



Full Length Research Paper

Influence of Conditions of Service and Principals' Leadership on Job Satisfaction of Secondary School Deputy Principals in Kenya: A Case Study of Hamisi Sub -County

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ABSTRACT

Deputy Principals play a pivotal role in management of schools. The prerequisite of good job performance by a deputy principal is job satisfaction. However, when they are not satisfied they are likely to decline the position of deputy headship. From 2008 to 2012, four deputy Principals resigned, 2 were demoted and 15 refused to take up deputy headship in Hamisi Sub County, citing deputy headship position as not fulfilling. This was contrary to other neighbouring sub counties like Sabatia, Vihiga and Emuhaya which experienced only 3 cases of refusal to take up deputy headship position. The study established that the following factors influenced deputy principals job satisfaction: deputizing principals, acting as a principal in absence of the principal, disciplining students, student adherence to school rules and regulations, salaries, medical allowances, house allowance, celebration of Kenya Certificate of Secondary Education results, delegation of duties to teachers, proximity of the school from the road network and proximity of deputy principal's office to the principal's office. The study concluded that the terms and conditions of service and principal's leadership factors influence job satisfaction of deputy head teachers. The study recommended that Teachers Service Commission should improve on salaries and medical allowances for teachers while the principal should provide for housing. The findings of this study are significant to the Ministry of Education, students and teachers, Teachers Service Commission, County Directors of Education, Deputy Principals and Principals in formulating policies that promote job satisfaction and add to the body of knowledge on job satisfaction.

Keywords: Terms, Conditions, Service, School Principals', Leadership, Job Satisfaction, Secondary, School, Deputy, Principals, Hamisi Sub –County, Kenya

INTRODUCTION

Job satisfaction is important and a desirable goal for organizations because satisfied workers perform at higher levels than those who are not satisfied (Chambers, 1999 and Burke, 2002). Job satisfaction job content. Positive and favorable attitudes towards the job indicate job satisfaction. National college for school leadership (2003) in Britain reported that role tensions exist between

deputies or assistant heads as the responsibilities often overlap with those of the principal. In some cases, deputies are expected to fulfill all the responsibilities of the principal and to deputize fully when the principal is away from the school. It is also reported that, within most schools assistant and deputy principals are given particular areas of responsibility such as discipline, staff

development, data-management or attendance. This makes deputies view the role as having maintenance rather than a developmental or leadership function. The leadership potential of assistant and deputy Principals in many schools is not being fully realized or exploited. Johnson and Holdaway (1994) mentioned the importance of researching job satisfaction within the educational context with special emphasis on school principals. They pointed out three main reasons for this. First, negative phenomena such as absenteeism and principal turnover are associated with low levels of satisfaction. Second, there is a strong association between job satisfaction and the overall quality of life in society. Third, new challenges such as modernization, the revaluation of technology and increases in accountability impose a great deal of pressure upon Principals and draw attention to the need for more concern over job satisfaction. The deputy principal's is second in command and always charged with the Principals duties when the principal is away.

According to Porter and Lawler (cited in Lunenburg and Ornstein, 2004), the "perceived equitable rewards are a major input into employee satisfaction. "The outputs of one's job are all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working conditions, job prerequisites, recognition, responsibility, and so on" (Lunenburg and Ornstein, 2004). The inputs include such aspects as employees "educational qualification, work experience, professional training, personal ability, personality qualities or characteristics, commitments and efforts and attitude towards the job among others which they bring with them to the institution (Lunenburg and Ornstein, 2004). In addition, workers are expecting to see justice and fairness in terms of the work they do and the fruits of their work. This implies that if the employees are fairly rewarded, they become happy or contented with their job and the opposite is true. It is clear in the literature that, when an employee works, he or she expects an equal measure in terms of salary, promotions, fringe benefits, job security, working conditions recognition, and so on. These makes them be satisfied on job. However, it is not known whether the same factors would influence job satisfaction of deputy Principals in Hamisi Sub County. Thus, the current study sought to find out if the same factors would influence job satisfaction among secondary school deputy Principals in Hamisi Sub County. Furthermore, earlier study findings indicated that teachers who worked in schools that are in the remote/rural areas were less satisfied with their jobs than those working in urban areas (Bennell and Akyeampong, 2007). This implies that the location of school was a determining factor of their differences in job satisfaction. The researchers found out that the location of the school influences the job satisfaction of teachers. It was not known whether the location of the school influenced job satisfaction of secondary school deputy

Principals in Hamisi Sub County.

Davis (2008) in his study on 'assisting assistant principals' in Australia indicated that there was need to interview and hire the right assistant principals and then ensure that they remain on in campus for several years. It is necessary for the principals to help or support their assistant principals. A study carried out in Western Sydney, Australia, by Dinham and Scott (1998), on a three-domain model of teacher and school executives' career satisfaction, stipulated the various aspects that influence job satisfaction. These included leadership climate, decision-making, school infrastructure and school reputation, student achievement and professional self-growth, workload and impact of change, status and image of teachers and merit promotion. The findings indicated workload and impact of change, status and image of teachers and merit promotions were least satisfying (Dinham and Scott, 1998). The current study was conducted in public schools and 33 deputy Principals were involved. The gap that the study sought to fill was whether leadership climate, decision-making, school infrastructure and school reputation, student achievement and professional self-growth, workload and impact of change, status and image of teachers, merit promotion would influence the job satisfaction of deputy principals in Hamisi Sub County, Kenya. Summer report (2003) in England indicated that Assistant and deputy principals often experienced lack of professional support in their role. The support of the principal and other members of the leadership team is a key contributor to feeling valued and motivated in the role. Where deputy and assistant principals are given leadership responsibilities within the school, higher levels of job satisfaction follow. There are limited opportunities for formal leadership training for assistant and deputy principals. This is a major drawback in preparing for headship and becoming more effective in the role. The current study sought to establish whether the role of deputizing the principals influenced job satisfaction among deputy principals.

Ndichu and Silsil (2007), stipulates the roles and responsibilities of the deputy principal are as follows: Being in charge of school administration when the principal is not present, responsible to the principal for guidance and counseling of teachers and students, ensure that proper discipline is maintained in school, ensures examination and assessments are carried out and proper scheduling of instructional programs is done, responsible to the principal for supervision of teaching staff and many more. Deputy headship in Hamisi Sub county seems to be dissatisfying as from 2008 to 2012, four deputy principals resigned, 2 were demoted and 15 refused to take up appointments and citing low job satisfaction in the position of deputy headship as a factor, yet the neighbouring sub counties of Sabatia, Emuhaya and Vihiga only experienced three cases where appointed deputy principals refused to take up

appointments. Therefore the study intends to establish the factors influencing job satisfaction of secondary school deputy Principals in Hamisi Sub County.

Research Questions

- i) What is the influence of Terms and Conditions of Service on the job satisfaction of Secondary School Deputy Principals?
- ii) What is the influence of Principal's Leadership on the job satisfaction of Secondary School Deputy Principals?

Synthesis of Literature on Influence of Conditions of Service and Principal's Leadership on Job Satisfaction of Deputy Principals in Secondary Schools

One key assumption about the deputy or assistant principals is that they aspire to headship and that their current role is an important stage in their development as potential principals. West (1992) cites three possible roles for the deputy principal: a deputy as head's deputy (the traditional role), deputy as prospective head (preparation for headship) and the deputy as deputy-head-of-school (the emergent role), all of which are considered to shape practice in schools. The deputy as prospective principal implies that the time spent as a deputy offers a preparation and entry point to headship. While headship is certainly not an aspiration for all deputy or assistant principals, many deputy and assistant heads do seek promotion to headship. It is clear that almost all deputy principals seek promotion which if not provided for they would remain demotivated. This would pave way for frustration and thus desire to resign, absenteeism and many more. This indicates that they are not realizing satisfaction on their job. Travers and Cooper (1996) state that low satisfaction with salary and the lack of promotion opportunities contribute significantly to teachers' intention to quit the job. This implies that high satisfaction with these variables would contribute to their intention to remain in the job. However, recent survey conducted among 245 human resource representatives and 7,101 workers in United States of America revealed that employees do not remain in their jobs because of good salaries and fringe benefits, but they stay because of the collegial relationship with co-workers and managers. The researchers found that salary, lack of promotion opportunities led to low levels of job satisfaction to employees. However, it is not clear whether or not salary and lack of promotion led to low job satisfaction of deputy principals in Hamisi Sub county. The current study sought to establish factors that influence job satisfaction of secondary school deputy Principals in Hamisi Sub County.

Walker and Kwan (2009) in a study in Hong Kong, China found that a number of professional, demographic

and motivational factors appeared to link to vice principal's desire to Principalship position. These include involvement in professional development in school and a personal desire to keep learning. Thus, vice principals who have a strong desire for personal growth and are more actively involved in professional development in their schools have greater desire to become principals. Those who have harmonious working relationships are less inclined to apply for principalship. The research found that vice principals sought principalship as a result of motivation. That meant they were happy with the job including all the experiences they went through while on job. The current study sort to find factors that influenced job satisfaction of deputy Principals in Hamisi Sub County. Walker and Kwan (2009) in their study on Seeking Principalship: specific position attractors, indicate that there are three factors the aspiring principals consider when applying for principalship. These include autonomy and innovation, convenience, familiarity and status. The study involved 164 aspiring principals in Hong Kong. Pijanowski and Brandy, (2009), on the influence of salary in attracting and retaining school leaders indicates that, salary influences changing roles of the principalship and candidates concerns about increasing less desirable working conditions of school leader. A report by the National professional teacher's organization of South Africa (2002) highlighted aspects regarding teacher morale. They included: poor salary packages, poor quality of communication, amount of paperwork, lack of educational prospects, lack of educational resources, lack of quality support from departmental offices, change of educational methodology and policy and poor leadership styles of provincial officers.

A Study by Altman (2004) as quoted by Hult, Ronda, and Kim (2005), indicates that Faculty development programs in Uganda tend to ignore satisfaction and focus exclusively on job effectiveness. The researcher asked respondents factors that contributed to career success; the obstacles to success and sources of job satisfaction and what changes would be made to improve recruitment and retain faculty members. His findings indicated the following: Sources of success and job satisfaction were positive interaction with colleagues, access to campus resources, and support from administrators and positive experiences. Obstacles to success were low salaries and negative teaching experiences i.e. unfair processes of evaluation, promotion, tenure, difficulty balancing work and family, overwhelming workloads. It is clear from the literature that interaction with colleagues, access to resources, support from administrators and positive experiences positively influenced the job satisfaction of employees. However, it is not clear whether or not these factors could have a similar influence on the deputy principals in Hamisi Sub County. Thus the current study sought to establish the factors influencing job satisfaction of secondary school in Hamisi Sub County. Gaya (2008) in the study, job satisfaction of deputy principals in private

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

Juma et al (2012), in her study, assessment of job satisfaction and dissatisfaction among female principals in secondary schools in Kenya: A case study of Rachuonyo North and South Districts. The researcher assessed job satisfaction among female principals in the two districts after finding out they always complained as they undertook their administrative duties. These complaints bordered on job satisfaction. The variables of study were factors influencing job satisfaction, the factors influencing job dissatisfaction and strategies for improving job satisfaction among the female principals. The respondents were 20 female principals, 20 deputy principals, 20 Head of Departments, 20 Board of Governors Chairpersons, 20 Parents Teachers Association chairpersons and 2 District Quality Assurance and Standards Officers. Questionnaires, interview schedules, observation and document analysis were used to collect data. The researcher used a conceptual framework modeled on Herzberg's two factors theory to study the factors influencing job satisfaction and dissatisfaction and establishing strategies of improving job satisfaction among female principals. The findings showed that most female principals 66.67% were dissatisfied with principalship and good relationship with teachers and autonomy to attend workshops influenced job satisfaction among female principals.

A report by Otieno (2009) on the standard, states that after 2009 pay deal ending, the Teachers' Service Commission directed all principals, deputy principals and all heads of department to quit from the union. The principals reacted by saying, they will quit when the Teachers Service Commission, gives them a scheme of service different from that of other teachers. The current study used descriptive survey design, questionnaires, and interview schedules. The respondents included principals, deputy principals, Board of Governors Chairpersons, Parents Teachers Association Chairpersons and Directors of Studies in Hamisi Sub County. The researcher sought to find the extent to which terms and conditions of service influence the job satisfaction of secondary school deputy principals in Educational institutions. Leadership plays an important role on job satisfaction. Principals who adopt *laissez faire* styles of leadership for example may be considered

to exert very little influence on the specific circumstances and situations that potentially affect teacher morale, job satisfaction and motivation (Linda, 1998). Thus, Leaders need to be sensitive to the warnings and signs of low morale in their employees such as absenteeism, tardiness, high turnover, strikes and sabotages and lack of pride in work (Swanson and Razik, 1995).

Recent research findings in England have shown that effective leadership need not be located in the person of one leader but can be distributed within the school (MacBeath, 1998; Day and Harris, 2000; Harris, 2002; Harris and Muijs, 2002). These 'distributed' forms of leadership have been identified as crucial to improving schools and imply a redistribution of power and a realignment of authority within the organization. The distributed perspective focuses on how leadership practice is shared among formal and informal leaders. As Bennett et al (2003) note in their review of the literature for National College of School Leadership "distributed leadership is not something 'done' by an individual 'to' others rather it is an 'emergent property of a group or network of individuals' in which group members 'pool' their expertise". A school has various persons with leadership roles. There is a principal, a deputy head teacher, heads of departments, teachers, and students council. All these need to function harmoniously for the school to achieve its goals. That means all the leaders must be engaged in order for the goals of an organization to be met. The reviewed studies indicated that leadership has to be distributed between the formal and the informal leaders in order for the goals of an organization to be realized. The current study intended to establish whether the principals leadership influenced the job satisfaction among secondary school deputy principals. The above view is shared by (Hannagan, 2005) who states that, the choice of a leadership style is determined by various factors namely personal forces, characteristics of subordinates and the situation. It is important that a principal understands the leadership styles and their impact. This will enable them become more flexible and better teachers. These leadership styles influence secondary school deputy principals differently. However, leaders cannot accomplish all the leadership tasks alone, they need the experience and support of colleagues for mutual reinforcement. It is clear that for a leader to achieve organizational goals, he needs to incorporate the effort of other workers in the system. Thus the current study sought to establish whether the incorporation of other workers in leadership influenced the job satisfaction among deputy principals.

Bogler (2001) in his study of leadership styles indicates that teachers report satisfaction in their work when the principal shares information and keeps open channels of communication with the teachers. This style leads to good results. The style recognizes quality performance (Hannagan, 2005). Despite a general shift towards increased responsibilities upon deputy and

assistant principals in England, in most cases the role is still mainly concerned with maintenance rather than developmental functions. The deputy or assistant head is still seen as someone who ensures the school functions properly and generally keeps things running on a day to day basis despite a willingness to engage in leadership activities. Evidence would suggest that deputies and assistant heads view their own influence as relatively small compared to that of the principal (Leonard and Leonard, 1999). This is most likely impacted on their satisfaction on job. This is complemented by Ribbins (1997) who found that, the view of the assistant head as a 'stand-in' for the principal remained prevalent. Yet, in only a small number of cases was the deputy or assistant principal seen as being close to being a second principal or someone with leadership responsibilities. The principal remains the main gatekeeper to leadership functions in the school and if the principal does not support a strong leadership role for the deputy or assistant principal, it is unlikely that this will happen (Southworth, 1995; Purvis and Dennison, 1993). Similarly in the USA, the principal decided upon the exact nature of the role of the assistant principal (Scoggins and Bishop, 1993) which for those in assistant or deputy roles is a constant frustration (Mertz, 2000). In a detailed case study of one US assistant principal, it was clear that most of her duties were determined by the principal rather than allocated through any fixed job definition (Mertz and McNeely, 1999).

Oroora (1997) noted that in Kenya today, talents, skills and abilities of almost all employees in most organizations lie fallow because of the lack of involvement of staff members in task performance and employee satisfaction remain extremely low, schools are no exceptions. If the principal over delegates, under delegates or fails to delegate to the Head of Departments and science teachers, poor result could be the outcome. Studies indicate many managers fail in their duties because of poor delegation. He states factors influencing job satisfaction are intrinsic and extrinsic. The researcher indicates that lack of involvement of employees in places of work leads to low job satisfaction. However, it is not clear whether the same factor can be attributed to low job satisfaction in Hamisi Sub County. Thus, current study intended to establish whether lack of involvement of other employees in places of work would influence the job satisfaction of deputy head teachers. Murage (2004) in her study on job satisfaction among deputy principals of public secondary schools in Nairobi province. The study sought to establish factors that cause job satisfaction on deputy principals in the province and also investigate whether there was any relationship between job satisfaction and the independent variable of age, gender, marital status, academic qualification, job experience and category of school. The findings indicated that 66% of deputy Principals in Nairobi were female, 76.6% of deputy principals were between ages 40-54 years. The

deputy principals were qualified. In the study, low salary was ranked as the first cause of dissatisfaction followed by Principals leadership style, administrative responsibilities, recognition, working conditions and interpersonal relations. The current study intended to establish whether or not the above factors would have a similar or varied influence on the job satisfaction of teachers in Hamisi Sub County. The researcher also reported that Job security was not ranked as a cause of dissatisfaction because they considered teaching offers job security. The study also showed there is no significant difference between job satisfaction and then age, gender, marital status, academic qualification and job experiences category of school. The deputy principal also indicated that deputy headship is a position of authority but Principals did not allow them free decision making. The current study sort to establish whether deputy principals in Hamisi Sub county would share a similar view regarding job security.

Conceptual Framework

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

RESEARCH METHODOLOGY

Descriptive survey design was adopted in this study. This design was suitable because the study was qualitative and exploratory in nature. The study population consisted of 36 head teachers, 36 deputy head teachers, 36 Directors of studies, 36 Board of Governors Chair persons and 36 Parents' Teachers Association chairpersons. Data was collected using questionnaire and interview schedules. Face and content validity of the instruments was established by experts in Educational Administration. Reliability of the instruments was determined by test re-test method in 3(8.33%) of the schools that were not involved in the study. Pearson r coefficient of the deputy head teachers' questionnaire

Independent Variables

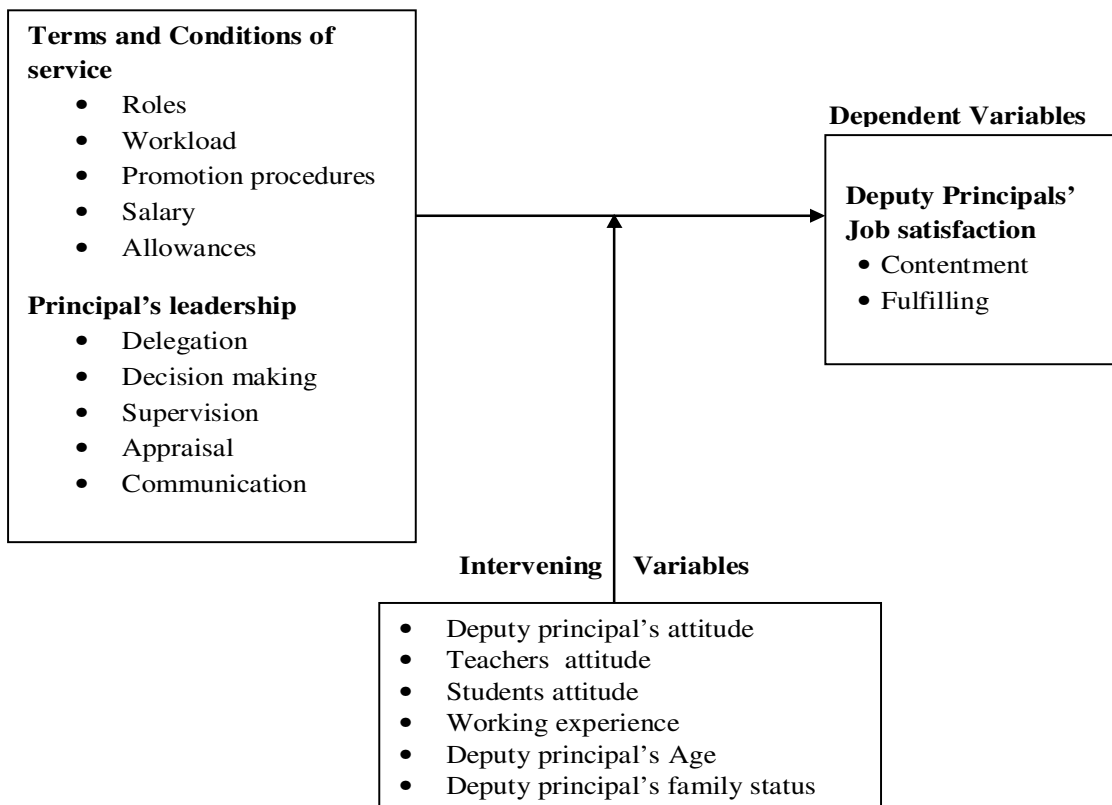


Figure 1. Influence of Terms and Conditions of Service, and Principals' Leadership on Deputy Principals' Job Satisfaction

was 0.84 at a set p -value of 0.05. Quantitative data was analyzed using descriptive statistics in form of frequency counts and percentages. Qualitative data was transcribed and analyzed in emergent themes and sub themes.

RESULTS

Demographic Characteristics of Deputy Principals

The respondents were deputy principals. Their characteristics were modeled on: gender, age, category of school, number of students, highest professional qualification, teaching experience, headship and deputy headship experience, current salary bracket, residing in school or outside, commuter allowance, rental house allowance and medical allowance. The demographic characteristics of Deputy Principals were indicated as shown in Table 1.

Majority of deputy principals 21(63.64%) were males while 12(36.36%) were females. Majority of the deputy principals 26(78.78%) were in the age brackets of 40-49 years factor that could generate jealousy and insubordination action easily given that they had served reasonable periods of time as deputy principals, most of

them 18(54.55%) in the range of 1-4 years, 8(24.24%) had served between 5-9 years and 7(21.21%) had served for 10 years and above. Most deputy principals 22(66.67%) highest qualification was bachelors' degree, 7(21.21%) deputy principals had attained masters degrees, 3(9.09%) had diploma in education. The salary brackets were generally low for majority of them ranging from Kshs. 25,000.00 to Kshs. 61,000.00 for 30(90.90%) of them; a factor that may lead to job dissatisfaction as they could have failed to satisfy most of their basic needs. Deputy Principals were asked to indicate categories of schools and student population. Their responses were as shown in Table 2.

From Table 2 it was established that 20(60.60) of the schools were Sub county Mixed Day and boarding secondary schools, 5(15.15%) were provincial girls schools, 3(9.09%) were provincial boys schools and another three were provincial day and boarding mixed schools and another 5(15.15%) were provincial mixed day and boarding secondary schools. Most of the schools 24(72.72 %) had a population of less than 600 students. This implied that the student demands may not have been high for deputy Principals coupled with the fact that most schools were day schools.

Table 1. Demographic Characteristics of Deputy Principals

Demographic characteristics	Number of Deputy Principals	Percentage %
Gender		
Male	21	63.64
Female	12	36.36
Ages in years		
1-29	01	3.03
30-39	06	18.18
40-49	26	78.78
Teaching experience in years		
1-10	04	12.12
10-20	25	75.76
21-Above	04	12.12
Highest Qualification		
Diploma in education	03	9.09
Bachelor of Education	22	66.67
Master of Education	07	21.21
Others	01	3.03
Deputy Headship in years		
1-4	18	54.55
5-9	08	24.24
10-14	07	21.21
Salary bracket Kshs		
25,000-41,000	19	57.58
42,000-61,000	11	33.33
62,000-82,000	03	9.09
Housing		
Housed	19	57.58
Not housed	14	42.42
Commuter Allowance (Kshs)		
1,642-2,258	07	21.21
2,259-2,688	15	45.46
2,689-3,450	09	27.27
3,451-Above	02	6.06
Rental House Allowance		
3,800-8,200	06	18.18
8,201-12,000	12	36.36
12,001-15,000	15	45.46
Medical allowance Principals Kshs		
1,020-1,500	01	3.03
1,501-3,042	19	57.58
3,043-4,500	10	30.30
4,500-Above	03	9.09

Table 2. School Data

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

Research question one:

The Research question responded to was: What is the influence of terms and conditions of service on job satisfaction of secondary school deputy principals?

To respond to this research question adequately, deputy principals' responses on influence of different aspects of terms and conditions of service on their job satisfaction were sought. Their responses were as shown in Table 3.

From Table 3 it can be observed that 26(78.78%) of deputy principals agreed that minute taking in staff meetings influenced their job satisfaction. Four (12.12%) of the deputy principals disagreed that minute taking influences their job satisfaction and 3 (9.10%) were undecided on whether or not minute taking influenced their job satisfaction. This shows that most of deputy principals agreed that minute taking in staff meetings influenced job satisfaction while 4(12.12%) of the deputy principals disagreed that minute taking in staff meeting influenced job satisfaction among deputy principals. Three (9.10%) of deputy principals were undecided on the influence of minute taking in staff meetings on their job satisfaction Deputy principals also take minutes during Parents Teachers Association meetings. In this respect 25(75.75%) of deputy principals agreed that minute taking during Parents Teachers Association meetings had influence on their job satisfaction. Three (9.10%) of deputy principals disagreed that minute taking influenced their job satisfaction. Five(15.15%) of deputy Principals were undecided on the influence of minute taking in Parents Teachers Association on the job satisfaction of deputy principals. Twenty two (66.67%) of deputy principals agreed that minute taking during Board

of Governors meetings also influenced their job satisfaction while seven (21.21%) the deputy principals disagreed that minute taking during Board of Governors meetings influenced their job satisfaction. Four (12.12%) of deputy head were undecided on the influence of minute taking during Board of management meetings on their job satisfaction. It also emerged that 25(75.75%) of deputy principals agreed that supervising students had influence on their job satisfaction while 4(12.12%) of the deputy principals disagreed that supervising students influenced their job satisfaction. Another 4(12.12%) of the deputy principals were undecided on the influence of supervision of student on their job satisfaction. Twenty seven (81.81%) of deputy principals agreed that acting as principal in the absence of the principal had influence on their job satisfaction. Four (12.12%) of deputy Principals disagreed that acting as principal influenced their job satisfaction and 2 (6.07%) deputy principals were undecided. Twenty eight (84.83%) of deputy principals agreed that the role of deputizing had influence on the of job satisfaction of secondary school deputy principals. Three (9.10%) of the deputy principals disagreed that deputizing does influence their job satisfaction. Two (6.07%) of deputy principals were undecided as to whether or not deputizing the principal influenced their job satisfaction. Fifteen (45.46%) of the deputy principals agreed that government policy on re-admission to school for teenage mothers had influence on their job satisfaction while 14 (42.42%) of them disagreed that government policy on re-admission had influence on their job satisfaction whereas 4 (12.12%) of the deputy principals were undecided.

Fourteen (42.42%) of deputy principals agreed that probation of six months for deputy principals had

Table 3. Influence of Terms and Conditions of Service on Job Satisfaction of Secondary School Deputy Principals

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

influence on the job satisfaction among secondary school deputy principals while 13(39.40%) of the deputy principals disagreed that probation for six months influenced their job satisfaction whereas 6(18.18%) of the deputy principals were undecided on the influence of probation period on their job satisfaction. Seventeen (51.52%) of deputy principals agreed that job security had influence on their job satisfaction among secondary school deputy principals while 10(30.30%) of deputy principals disagreed that job security had influenced on their job whereas 6(18.18%) of deputy principals were undecided on the influence of job security on their job satisfaction. 22(66.66%) of deputy Principals agreed that workload of deputy principals had on their job satisfaction while 9 (27.27%) of the deputy principals disagreed that workload of deputy principal influenced their job whereas 2(6.07%) of deputy principals were undecided on the influence of workload of deputy principals on their job satisfaction. The rental house allowance was meagre as

only 8(24.24%) of deputy principals agreed that it had influence on their job satisfaction while 23 (69.69%) of the deputy principals disagreed that rental house allowance influenced their job satisfaction whereas 2(6.07%) of the deputy principals were undecided. Four (12.12%) of deputy principals agreed that salary had influence on their job satisfaction while 26(78.78%) of the deputy principals disagreed that salary had on their job satisfaction whereas 3(9.10 %) of deputy principals were undecided on the influence of salary on their job satisfaction. Five (15.15%) of deputy principals had agreed that medical allowance had influence on their job satisfaction while 26 (78.78%) of deputy principals disagreed that medical allowance influenced their job satisfaction whereas 2 (6.07%) of deputy principals were undecided on the influence of medical allowance on their job satisfaction. The medical allowance earned by secondary school deputy Principals ranged from kshs.1, 020 –kshs.4,500 (Table 2).

Table 5. Influence of Principal's Leadership on Job Satisfaction of Secondary School Deputy Principals

Aspects of Principal's Leadership	Response							
	Agreed		Undecided		Disagree		Total	
	F	%	F	%	F	%	F	%
Delegation of duties	29	87.87	01	3.03	03	9.10	33	100
Celebration of results	30	90.90	01	3.03	02	6.07	33	100
Involving teachers in decision making	28	84.85	01	3.03	04	12.12	33	100
Room for creativity and innovation	28	84.83	02	6.07	03	9.10	33	100
Mode of close supervision	25	75.75	02	6.07	06	18.18	33	100
Involving students in decision making	24	66.66	02	6.07	09	27.27	33	100
System of appraisal for teaching staff	21	63.64	06	18.18	06	18.18	33	100
Undertaking capacity building courses	15	45.45	03	9.10	15	45.45	33	100
System of appraisal for support staff	18	54.54	02	6.07	13	39.39	33	100
Responsibility in examination results	23	69.69	03	9.10	07	21.21	33	100
Internal communication	20	60.60	02	6.07	11	33.33	33	100
Liberty in decision making in departments	15	45.45	01	3.03	17	51.52	33	100

Six (18.18%) of deputy principals agreed that commuter allowance had influence on the job satisfaction of the secondary school deputy principals. Twenty five (75.75%) of deputy principals disagreed that commuter allowance had influence on their job satisfaction and 2(6.07%) deputy principals were undecided on the influence of commuter allowance. Four (12.12%) of the deputy teachers agreed that teacher student ratio had influence on their job satisfaction. Twenty seven (81.81%) of deputy principals disagreed that teacher student ratio influenced their job satisfaction and 2(6.07%) of deputy principals were undecided. Most of deputy principals deputized in schools which had less than 500 students (Table 4.2).

Research question two:

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

To respond to this research question adequately, deputy principals responses on influence of principals leadership on job satisfaction were sought. Their responses were as shown in Table 4.

Table 4 indicates that there were aspects of leadership which had influence on the job satisfaction of deputy principals. Twenty nine (87.87%) of deputy Principals agreed that delegation of duties influenced their job satisfaction. Three (9.10%) of deputy Principals disagreed that delegation of duties influenced their job satisfaction. One (3.03%) deputy principal was undecided on the influence of delegation of duties on their job satisfaction. Twenty nine (87.87%) of deputy principals agreed that delegation of duties positively influenced their job satisfaction. It's also clear 3(9.10%) deputy principals were not comfortable with delegation of duties. Thirty

(90.90%) of deputy principals agreed that celebration of end of secondary school cycle results had very high influence on their job satisfaction. Two (6.07%) of deputy Principals disagreed that celebration of results influenced their job satisfaction. One (3.03%) deputy principal was undecided on the influence of celebration of results on their job satisfaction. It is clear that 30(90.90%) of deputy principals agreed that celebration of end of secondary school cycle results made them very happy. Twenty eight (84.83%) of deputy principals agreed that involvement of teachers in decision making had influence on their job satisfaction. Four (12.12%) of deputy principals disagreed that involving deputy Principals on decision had influence on their job satisfaction. One (3.03%) deputy principal was undecided on whether or not involving teachers on decision making influenced job satisfaction. Four (12.12%) of deputy principals disagreed that involvement of teachers in decision making negatively influenced their job satisfaction. Twenty eight (84.83%) of deputy Principals agreed that creativity and innovation had influence on their job satisfaction. Three (9.10%) of deputy principals disagreed that creativity and innovation influenced their job satisfaction. Two (6.07%) of deputy principals were undecided on the influence of creativity and innovation on their job satisfaction. Twenty eight (84.83%) of deputy principals were in agreement that room for creativity and innovation had influence on their job satisfaction. Three (9.10%) of deputy principals indicated that room for creativity and innovation did not influence their job satisfaction. Twenty five (75.75%) of deputy principals agreed that mode of close supervision had influence on their job satisfaction. Six (18.18%) of deputy principals disagreed that mode of supervision influenced their job satisfaction. Two (6.07%) deputy principals were undecided on the influence of mode of supervision on their job satisfaction. Twenty five (75.75%) of deputy Principals agreed that the mode of supervision

influenced their job satisfaction. Twenty four (66.66%) of deputy principals agreed that Involving students in decision making had influence on their job satisfaction. Nine (27.27%) of deputy principals disagreed that involving students in decision making had their job satisfaction. Two (6.07%) of deputy principals were undecided on the influence student involvement on their job satisfaction. Twenty four (66.66%) of deputy principals agreed that involvement of students in decision making influenced their job satisfaction. Nine (27.27%) of deputy Principals disagreed that student involvement in decision making influenced their job satisfaction. Twenty one (63.64%) of deputy principals agreed that system of appraisal for teaching staff had high influence on their job satisfaction. Six (18.18%) of deputy principal disagreed that system of appraisal for teaching staff had influence on their job satisfaction. Six (18.18%) deputy Principals were undecided on whether or not system of appraisal had influence on their job satisfaction. Twenty one (63.64%) of deputy Principals indicated that the system of appraisal for teaching staff positively influenced their job satisfaction. Six (18.18%) of deputy principals who were undecided on the influence of appraisal of teaching on their job satisfaction reported the system of appraisal was not known to them. Fifteen (45.45%) of deputy principals agreed that undertaking capacity building courses had high influence on their job satisfaction. Fifteen (45.45%) of deputy principals disagreed that undertaking capacity building influenced their job satisfaction. Three (9.10%) of deputy principals were undecided on the influence of capacity building on their job satisfaction. It's clear that, those who agreed and those who disagreed had 15(45.45%) each. Eighteen (54.54%) of deputy principals agreed that System of appraisal for support staff had influence on their job satisfaction. Thirteen (39.39%) of deputy principals disagreed that the system of appraisal for support staff had influence on their job satisfaction. Two (6.07%) of deputy principals were undecided on the influence of system of appraisal of support staff on its influence on their job satisfaction.

Fifteen (45.45%) of deputy principals agreed that liberty in decision making had influence on their job satisfaction. Seventeen (51.52%) of deputy principals disagreed that liberty in decision making in departments had influence on their job satisfaction. One (3.03%) deputy principal was undecided on influence of liberty in decision in department on their job satisfaction. Twenty three (69.69%) of deputy principals agreed that responsibility in examination results had influence on their job satisfaction. Seven (21.21%) of deputy Principals disagreed that responsibility in exam had influence on their job satisfaction. Three (9.10%) of deputy Principals were undecided on the influence of responsibility on the job satisfaction of deputy principals. Twenty three (69.69%) of deputy principals agreed that responsibility in examination results had influenced their job satisfaction. Twenty (60.60%) of deputy principals

agreed that internal communication had influence on their job satisfaction. Eleven (33.33%) of deputy principals disagreed that internal communication had influence on their job satisfaction. Two (6.07%) of deputy Principals were undecided on whether or not internal communication had influence on the job satisfaction. Twenty (60.60%) of deputy principals agreed that internal communication influenced their job satisfaction.

DISCUSSION

In view of these findings it is clear that minute taking in staff meetings influenced job satisfaction among deputy principals. The questionnaire findings concurred with interview findings as interviewees indicated that minute taking in staff meetings influenced job satisfaction because they were appreciated by fellow teachers. Infact one principal interviewee stated; "Minute taking in staffing meetings is quite fulfilling as you are kept alert to all discussions and you must be in every meeting. Indeed you learn a lot which is very important for us who hope to become principals soon or later. This is because one learns the importance of staff meetings and how to conduct them effectively to the benefit of their entire school community". This view was shared by one Director of studies who remarked; "It is prestigious to take minutes as you get exposed to the nitty-gritty's of staff meetings. Meetings are vital in all organizations it is what holds the staff together. It is therefore prestigious to be honoured to be taking minutes".

Minute taking during staff meetings is challenging and calls for accuracy and precision in taking note of resolutions during the meetings. During subsequent meetings before minutes are confirmed they are normally read through such that credit is given to the minute recorders. The deputy principals feel gratified as they are regarded as persons of integrity based on their accuracy in minute taking. The deputy principals also found minute taking fulfilling as the minutes form the basis for future planning and decision-making. For those who disagreed they may have viewed minute taking as extra work and routine in situations where minutes are not used for the purposes that they are intended for. Whereas for those who were undecided it could be because they have never been involved in minute taking and therefore they do not understand the challenges that come with minute taking. Deputy Principals were undecided on the influence of minute taking in Parents Teachers Association on the job satisfaction of deputy principals. This implies that deputy principals directly interact with Parents Teachers Association executive on students academics and discipline which is the docket of deputy principals in schools. These offers the deputy principals opportunities to understand the students from the parents point of view. In this way, the deputy Principals become well equipped on how to deal with students in schools, a factor that

makes the deputy principals position fulfilling. The influence of minute taking on deputy principals job satisfaction was supported by Parents Teachers Association chairpersons. Thus, during interviews with Parents Teachers Association chairpersons, one of the Parents Teachers Association chairperson William Chetambe (pseudonym) remarked; "I have noted one good thing about well managed schools, that is, whenever deputy principals work hand in hand with principals on matters of parents and teachers in relation to students, deputy principals are happy and carry out their duties of maintaining school discipline quite successfully".

This was echoed by another Parents Teachers Association chairperson, which meant that deputy principals minute taking during Parents Teachers Association meetings influences job satisfaction among deputy principals. Interviewees indicated that they were allowed to sit in Board of Governors meetings and take minutes. This was an opportunity that could not easily be available for the rest of the teachers unless the deputy principal was not available. This influenced their job satisfaction because they became part of the resolution making process in as far as school issues were concern. They also learnt priority of the school before hand before other teachers in school. However, those who were undecided indicated that, they were not given opportunities to participate in discussions during Board of Governors meetings. Their role was taking minutes and this passive role made them not to experience any satisfaction that came with minute taking in Board of Governors meetings.

Supervision of students enabled the deputy principals to know students by their names, it also enabled them to know students who were notorious for absenteeism, the common offenders, identify with students who were well disciplined. This approach helped them get information before hand regarding discipline. It also helped them to identify with the needy students and when such information was required it would be obtained with ease. Thus, they were depended on the other teachers when such information was required. This made the deputy principals feel that they played an informative role and this influenced their job satisfaction. During the interview one of deputy principal noted; "What is gratifying most in being a deputy principal is the function of supervising students. This is because it is highly challenging. It requires one to be alert always, highly interactive with all members of the school community and therefore one learns a lot about what as a school is in all aspects. He can account for everything when called upon by his supervisor. This in fact enhances the chances of advancing to the next level, which is the wish of all deputy principals". Twenty seven (81.81%) of deputy principals agreed that acting as principal in the absence of the principal had influence on their job satisfaction. Four (12.12%) of deputy Principals disagreed that acting

as principal influenced their job satisfaction and 2(6.07%) deputy principals were undecided. The findings from questionnaires concurred with interviewees reports that the principals acknowledged their roles of acting through writing to them letters of appreciation. It also emerged that the deputy principals were fully in charge of all administrative matters except financial matters, when they acted on behalf of the principals. The deputy principals also made decisions regarding discipline, fees and academic matters in absence of the principal. When acting, deputy principals assume the roles of the principal. This position requires that the deputy principal takes charge of Principals duties alongside his or her duties. Thus, the deputy principal was required to be steady and focused because the task was challenging. This was also expressed by one of the principal's when he noted; "Acting as a principals is like being a principal. It is very challenging as one is required to change lifestyle to cope with the challenges created by the nomination to an acting position. For instance one is required to make hard decisions on matters that are delicate like temporal exclusion of students from school due to intolerable infractions which include theft, fraud and drug abuse, without creating conflict with the principal". This view was shared by one of the Parents Teachers Association chairperson who indicated that, some deputy principals work to an extend that you may think the principal is in control when they have been delegated by the principal. They handle all issues of staff, parents, students and other stakeholders depending on their potential. Those who disagreed indicated that the principals would assign duties of the principal's office to the deputy principals but they could not appoint somebody to take up duties in the deputy principal's office. Thus, making the deputy principal strain in managing two roles in the school when they were away. This was viewed by some deputy principals as a lot of work coupled with their teaching duties. Thus, they could not ascertain how it felt to act on behalf of the principal. Those who were undecided indicated that the principals secretly assigned a teacher to handle their office duties instead of assigning the deputy principals and this made them not to realize what it felt to act as a principal. This kind of scenario led to frustration on the part of the deputy Principals who were eager to gain experience of headship.

Most of deputy principals agreed that deputizing the principal had influenced their job satisfaction. They indicated that the principals recognized their roles by according them respect they deserved. They did this by ensuring that they supported them on all their daily undertakings. They assigned other teachers to help the deputy principals execute some duties. The Principals would also send the deputy Principals to attend meetings on their behalf. This made the deputy principals feel recognized. It also made them get relief from the daily routine which in away made them relax. This was a break

from daily routine work. A part from that, attending principals meeting also made the deputy principal meet and interact with principals and deputy principals of other schools. They reckoned that this was an opportunity for them to learn more regarding administration from Principals of other schools, other than from their immediate supervisors, the principals in their own schools. This view was shared by Board of Governors chairpersons who noted that most deputy principals were happy with the function of deputizing. This finding was consistent with the interviews as they indicated they were consulted on many issues even when Principals were present to respond to the issues. This fact was also expressed by Principals during interviews. One principal remarked; my deputy principal is classic, he is always up to the task. He performs his duties very effectively without any malice nor insubordination." Those deputy Principals who disagreed showed the role of deputizing did not make them happy on job. The role of deputizing made some miss capacity building courses because they were to be in school to take care of discipline issues at all. It also involved staying away from their homes something that did not go well with them. These findings concur with Harvey and Sheridan (1995), Ribbins (1997) who stated that the role of the deputy principal is characterized by lack of real or unclear leadership responsibilities which can be a major source of dissatisfaction to deputy principals.

The deputy principals reported that most of teenage mothers openly discussed their experiences with other students. They were willing to change when guided accordingly. However, deputy principals reported that a few of the teenage mothers often sought transfers and left for other schools. This was often seen by other students as not a solution to early pregnancy. This approach makes it difficult for the deputy principal to deal with discipline cases and also guide other students. Deputy principals who agreed indicated that they were appointed to serve as deputy principals by boards and when they went for interviews in Teachers Service Commission they were confirmed as deputy principals of the schools they were serving. This ended their probation period and at the same time it meant that a good report had reached the employer hence their confirmation. Those who disagreed indicated that they were confirmed as deputy Principals when they had stopped desiring the position. They accepted it just to have the office but it they were not impressed with many months taken to confirm them in the position. Those deputy Principals who remained uncertain as to whether or not that influenced their job satisfaction indicated they didn't see the need for the probation period of six months. Two deputy principals reported to have deputized for more than one year without confirmation. One deputy principal confirmed; "I have been serving the second year and all I have to show am a deputy in this school is a letter from the head of school written after a Board of Governors

meeting in which I was appointed deputy principal in the school" This somewhat boost their morale but it could be better if, were substantively appointed and confirmed accordingly. Deputy headship is not tenured position and therefore most deputy Principals do not take it seriously. Thus one deputy principal in an interview noted; "Today you are a deputy tomorrow you are not! This indeed discourages one. It would have been better if one was assured that he can keep that appointment for a clearly defined period of time. This could make one confident and be respected accordingly" This finding was consistent with that of Conrad, Tracey, Rosser and Vicki (2007) who contended that school administrators are satisfied with their work experiences; however personal issues and individual demographic characteristics had a major influence on their intention to leave their careers and professions. Most of deputy principals were happy about the workload that they were handling. This means that given the extra responsibility of deputy headship they did not have issues with it. Most of the deputy principals got a house allowance ranging from Kshs. 6,800 – Kshs. 15,000. This could not enable them to get decent houses. Fourteen secondary school deputy principals were not housed (Table 4.1). This had influence on their job satisfaction because most of them were expected to arrive early and leave late. Hannagan (2005) alludes that prospects for promotion often presented significant motivators. This view is shared by Robbins (2000) who asserts that employees be provided equitable rewards since they want pay systems and promotion policies that they perceive as being just and unambiguous, and in line with their expectations. He says when pay or other rewards are seen as fair, satisfaction is likely to occur. It emerged that the deputy principals were not satisfied with the salaries they earned. Most of deputy principals earned salaries ranging between Kshs.25, 000 - Kshs 61,000 (Table 4.2). Besides, the salary could not enable them cater for the needs of their families. It is also clear that, the satisfaction of deputy Principals is derived from other factors other than salary. However, it is necessary that the employer looks at the salary to enable it create satisfaction to the deputy principal. This is important because it will influence performance of the deputy principals. Hannagan (2005) states that if salary is determined by a rigid pay system, then order and predictability will tend to become ingrained within the organization. If pay increase is a matter of discretion on the part of the senior managers, the formation of cliques and self serving activity may develop. Finally, if measured on performance, it leads to conflict and antagonism.

Sturman (2002) looked generally at the quality life of teachers and finds that it compares favorably with that of other workers. This is consistent with the econometrics findings or reports that teachers tend to be more dissatisfied with their salaries, but they were also more likely to complain of stress than other employees. Stress and satisfaction have been recurring issues in teacher

retention (Evans, 1998; Travers, 1996; and Troman and Woods, 2001). It emerged that amount of money meant for medical could hardly enable the deputy principal get outpatient treatment in a good hospital. Thus, this often interfered with their concentration on duties and responsibilities allocated to deputy principals. In fact one deputy principal noted, "Medical allowances could make most of us, deputy principals happy if they were reasonable as it is number two in our expenditure list, the first being education. Medicines and medical treatment expenses leave us devastated among fellow teachers. It happens so, because deputy Principals are the most noticeable persons in schools and anything that affects them is easily visible".

Commuter allowance could not enable the deputy Principals to commute for a whole month. This led to unnecessary stress as they tried to reach their places of work. The commuter allowance ranged between Kshs.1, 642- Kshs.3, 450 (Table 4.2). Most deputy principals wished to deal with large populations of students when they are less, it is less gratifying as it was not challenging enough. Most deputy principals derive a lot of excitement from populous students. This is in line with that of Anami (2009) who reported that according to management studies conducted, about 80-90 percent of employees leave their jobs not because of the money factor but due to matters related to the job, management, culture and work environment.

Deputy principals were happy the way duties were delegated to them. This was because the delegated duties were accompanied with instructions from the principals. The deputy principals indicated that the principals did not have hands on after delegating some duties to them. The deputy principals also said that they had letters of appreciation written to them thanking them for the duties performed properly. During interviews with Board of Governors and principals on delegation of duties, one Principal John Mwaka noted, Most deputy principals I have worked with real cherish being delegated duties and responsibilities and indeed one finds them very happy as opposed to a situation where one assigns another teacher to perform the duties the deputy principal would have done. This view was shared by one of the chairpersons of the Board of Governors who remarked; I always notice that when deputy principals are delegated with the duty of taking minutes during BOG meetings, they are very excited and happily chip in discussions when called upon. Delegation of duties negatively influenced their job satisfaction. During the interviews it emerged that principals sometimes delegated duties but secretly assigned another teacher to do the same task for purposes of comparison and intimidation. This was not taken kindly by deputy Principals who were affected. Laissez faire leadership is not the best leadership style to use in the schools organization because complete delegation without follow up mechanisms may create problems, which are likely to

affect the schools effectiveness. This is in agreement with MacDonald (2007) who contends that laissez faire leadership is associated with the highest rates of truancy and delinquency and with the slowest modifications in performance which lead to unproductive attitudes and disempowerment of subordinates. Robbins (2000) states that by allowing employees to participate in delegation process, employee motivation, satisfaction and accountability for performance is increased. It is clear that deputy principals agreed that celebration of end of secondary school cycle results made them very happy. This means their satisfaction on job was realized during this moment. The interviewees felt recognized and they worked hard at everything. This view was shared by one of the Parents Teachers Association chairpersons when he stated that; When we are planning for annual General Meetings, I find deputy principals very excited and real committed to ensuring that they succeed. This view was echoed by one of the principals who stated that, Indeed, am usually happy with the task of preparation of good results celebrations done by the deputy principal in the school. The deputy principals indicated that they were given the opportunity to plan for celebration of good results. The good results were associated to the good discipline which was perceived to have been instilled by the deputy principal. The teachers were awarded as per individual performance and this varied from school to school. This contributed to the positive influence on the job satisfaction of deputy principals. In some schools even the students were recognized and awarded. The principals associated themselves with the good results but disassociated themselves from bad results. Hannagan (2005) alludes that a reward system sends clear message to employees about what types of behaviour are expected and acclaimed by the senior management. When large bonuses are paid to the team rather than individuals, this will encourage team building and loyalty to the team. This is complemented by Cummings and Huse (1990) who contends that, every organization should be concerned of improving employees' satisfaction and performance. This entails having innovative approaches to pay, promotions, and fringe benefits such as paid vacations, health insurance and retirement programs.

It can be observed that majority of deputy Principals agreed that involvement of deputy Principals in decision making had influenced on their job satisfaction. From the interviews it can be observed that involvement of teachers in decision making had positive influence on the job satisfaction of deputy principals. The deputy principals indicated that the involvement of teachers in decision making solved some of the issues that led to antagonism between them, the principal and the teachers. These cases included admission of students, discipline, curriculum implementation and evaluation. The involvement of teachers in decision making was a sure way of making them own the outcome of all that is done

in the institution. Involvement of teachers in decision making negatively influenced their job satisfaction. This decision made the deputy Principals unhappy. From the interview it emerged that a deputy principal remarked that teachers were involved in decision making but not all that they said was implemented. This influenced the deputy principal's job satisfaction because they met the teachers often and as such got feedback from the teachers with regard to unimplemented policies. Knoop (1995), for example, comes to the conclusion that making decisions jointly with employees is related to positive job outcomes, like organizational commitment and job satisfaction of school leaders. Short and Rinehart (1992) even believe that participation of teachers in decision-making can have negative outcomes and leads to dissatisfaction of both teachers and leaders, since it increases the opportunities for organizational conflicts and communication becomes more complex. These findings are in agreement with Silins, Mulford and Harries (2002) who alluded that students' outcomes are more likely to improve where leadership sources are distributed throughout the school and where teachers are empowered in an area of importance to them. By distributing powers, principals do not become weak; they instead become stronger as the institutions they head excel in performance. It can also be observed that 1(3.03%) of deputy principals were undecided on the influence of involvement of teachers in decision making to their job satisfaction. The interviewees noted that whether assignment to task or not these were never followed to the letter. Hence the involvement did not bear fruits at all. This is agreement with, Devos et al. (2007) who contends that there is no significant relationship between participative decision-making and school leaders' job satisfaction. The deputy principals reported that they were able to execute other duties other than dealing with what would otherwise be done by Head of Departments and this influenced their job satisfaction. They also said that principals embraced room for creativity and innovation and this motivated them because their ideas had been incorporated in the management of schools. The deputy principals reported that there was room for creativity and innovation but it was tied to financial implications. However, if it's something that could be dealt with by the deputy principal or teacher, concerned without involving financial expenditures it was accepted easily. In other cases the new ideas would be accepted but not implemented. There were also cases where the new idea would be implemented once and eventually shelved. The supervision of teachers is a leadership function that is related to instructional leadership, which focuses on the role of the school leader in directing, controlling and monitoring in schools (Bamburg and Andrews, 1990).

From the interviews it emerged that, the students were involved in the election of the students' council in most of

the schools. They were also involved in discussing the results after examinations had been done and go ahead to discuss resolutions on the same. It emerged that this role was at times misinterpreted by teachers to mean spying. It was also misunderstood to giving students a lot of power to deal with other students. All these did not go well with the deputy principal and led to dissatisfaction on job. Appraisal system used to appraise the teacher was the same used for deputy principal. This was done in an open manner whereby a deputy principal would be told to indicate what she or he had achieved and thereafter they discussed with the principals with the aim of writing an appraisal for the deputy principal. To others it was a new development because they were hearing for the first time. Thus there was need for the employers to educate their employees on some of these policy matters. This agrees with Hannagan (2005) who contends that, appraisal involves outlining the main tasks of the post and establishes the description of the job. The job is then agreed upon with the managers' immediate supervisor then later the main priorities of the job in particular the length of service. The deputy principal reckoned that when circulars requiring them to attend workshops come in time, they are allowed to attend. However, in cases where it's a workshop for teachers of a particular subject in which she/ he are part, they never got the opportunity. This led to low job satisfaction on the part of the deputy principals. The findings also indicate that information reached the deputy principal through deputies from other schools and in this case she/ he may be allowed to attend or not. It also emerged that information regarding interviews for headship were not disseminated properly. This kind of scenario led to low job satisfaction of the deputy principal. The deputy principals reported that schools do not want to spend money to enable them undergo managerial, financial, ICT integration courses advertised by Kenya Education Management Institute. They said much as this is a requirement, they were always told to make their own personal arrangement which they could not afford owing to the amount of money involved. This affected their upward mobility and had influence on their job satisfaction. It is also clear that some deputy principals were undecided on the influence of capacity building on their job satisfaction. Majority of deputy principals agreed that system of appraisal for support staff had influence on their job satisfaction. They noted that it was satisfying working with people who know what was expected of them because they are focused to being productive. It was also highlighted that the system of appraisal of support staff was in place and the principals and the bursars were the ones who were involved in appraising the support staff. Cummings and Huse (1990) states that, appraisee is part of the appraisal process. He/she joins superiors and staff personnel in setting performance goals, determining methods and periods of assessment, assessing performance and

administering rewards. This criterion captures the employees' views, needs and criteria along those of the organization.

From the interviews it emerged that in some schools students were involved in discussing examination results which had been done in the school. This involved head prefects and 3 identified students from every class. The students were also allowed to make decisions with regard to choice of head students in the school. The peer counselors were also chosen by the students themselves. From the interviews it emerged that briefs were the commonest mode of internal communication to the staff. The students were given information during parade briefs. The other modes of communication were circulars, memos and notices posted on notice boards. However, the briefs were used by principals to address policy issues. It also emerged that before the principal gave a brief she/ he may decide to have a management committee meeting. Friedman (2002) complements this by stating that when leadership is distributed to other people in the school the workload of the school leaders which is assumed to be the main source of stress, burnout and dissatisfaction is expected to decrease.

CONCLUSIONS

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

Terms and conditions of service that had influence on job satisfaction among secondary school deputy principals were: role of deputizing principals, acting as principal in absence of principal, minute taking during staff meetings, minute taking during Parents Teachers Association meetings, role of supervising students, minute taking during Board of Governors meetings, workload of deputy principals and job security. Principals' leadership factors that had influence on job satisfaction among secondary school deputy principals were; celebration of results, delegation of duties, involving teachers in decision making, room for creativity and innovation, close supervision, responsibility in examination results, involving students in decision making, system of appraisal for support staff.

RECOMMENDATIONS

In the light of the findings that higher salary, medical and commuter allowances positively influence job satisfaction of deputy principals, the study recommended that Teachers Service Commission should review the salaries and allowances so as to enhance deputy principals' job satisfaction.

In light of the finding that deputy principals would be happy if they had liberty in decision making, the study recommended that principals should enhance democratic

space in decision making. This would make the work of the deputy principals satisfying in dealing with departmental issues and thereby enhance their job satisfaction.

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