

Strategies for Enhancing Teachers' Job Satisfaction and Academic Performance among Secondary Schools in Homa-Bay County, Kenya.

Joshua Odhiambo Ogal

Department of Education, Mount Kenya University, Eldoret, Kenya

***Corresponding Author:**

Joshua Odhiambo

Email: yohosua2000@yahoo.com

Abstract: The study analyzed the strategies for enhancing teachers' job satisfaction and academic performance among public secondary schools in Homa-Bay County. The purpose of the study was to establish the factors that enhance teachers' job satisfaction and academic performance among secondary schools in Homa-Bay County. The study emanates from a background of low academic performance of secondary schools as per the records of Ministry of Education Report (2011), constant complaints of working conditions and teachers leaving for well established private schools or other organizations. Survey research design was used. A sample of 32 secondary schools was randomly selected from the population of 300 public schools for the study. Data was collected by a Minnesota Satisfaction Questionnaire (MSQ) and personal interviews. Validity and reliability of the instrument in the pilot study were established through expert opinion and Cronbach reliability test respectively. Data was analyzed by descriptive and inferential statistics on SPSS, version 16.0. The analysis of variance tests was reported at 0.05alpha level of significance. Findings revealed that strategies for enhancing job satisfaction as better salary and allowances. It was also found out that academic performance is pegged on teachers' job satisfaction. From the findings of this study the researcher recommends improving teachers' job satisfaction and academic performance in Homa-Bay County; the government should improve salary and allowances of teachers, the result shows that most of the teachers still work in a deplorable conditions, the ministry of education should encourage strong parental and community support through parent teacher association and Board of Management. These bodies should ensure that secondary schools are well equipped with necessary learning facilities for quality education and improved academic performance, ways of enhancing job satisfaction should be identified and opportunity for promotion in the teaching profession should be increased for all qualified teachers. It is hoped that the findings of this study may be useful to the Ministry of Education, personnel involved in decision making, policy formulation and implementation, and secondary school principals towards making sure that teachers are satisfied for schools to perform highly and towards realizing the vision 2030 in education sector. In addition it would be an added body of knowledge in educational management to be used by scholars.

Keywords: Teachers, job satisfaction & academic achievement

INTRODUCTION

Background of the Study

Gratton [1] says strategies for enhancing education provide visions for the future but they are also vehicles that define the actions required and how the vision should be realized. He adds that strategies can be regarded as a general approach underpinned by a philosophy to the objectives in accordance with the intentions of the organization. Gratton et al [2] argue that getting strategies that enhance job satisfaction into action is not easy even if they have been developed by means of a systematic review and set out within a clear framework. Because strategies tend to be expressed as abstractions, they must be translated into programmes with clearly stated objectives and desirables. The term 'strategic in job satisfaction' has been devalued in some quarters, sometimes to mean no more than a few

generalized ideas about satisfaction policies, at other times to describe a short-term plan, for example, to increase the retention rate of graduate teachers. In Homa-Bay County graduate teachers would have their job satisfaction enhanced if proper strategies are put in place, this will result in retaining teachers in teaching profession so as to stamp high academic performance in the County.

White [3] points out that, there is no best way, known to determine job satisfaction, or dissatisfaction. However, when teachers are dissatisfied the first step is for the administrator to determine the reasons for the dissatisfaction. She adds that there may be several causes, namely poor working conditions, lack of security, unfair pay, lack of opportunities for advancement, personal conflict among teachers and

unfulfilled needs. Other causes may include unnecessary restrictions and delays in salary payments and insufficient authority to deal with employees problems. D'Souza [4] indicates that for teachers to put out their best they have to have a feeling of personal worth and the knowledge of being appreciated.

Peter, Waterman and Robert [5] suggest that the nature and style of managerial leadership greatly influence job satisfaction and school performance. Effective leaders show consideration for employees and enable them to have a sense of participation in decisions that affect them. They further say that consideration or concern obviously does not mean a happy go lucky attitude, or a quick pat – on – the – back approach but to work in tandem with employees. Filack and Sheldon [6] posit that the relevance of job satisfaction and school performance are very crucial to the long term growth of any educational system around the world. They probably rank alongside professional knowledge and skills, center competencies, educational resources and strategies as the veritable determinants of educational success and academic performance. Ubom and Joshua [7] say that teachers are expected to render a very high performance for the learners. Also the ministry of education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers.

UNESCO [8] , Matiru, Mwangi and Schelette [9] indicate that secondary schools in Kenya are currently experiencing crisis of ever – increasing students due to Free Primary Education (FPE) and dwindling resources, caused by economic recession in most African countries and hence lower academic standards. They also point out that the quality of teachers and school performance which are degrading, are crucial elements in ensuring that schools retain their tradition of good performance academically, transmitting and preserving knowledge. Academic performance is related to job satisfaction of secondary school teachers, Shakeshaft [10] observed that teachers experience at work is important to their performance and this strengthened the need to focus the study on Homa- Bay County secondary teachers' job satisfaction which is claimed to have suffered academic disparity over long period of time. Table 1 shows the disparity of academic performance in the KCSE examinations in the County as indicated by national examination statistical record of 2009 to 2011 per district in Homa-Bay County.

Statement of the Problem

DEOs and political leaders in Homa-Bay County reacting from the Ministry of Education Report [11] states that there is a worrying low academic performance in most of the public secondary schools in the County, constant complaints of working conditions and teachers leaving for well established private schools

or other organizations. Is it because there is lack of sound relationship between teachers' job satisfaction and school performance? Following the report from the Ministry of Education and claims by DEOs and the political class in the County the researcher embarked on to investigate and establish strategies that can enhance teachers job satisfaction and academic performance among secondary schools in Homa-Bay County.

Purpose of the Study

The purpose of the study was to investigate the strategies which can enhance teachers' job satisfaction and academic performance among secondary schools in Homa-Bay County. With the aim of finding out if teachers' job satisfaction has any bearing on academic performance of the students and how useful a teacher is if job satisfaction is enhanced.

Objectives of the Study

The study attempted to achieve the following objectives:

- Establish the relationship between teachers' job satisfaction and performance of students in the KCSE examinations in Homa-Bay County.
- Investigate strategies for enhancing job satisfaction among secondary school teachers in Homa-Bay County.

Research Hypothesis

There is no significant relationship between teachers' job satisfaction and performance of students in KCSE examinations in Homa-Bay County.

Study Question

What are the strategies for enhancing job satisfaction among secondary school teachers in Homa-Bay County?

Significance of the Study

It is hoped that the findings of this study would be useful to the Ministry of Education, in Kenya and other developing countries and secondary school principals towards making sure that teachers are satisfied. The findings would also be used in the preparation of future training programs for education officers in the Ministry of Education to achieve the vision 2030. It may also be useful to the Director of Education, Homa-Bay County for future training programmes and education seminars for teachers in the County.

Strategies for enhancing job satisfaction Career Advancement/Growth

When a teacher is given a chance to advance his education he performs better academically in his subjects of instruction as master plan on education of 1997 recommended that the Ministry of Education should develop and implement criteria for teachers' professional progression in order to raise their

motivation (Republic of Kenya, 1998). The paper sighted lack of teachers' professional progression and promotion as some of the drawbacks in education. Promotions and prospects for upward mobility of teachers are not very many. Owens [12] and [41] indicated that advancement was a major force in motivating administrators to lift their performance. According to UNESCO Report [8], teachers will always move to places where they find greater opportunities in terms of promotion. Owens [12] further observed that advancement, frequently an important motivator in studies conducted in private sector corporations, was missing in the study of teachers.

Recognition

A teacher should be recognized for his contribution to academic success in the school. Teachers in Homa-Bay County would put more effort if their contributions are recognized. Johnson and Holdaway [13] in their research say that recognition is a very important motivator for both principal and teachers, hence producing high job satisfaction. In his study of job satisfaction of secondary school principals in the Rift Valley province of Kenya, Sogomo [14] found out that the principals' overall job satisfaction was recognition of students' work. Teachers need to have their hard work recognized both by management and the parents. Zimmerman, B. J, et al. [42] concurred with these researchers, but noted that the motivational needed by managers and subordinates are not the same. Also motivational needs of teachers in primary schools are different from that of their counterparts at the secondary level. Homa-Bay County teachers prefer recognition as a way of motivation and this will increase their job satisfaction

Responsibility

Money and fringe benefits alone will not automatically lead to high productivity as many companies and as teachers in the County think. Their primary effects are to encourage people to stay on the job but not to produce or to be happy. Responsibility and accountability are important in teaching profession for students academic achievement, as Mutiso [15] notes, "It is not possible to satisfy the need for money for it is the source satisfying many of the human needs and desires". Therefore, administrators and policy makers should begin thinking of how to satisfy psychological needs such as feelings of responsibility and accomplishment, which are things that make people work harder.

Achievement

Achievement is a sense of satisfaction of teachers in Homa-Bay County, Johnson and Holdaway [13] in their research findings say that the significance of recognition, advancement and responsibility as significant variables, and extended their analysis to include achievement and a sense of accomplishment in

connection with satisfaction of teachers. These findings showed that true job satisfaction is derived from gratification of high order needs. This study has shown that improvement in teacher motivation in these areas has benefits for students as well as teachers. Kimengi [16] while looking at factors determining commitment and non commitment to teaching among secondary school teachers in Homa-Bay district supported the research findings and concluded that both intrinsic and extrinsic factors are equally motivators in Kenya.

Academic Achievement Indicators in Secondary School Education

G.O.K. report (2009) posit that in order to improve educational performance in secondary schools, different strategies have been laid down, that is education stakeholders always endeavor to ensure that students perform well in their examinations. Examinations provide major channels of securing changes for higher education and good promising jobs. Owiye [17] argues that our schools are undergoing tremendous, social, political and democratic challenges and this has had negative effects on student's academic performance. This is because good academic results are anticipated by parents, teachers and community at large of the Homa-Bay County and this can be realized if teachers in the County are satisfied. Sifuna [18] says that education is expected to prepare the youth for national development and remove elitism among many other objectives. For this reason, examination is viewed as a very important tool for achieving these objectives. The academic performance is the only factor perceived to determine performance in secondary schools in Homa-Bay County.

Academic Achievement Measures

According to Good [19] academic achievement is knowledge attained or skills developed in the school subjects usually designated by test scores or marks assigned by a teacher at the end of a course of study. Muijs, D. et al. [43] wrote that the meaning of academic achievement differs from one school to another. Coetzee [44] says academic achievements are so universally used that they are recognized. Firestone and Pannel [20] add that among the most common symbols of academic achievement are proportion, grades, honors, higher education, diploma and degree. This study used the grade or proportion, used by the Kenyan Government in awarding the Kenya Certificate of Secondary Education. Ayot and Briggs [21] argue that administrators are hard put to decide whether to look at certificates obtained and their quality as outcomes of education or just numbers of graduating at each level. And even if this was done, how can the love of learning inculcated in an individual through learning be measured? Indeed, in the absence of a better measure of academic performance, educationists have settled on cognitive tests. Of course, examinations have the serious drawbacks of not being able to measure returns

of schoolings such as values and attitudes acquired, but it is the only one of the practical methods so far devised to measure academic performance. Norris (2003) add that in Kenya, the only acceptable measure of academic achievement is the examination score as discussed earlier. A school with a high achievement score is judged to be more efficient than one with low examination scores. He rightly observed that, examinations measure a system's goal, record change and provide information relevant for judging the efficiency of a system.

Factors Influencing Academic Achievement

Gokul [22] and Filak [6] have identified socio – economic status of the students as being a factor positively correlated with academic achievement as in the case of Homa-Bay County. Kaplan [45] and Samuelson [46] pointed out that popularity, intelligence, economic income of parents and academic achievement of high school students were positively correlated and do influence academic achievements. Dessler [23] says achievement was found to have a positive relationship with background factors such as father's occupation, hobbies, and future educational and vocational plans of the students. It was also found that for boys' socio-economic achievement and father's occupation influenced their academic achievement as it may be the case with the students in Homa-Bay County Heck [24] and Adams [25] reported a positive relationship between educational administration and academic achievement. A study in academic achievement in Israel of Jewish immigrants who came from developed and developing countries revealed that average reading and academic performance of children whose parents immigrated from developing countries were above the range of the national averages of the developing countries Lewy [26].

Theories of Job Satisfaction and Academic Performance

ERG Theory

Glendon P. Alderfer who propagated ERG theory postulates that a leader must consider three important needs of his followers, according to Maslow [27] needs are existence which include psychological and security needs. Stogdill [28] adds that the related needs are concerned with how people relate to their surrounding social environment. This includes the need for meaningful social and interpersonal relationships. The growth needs include the desire for self – esteem and self actualization. These are considered as the higher level needs.

Herzberg Two Factor Theory

Herzberg's theory in job satisfaction and organizational performance has been criticized in three grounds namely: the use of the critical incidence method – CIM, where respondents were asked to report

the good and the bad things about their jobs. Dunnette, Campell, and Hakel [29] questioned the blind faith in this method and its empiricism. The use of ambiguous terms such as satisfiers, as a synonym of motivators and intrinsic factors has loaded meaning as criticized by Burke [30] and Dunnet [31]. Finally the existence of many versions of this theory has been noted as confusing by Sergiovanni [32].

The Herzberg studies in Kenyan schools by Karugu [33] Nyaroka [34] Gatheru [35] Muchira [36] Immonje [37] and Hoppock [38] indicated general agreement with the postulate with only a few trans-cultural variations in the perception of job factors by teachers.

RESEARCH METHODOLOGY

Research Design

Survey research design was used to investigate the strategies for enhancing teachers' job satisfaction and academic achievement among secondary schools in Homa- Bay County. The research hypothesis was analyzed using quantitative technique while research question was analyzed using qualitative technique.

Research Location

The research was done in Homa-Bay County, Nyanza Province in western Kenya and only sampled public secondary schools were used for the study. The County comprises of Rachuonyo South District, Rachuonyo North District, Homa-Bay District, Suba District, Ndhiwa District, and Mbita District. The 2011/2012 statistical records from the office of Education Director, Homa-Bay County indicate that there are about 300 public secondary schools in the County. Lottery random sampling was applied in the selection of secondary schools. Only ten teachers and the principal were randomly selected for the study from every school that falls in the sample. The sample size was 32 secondary schools multiplied by ten teachers from each school gave a figure of 320 school teachers including principals of the schools selected for the study.

Instrumentation

The instrument is a two-part staff questionnaire, Part one of the questionnaire consists of the Minnesota Satisfaction Questionnaire (MSQ) as modified by the researcher to suit his study, consisting of 60 facets describing both job content and context, all derived from the entire 16 job factors in the Herzberg Model. Part two is an open ended questionnaire comprising of questions on strategies for enhancing teachers' job satisfaction and interview schedule.

Validity

To ensure the validity of the tools a pilot pretest study was conducted by randomly administering the questionnaire to staff of five secondary schools in

Rongai District, Nakuru County which is notably going through academic disparity as Homa-Bay County. Fifty respondents, ten teachers from each school including school principals participated in the questionnaire pilot test. The researcher used peer judgment as a basis for reviewing own judgments as a validation [39]. After the pilot study, research instruments were improved accordingly.

Reliability

The questionnaire was tested for reliability by using Cronbach Alpha method reliability test. It provided a good measure, because holding other factors constant, the more similar the test content and condition of administration were, the greater the internal reliability [40]. After piloting the instruments the errors were rectified with the help of the expert opinion and they were administered again. Ambiguous questions were removed, others were restated to allow for clarity of meaning and comprehensibility of the items and determined the time needed to get the necessary information.

Data Analysis

Data was analyzed using descriptive statistics (frequency distributions and tables). Associations among variables were measured using Spearman’s Rank correlation Coefficient. Relationship between independent and dependent variables were analyzed using multiple regression, chi-square and student’s t-test.

Results and Discussion

The results of the data analysis on the strategies for enhancing teachers’ job satisfaction and academic performance in public secondary schools in Homa-Bay County, Kenya was analyzed using SPSS system version 16.0 software. The result of the analysis which was carried out using both descriptive and inferential statistics, are presented according to research objectives.

Strategies for Enhancing Job Satisfaction among Secondary School teachers

Research question 2

The research question responded to was: What are the strategies for enhancing job satisfaction among teachers in Homa-Bay County?

Better Salary and Allowances

Table 1 shows that 240 (76.5%) out of 320 (100%) of teachers in the County indicated that better salary enhances job satisfaction.

The study reveals that most teachers would be job satisfied if their pay is improved. During the interview, one principal said that, “teachers need better pay to meet basic needs and other requirements in life.” He went further to say that this would make a teacher feel comfortable and concentrate in his/her work of teaching instead of looking for additional income elsewhere to satisfy his/her needs. Table 1 is teachers’ response relating to factors enhancing job satisfaction.

Table-1: Teachers Responses Relating to Factors Enhancing Job Satisfaction

Job Factors (N=320)	Frequency (f)	Percentage (%)
Better salary	240	76
Fair Promotion	26	8
Professional development	17	5
Good working conditions	8	3
Recognition of one’s effort	8	3
Involvement in decision making	6	2
Better learning facilities	6	2
Improved management of teachers	3	1

Source: field data

Fair Promotion

Table 1 shows that 26 (8%) out of 320 (100%) teachers stated that fair promotion leads to job satisfaction of teachers.

Some of teachers stated that fair promotion leads to their job satisfaction. One of the teachers stated” that promotion of teachers should be made automatic to some teachers who have attained the set requirements to avoid stagnating a teacher in one grade

for too long.” When a teacher over stays in one grade he/she becomes frustrated hence job dissatisfaction is likely to set in. One of the principals interviewed also indicated that, “promotion based on merit leads to teachers’ job satisfaction.”

Professional development

Table 1 shows that 17 (5%) out of 320 (100%) teachers stated that professional development enhances job satisfaction.

A respondent stated, "There should be a scheme for progressive training, structured promotion from one level to another based on ability and experience and for handsome pay, good housing scheme, and soft loans for cars, well defined leave packages and defined professionally acceptable working house."

Good Working Conditions

Table 1 reveals that 8 (3%) out of 320 (100%) teachers indicated that good working conditions enhance job satisfaction.

One of the principal during interview stated that, "When the working environment is conducive such that physical facilities are adequate, appropriate, and there is good social relation among teachers, then they are likely to be job satisfied in their institutions." This is because teachers will be comfortable at work.

Recognition of one's effort

Table 1 shows that 8 (3%) out of 320 (100%) teachers suggested that recognition on one's effort contributes to his/her job satisfaction.

During the interview, a principal indicated that, "appreciating one's effort motivates him/her thus enhancing job satisfaction." When teachers effort is recognized in whatever work they are doing, they become motivated.

Involvement of teachers in decision making

Table 1 reveals that 6 (2%) out of 320 (100%) teachers agreed that involving teachers in decision-making enhances their job satisfaction.

One of the principals interviewed indicated that, "involving teachers in decision-making enhances their job satisfaction." This is because it makes teachers feel part of the institution and own whatever decision is passed, hence implementing such a decision becomes very easy.

Better learning facilities

Table 1 indicates that 6 (2%) out of 320 (100%) teachers suggested that better learning facilities make teachers work more efficiently and professionally, thus enhancing job satisfaction. During interview, one principal stated that, "better learning facilities make teachers' work easier, effective and efficient thus enhancing job satisfaction." When the learning and teaching resources are adequate and appropriate, then teaching becomes easier making teachers to enjoy their work.

Improved management of teachers

Table 1 shows that 3 (1%) out of 320 (100%) teachers stated that improved management of teachers enhance job satisfaction.

One teacher suggested that, "principals should be good managers of human resources especially teachers to make them comfortable in their places of work." This is because when teachers are given responsibilities that are in line with their area of specialization and according to their ability, and when teachers feel loved and respected, they will be more comfortable and are likely to be job satisfied.

From table 1, it is clear that better salary contributes more to job satisfaction followed by fair promotion, professional development, good working conditions, recognition of one's effort, involvement in decision making, better learning facilities and improved management of teachers in that order.

Statistical Analysis on Teachers Job Satisfaction and Academic performance

The hypothesis responded to was: There is no significant relationship between teachers' job satisfaction and performance of students in KCSE examinations in Homa-Bay County. Table 2 is a correlation of job satisfaction and students' academic performance.

The second area of investigation was the relationship between teachers' job satisfaction and students' academic performance in KCSE examination in Homa-Bay County. Table 2 shows the results of the Spearman's Rank correlation Coefficient test indicating that there is significant relationship between job satisfaction and academic performance at ($r=0.01$, $p=0.0001$). The correlation is strong and statistically significant. It implies that there is relationship between teacher's job satisfaction and students' academic performance, a teacher who is satisfied is likely to deliver than a teacher who is dissatisfied. R^2 is the proportion of actual outcomes accurately predicted by the model. The KCSE in 2009 results for low school performance with the variables shown in the table indicating how the schools in Homa-Bay County performed, students perform well in all subjects (R^2 0.0720), high students enrollment (R^2 0.0932). In 2011 KCSE results for the low performing schools recorded good improvement. For the high performing schools class attendants (R^2 0.0482) and technical supervision (R^2 0.0897). The alpha of significance which was used to correlate job satisfaction recorded negative results as shown in the table 3 an indication from this research that job satisfaction among secondary school teachers in Homa-Bay County has statistical significance in high performing schools.

Table-2: A correlation of job satisfaction and students' academic performance

R = -0.01, p= 0.0001				
Variables, N=320	R² KCSE2009	C (P) KCSE 009	R², KCSE2011	C (P) KCSE2011
Low Performance schools				
Students perform well in all subjects	0.0720	13.2775		
Students enrollment is high	0.0932	10.8072		
Education policy	0.1197	7.2238		
Relationship with colleagues	0.1425	4.4436		
Students undertake exchange program	0.1626	2.1999		
Motivated by performance	0.1836	-0.2220		
Motivation and recognition			0.2896	-3.6137
Positive achievement			0.3350	-3.9994
Top priority in academic performance			0.3539	-6.8348
Opportunity for creativity			0.3741	-9.9965
Good pay incentives			0.4039	-13.6170
Students undertake exchange program			0.4171	-14.9938
High Performance schools	R² KCSE 2009	C (P) KCSE2009	R² KCSE2011	C (P), KCSE2011
Good class attendants	0.0482	-15.0414		
Technical supervision	0.0897	-17.1410	0.3397	-16.3183
Satisfied with teaching occupation	0.1216	-18.2874		
Too much class load			0.0715	1.6405
Teach too many classes			0.1218	-2.3555
Too much bickering & fighting			0.1607	-4.9954
Syllabi coverage			0.1997	-7.6388
University intake is high			0.2770	-12.8538

DISCUSSION AND CONCLUSION

Strategies for enhancing job satisfaction is Better salary and allowances at 240 (76.5%) out of 320 (100%) of teachers in the County indicated that better salary would enhances job satisfaction. The study reveals that most teachers would be job satisfied if their pay is improved. While the following do not enhance job satisfaction: fair promotion, 26 (8%) out of 320 (100%) teachers stated that fair promotion leads to job satisfaction of teachers. These teachers stated that fair promotion leads to their job satisfaction. Professional development, 17 (5%) out of 320 (100%) teachers stated that professional development enhances job satisfaction. A respondent stated, "There should be a scheme for progressive training, structured promotion from one level to another based on ability and experience. Good working environment/conditions, 8 (3%) out of 320 (100%) teachers indicated that good working conditions of enhancing job satisfaction. One of the principal during interview stated that, "When the working environment is conducive such that physical facilities are adequate, appropriate, and there is good social relation among teachers, then they are likely to be job satisfied in their institutions. Recognition of one's effort, 8 (3%) out of 320 (100%) teachers suggested that recognition on one's effort contributes to his/her job satisfaction. During the interview, a principal indicated that, "appreciating one's effort motivates him/her thus enhancing job satisfaction. Involvement in decision making, 6 (2%) out of 320 (100%) teachers agreed that

involving teachers in decision-making enhances their job satisfaction. One of the principals interviewed indicated that, "involving teachers in decision-making enhances their job satisfaction." This is because it makes teachers feel part of the institution and own whatever decision is passed, hence implementing such a decision becomes very easy. Better learning facilities, 6 (2%) out of 320 (100%) teachers suggested that better learning facilities make teachers work more efficiently and professionally, thus enhancing job satisfaction. During interview, one principal stated that, "better learning facilities make teachers' work easier, effective and efficient thus enhancing job satisfaction and improved management of teachers, 3 (1%) out of 320 (100%) teachers stated that improved management of teachers enhance job satisfaction. One teacher suggested that, "principals should be good managers of human resources especially teachers to make them comfortable in their places of work.

The second objective of the study was to establish the relationship between teachers' job satisfaction and performance of students in the KCSE examinations in Homa-Bay County. For this objective the hypothesis was; there is no significant relationship between teachers' job satisfaction and performance of students in KCSE examinations among secondary schools in Homa-Bay County. The results of the Spearman's Rank correlation Coefficient test indicate that there is no significant relationship between job

satisfaction and academic performance at ($r=0.01$, $p=0.0001$). The correlation is strong and statistically significant. It therefore implies that there is relationship between teacher's job satisfaction and students' academic performance, a teacher who is satisfied with his/her work usually delivers as opposed to a teacher who is dissatisfied. Therefore, a teacher needs to be satisfied for him to remain in his/her teaching duty and cover the syllabus so as to re-enforce learning culture among the young learners for an improved performance. If a teacher is dissatisfied with the teaching work he/she is likely to either seek employment elsewhere to satisfy his/her needs or engage him/herself in other businesses which will occupy his/her time resulting in poor academic performance. Secondary school teachers in Homa-Bay County expect high satisfaction and high academic performance to occur together when productivity is perceived as a path to certain important goals and when these goals are achieved. Hence, it is job satisfaction that produces high academic performance and high academic performance produces job satisfaction, and that a satisfied teacher is a productive teacher and high achieving teacher is a satisfied teacher

CONCLUSION

Most teachers suggested strategies for enhancing job satisfaction as better salary and allowances, while the following are not enhancing teachers' job satisfaction in Homa-Bay County: fair promotion based on merit and experience, professional development, good working conditions and recognition of one's effort.

As for the relationship between job satisfaction and academic performance; the results shows significant relationship, teachers who are satisfied with their teaching job work hard to achieve the school objectives.

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