee behavior is linked to their attitudes.

4.2.2.1 Recommendations for improving job satisfaction through remuneration policy

Table 4.13: Recommendations for improving job satisfaction through remuneration policy

	Frequency	Percent
Offer competitive salary scales	5	15.6
Based remuneration of training and professional qualification	5	15.6
Performance based remuneration	7	21.9
Salary harmonization with government corporations	1	3.1
Provide staff development opportunities	9	28.1
Clear promotion criterion	5	15.6
Total	**32**	**100.0**

The findings in table 4.8 shows that 5(15.6%) agreed that offering competitive salary scales will improve job satisfaction, 5(15.6%) agreed on remuneration of officers based on training and professional qualification, 7(21.9%) recommended performance based remuneration as a way of improving job satisfaction, 1(3.1%) agreed on salary harmonization with government corporations, 9(28.1%) said providing staff development opportunities and 5(15.6%) said clear promotion criterion will improve job satisfaction. According to the findings under interviews, majority of the respondents agreed that the government should find a way and formula of increasing salary for its employees. They

also added that allowances and benefits should not be over taxed, further the government should find a way of rewarding best performing employees. According to the findings of Khan et. al. (2010), organizational goals are directly comparative to the personal goals of an individual and that organizational productivity can be increased if employees are self-motivated towards their work rather than being directed. This therefore means if the employee is well remunerated, they will be motivated to work as there will be less disruption of looking for extra coin outside their jobs. Khan further notes that if any employer wishes to meet his goal effectively and efficiently they must have the need of their employees at heart.

4.3 Document analysis

It was necessary for the researcher to look and analyze the information content from the documents related to factors affecting job satisfaction. Document analysis was important for this study as it reveals the past information only known to the respondent by studying them. They contained information put down by the after a research carried out and made a practices in the institution. The documents the researcher was able to get were; policy manuals, journals and documents on salary. The above documents used for the study were government papers guiding the employees in their job specification.

The researcher established that from the policy manual, many factor related to employment and job requirements were included. Policy document considered the working environment of the employees, it gave out the guidelines on general safety especially emergency preparedness, fire prevention, and these catered for the emergencies the employees might be experienced as these shortcomings are not planned

for. The policy document further gives the provision of protective equipment and clothing to the employees, this encourages employees while in duty their safety is well catered for hence satisfied with their jobs. The policy also directs compensation to the officers in case of injury or death; this encourages the employees and makes them satisfied as their wellbeing is considered.

From the salary and remuneration document, the researcher established that the employees were paid according to the job groups. Also they can be altered according to the promotion and upgrading the employee is awarded. The document showed that the employees were paid on monthly basis. The document showed that the employees were given allowances on house, commuter, leave, transfer and others that could be arranged in the working station. Apart from this the document also showed that the employees are given benefits on medical, allocation of government houses, transport and other benefits after one retires (NSSF).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary

The general objective of this study was to investigate the factors that influence job satisfaction among the field education officers in Bungoma County. The specific objectives of the study were; to determine the influence of work conditions on job satisfaction among the field education officers, to investigate the extent to which government policies influence job satisfaction among the field education officers and to determine the influence of remuneration among field education officers.

5.2 Summary of the Findings

5.2.1 Demographic Information

The study established that there was a significant difference in gender gap being that the majority of the respondents were male who were aged above 40 years. The study found out that most of the respondents were educated as majority of them had diploma and had furthered their education for degree. Being an education officer one should have a certificate and later on one could further her/his education.

According to the findings on experience, the study established that, majority of the respondents had been working for the institution for a long period to asses and know the factors influencing job satisfaction as most of them had worked for over 10 years. The study also found out that the respondents had been promoted as most of them agreed that they had been promoted three times. The study further established that majority of the

respondents were in job group H-N and most of them had worked in their current positions for a period of 5 years.

5.2.2 Working conditions

In summary 19(59.4%) of the respondents agreed that the employer had empowered them to do their work. On teamwork among colleagues 30(93.9%), 31(94.4%) of the respondents agreed that there existed good communication within working system. On whether there was good interaction with fellow workers, 21(70.1%) of the respondents agreed that they had good interaction amongst themselves. Adequacy of working tools and facilities at work place was found to be inadequate with 22(68.8%) of the participants disagreeing on it item. It was found that there is a positive relationship between working conditions and job satisfaction. According to working conditions the study established that there is a positive relationship between working conditions and job satisfaction. The study found out that job satisfaction and work environment are interrelated; Employee will carry out duties and tasks effectively if they are given friendly work environment. Thus, the organization given minimum requirement about work environment, employees will work harder to improve performance and effectiveness. Good working environment will help employees in sharing ideas, knowledge and skill in order to increase job performance.

5.2.3 Government policies influence job satisfaction

Respondents didn't not participate in policy design and formulation in Bungoma county 25 (78.1%), flexibility in policy was found to be average with 43.9%, the officers did not like the remuneration policy 50.0%. Objectivity/fairness of recruitment policy was found

to be okay 43.7%. There was job security amongst officers in Bungoma County with 84.4%. There was no availability of regular training and capacity building in Bungoma county with 16(50.0%) of the respondents disagreeing to statement. There was opportunity for career growth and advancement amongst field education officers in Bungoma County with 21(65.7%), also officers in the county were not satisfied government policy on terms and conditions of employment. There is a positive relationship between the government policies and job satisfaction. The study findings showed that there is a positive relationship between the government policies and job satisfaction. The study established job satisfaction was influenced through participation in policy design and formulation affected job satisfaction, flexibility in policy, appreciation of remuneration policy, objectivity/fairness of recruitment policy, performance based promotion criterion, job security, availability of regular training and capacity building opportunities, opportunities for career growth and advancement and level of satisfaction with government policy on terms and conditions of employment. According to this study, the government policies have influences on upgrading the employees' job satisfaction. Government policies play a role in employees' jobs especially salary scale and job specifications which influences level of satisfaction among employees.

5.2.4 Effect of remuneration on job satisfaction

Remuneration was found to be in adequate with 24(75.0%), poor remuneration leads low motivation thus affecting job satisfaction. It was also found that there was inadequacy in monthly pay to cater for the officers needs 24(75.0%). Officers were of the opinion that

their salary was not equal to their skills with 27(84.4%) since this influences job satisfaction.

There is a positive relationship between the remuneration and job satisfaction.

There is a strong relationship between remuneration and job satisfaction. The study established that remuneration affected job satisfaction, as agreed by the respondents adequate remuneration influences job satisfaction, salary scale was based on competence/training, need for salary increment can influence job satisfaction and there is a possibility of quitting current employment for better paying one. These refers to financial and non-financial extrinsic or intrinsic rewards provided by an employer for the time, skills and effort made by employees in fulfilling job requirements aimed at achieving business objectives, therefore the better remuneration the comfortable the employer will be hence satisfied with the job.

5.3 Conclusion

Job satisfaction among the employees in public sector especially in Education stands at the centre of meeting the economic and developmental goals of a nation or state thus factors affecting working conditions such as environment, remuneration and other conditions should be treated as an important factor just like any other; when performance is low, any investment that is made towards productivity tends to disappears into thin air. The work environment in any organization should be favourable for work to be done; conducive conditions are among the key factors for employees who work while also the right office structure that will ensure execution of duties at the best possible manner whether open or closed office structure.

The study concluded that there are factors influencing working conditions, these factors allow the employees to either improve or not perform in their workplace, especially the factors affecting environment which could make the employee not perform. The study concludes that factors like empowerment, teamwork, communication, conducive environment and leadership may appear as irrelevant but in one way affects performance of tasks and by extension deliverance of services by employees. An environment that makes the employee feel insecure, stressed and worried may lead to dissatisfaction and hence poor performance.

The study also concludes that government policies play a role in job satisfaction. The way the policies are implemented in the ministry will bring an effect as they are the final management in the ladder. Every employee has to adhere to the policies and regulations of the place, therefore the how friendly they will be to an employee will enable satisfaction in their jobs.

5.3 Recommendations for the study

Based on the findings from this study, the researcher makes the following recommendations in order to address factors influencing job satisfaction among Field education officers in Bungoma County, and also in all other parts of the country:

The study established that there are factors affecting job satisfaction, it is therefore recommended that government prioritize and concentrate more on those factors that will satisfy their employees highly as presented in the study. The factors where emphasis should be based are remuneration structure, leadership style, communication, working tools and conditions.

The employer should ensure that staff feels comfortable and safe in the workspace, both physically and emotionally. The employer should be aware of any employee special needs, and meet these needs as best as possible. Having the right equipment for the right job is also a factor that employer should consider for the ensuring of good performance; equipment should be well maintained and be in the best condition to do the right job. The work environment should also be as favourable as possible to ensure that the employees are physically and psychologically ready to perform their duties without hindrances from the environment they work in.

5.4 Suggestions for Further Research

The following are the researcher's suggestions for further study:

1. Since the study was limited to educational officers in Bungoma County there is a need to carry out an extensive similar study for other public servants in education sectors and public service in general.

2. A further study should be carried out on topics like effect of new technology on job satisfaction in education sector also the influence of intrinsic and extrinsic motivation on performance of civil servants.

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APPENDIX I: PERMISSION LETTER

Benjamin Mauko,

P.O.BOX 3900,

ELDORET

Dear Sir/Madam,

Re: Permission to collect data instruments.

I am Benjamin Mauko from Moi University carrying out a study on the factors that influence job satisfaction among the field education officers in Bungoma County, Kenya**.** The research will be submitted for partial fulfillment for the award of the degree of Master of education in education administration.

I humbly request you to answer the following questions as honestly as possible. This information will be kept completely confidential and anonymous and will not be used for any other purpose apart from the stated research.

Thank you so much for your time and cooperation.

Yours Faithfully,

Benjamin Mauko.

APPENDIX II: QUESTIONNAIRE

This questionnaire attempts to examine the factors that influence job satisfaction among the field education officers in Bungoma County, Kenya. The information obtained will treated with total confidentiality and used for research purposes only. Please respond as honestly as possible. Participation in the exercise is voluntary. You are however encouraged to answer all questions. Please note that there is no right or wrong answers to the following questions and your honest opinion was highly appreciated. Do not write your name anywhere on this questionnaire. Tick the correct answer or fill in your response as applicable.

Thank you.

SECTION A: BASIC INFORMATION.

1. Gender (Tick as appropriate)
   a) Female [ ]

   b) Male   [ ]

2. Age bracket (Tick as applicable)
   a. Below 29 years [ ]

   b. 30-34 years   [ ]

   c. 35 -39 years   [ ]

   c) 40 - 45 years [ ]

   d) 45 - 49 years [ ]

   e) 50 - 54 years [ ]

   f) Above 55   [ ]

3. Duration in the current station (Tick as applicable)

    i.   0 - 4 years   [ ]

    ii.   5 - 9 years   [ ]

    iii.   10 - 14 years [ ]

    iv.   15 - 19 years [ ]

4.   Level of education (Please tick as appropriate)
    i.   Certificate   [ ]

    ii.   Diploma   [ ]

    iii.   Higher diploma   [ ]

    iv.   Undergraduate   [ ]

    v.   Masters   [ ]

    vi.   Other specify...........................

5.   Job group. Please tick your appropriate job group
    i.   J   [ ]

    ii.   K   [ ]

    iii.   L   [ ]

    iv.   M   [ ]

    v.   N   [ ]

    vi.   Other, specify..................

SECTION B: WORKING CONDITIONS

Below are 7 statements that relate to the influence of working conditions on job satisfaction. Please tick the box that corresponds to your feelings. Please be as honest as possible. Use **SA** for Strongly Agree**, A** for Agree, **U** for Undecided, **D** for Disagree and **SD** for Strongly Disagree.

Statement	SA	A	U	D	SD
6. My employer provides me with adequate working tools					
7. My supervisor provides good leadership at my place of work					
8. I am regularly trained and capacity built on matters related to my duty					
9. My pay and other benefits are adequate and commensurate to the work I do					
10. My current job is very interesting to me					
11. I feel you have job security at my place of work					
12. I am therefore satisfies with my work					

What suggestion would you give education stakeholders to look into towards improving education officers' level of job satisfaction in your area?

………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
List positive aspects at your work place with regard to working conditions at your place of work

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………………………………………………………………………………………………
………………………………………………………………………………………………

List negative aspects at your work place with regard to working conditions at your place

of work

…………………………………………………………………………………………………

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SECTIONC: the extent to which government policies influence job satisfaction

Below are 10 statements that relate to the influence of **government policies influence job satisfaction**. kindly tick the box that corresponds to your feelings. Please be as honest as possible. Use **SA** for Strongly Agree**, A** for Agree, **U** for Undecided, **D** for Disagree and **SD** for Strongly Disagree.

Statement	SA	A	U	D	SD
1. I am always involved when policies are designed					
2. There is flexibility in the policies that govern my place of work					
3. In like my employers policies that govern my remuneration					
4. Recruitment into this employment is very objectives					
5. There is no undue influence when one is looking for promotion in my place of work					
6. I have job security at my place of work					
7. I am regularly trained and capacity built in matters related to my duty					
8. There is an opportunity for career advancement for me					
9. I am therefore satisfies with government policies related to my work and workplace					

13. With regard to work conditions at your station, what suggestions would you give education stakeholders to look into towards improving education officers' level of satisfaction in your area?

…………………………………………………………………………………

…………………………………………………………………………………

14. List positive aspects at your work place with regard to working conditions at your place of work government policies

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15. List negative aspects at your work place with regard to working conditions at your place of work government policies

…………………………………………………………………………………

…………………………………………………………………………………

16. Section D: the extent to which remuneration influences job satisfaction

Statement	SA	A	U	D	SD
1. I am adequately remunerated					
2. My monthly pay takes care of all my needs adequately					
3. My salary is equal to my skills					
4. I need no salary increment					
5. If I get another job I will quit my current job					
6. I am therefore satisfies with the remuneration that my employer is giving me					
7. I am therefore satisfies with government policies related to my work and workplace					

17. With regard to remuneration what suggestions would you give education stakeholders to look into towards improving education officers' level of job satisfaction in your area?

……………………………………………………………………………………

……………………………………………………………………………………

18. List positive aspects at your work place with regard to working conditions at your place of work remuneration

……………………………………………………………………………………

……………………………………………………………………………………

19. List negative aspects at your work place with regard to working conditions at your

place of work remuneration

……………………………………………………………………………………

……………………………………………………………………………………

Section E: Job Satisfaction

Rate the following statements in relation to job satisfaction.

Statement	SA	A	U	D	SD
1. I have the opportunity to advance my career					
2. I am able to perform all task assigned to me effectively					
3. I enjoy working with my colleagues					
4. I feel motivated when my employer recognize my efforts					

APPENDIX IV: INTERVIEW SCHEDULE

1. Do you agree that there influence of working conditions on job satisfaction?

   Yes   ( )

   No   ( )

2. How does working conditions affect job satisfaction?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

3. What suggestion would you give education stakeholders to look into towards improving education officers' level of job satisfaction in your area?

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………………………………………………………………………………………….

4. What is your say with regard to working conditions at your place of work

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5. Are you in agreement with how salary is awarded in the ministry?

   Yes

   No

6. Give the reasons to your answer above,

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

7. Do you think more should be done on salary/remuneration of the educational officers

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………………………………………………………………………………………………

………………………………………………………………………………………………

8. With regard to remuneration what suggestions would you give education stakeholders to look into towards improving education officers' level of job satisfaction in your area?

………………………………………………………………………………………………

………………………………………………………………………………………………

9. Do government policies affect job satisfaction?

Yes　( )

No　( )

10. How do government policies affect job satisfaction?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

11. Are you comfortable with the government polices?

………………………………………………………………………………………………

………………………………………………………………………………………………

12. What suggestions would you give education stakeholders to look into towards improving education officers' level of satisfaction in your area?

13.

APPENDIX IV: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. BENJAMIN KWOBA MAUKO
of MOI UNIVERSITY, 89-50200
BUNGOMA,has been permitted to
conduct research in *Bungoma* **County**

on the topic: *FACTORS INFLUENCING*
JOB SATISFACTION AMONG FIELD
EDUCATION OFFICERS IN BUNGOMA
COUNTY

for the period ending:
28th June,2017

Permit No. : NACOSTI/P/16/71129/12271
Date Of Issue : 29th June,2016
Fee Recieved :Ksh 1000

Applicant's
Signature

Director General
National Commission for Science,
Technology & 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

REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 9808

CONDITIONS: see back page

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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when replying please quote

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

Ref: No.

Date:

NACOSTI/P/16/71129/12271

28th June, 2016

Benjamin Kwoba Mauko
Moi University
P.O. Box 3900-00100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing job satisfaction among field education officers in Bungoma County,"* I am pleased to inform you that you have been authorized to undertake research in **Bungoma County** for the period ending **28th June, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Bungoma 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.

BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Bungoma County.

The County Director of Education
Bungoma County.