

Work Allocation and Recognition of Teachers: Predictor on Job Satisfaction in Public Primary Schools in Nandi County, Kenya.

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An Abstract

The purpose of this study is to investigate work allocation and recognition of teachers by head teachers as a predictor of job satisfaction in public primary schools in Nandi County, Kenya. This study was guided by the following objectives: To establish whether work allocation by head teachers and recognition of teachers by head teachers influences job satisfaction. A descriptive research design was used. The study was anchored on two factor theory Herzberg-hygiene theory developed by Fredrick Herzberg (1968) and job characteristics Model by Hackman and Oldham (1980); The target population for the study was 5470 teachers in 691 primary schools. The total sample was 548 teachers. Multi-stage random technique and Simple random sampling were used. Validity was done through pilot study and content validity was used to check the representation of the research questions in the questionnaires. The reliability was tested using Pearson's Moment Co-efficient approach. The results from questionnaires were interpreted and analyzed using frequencies, percentages, means and Chi-square. Data was analyzed using descriptive and inferential statistics. Qualitative data was analyzed using Chi-square. The results of the Chi-square (χ^2) testing between head teachers' involvement in work allocation of teachers and teachers' job satisfaction. The Chi-square test indicated (df=8, Pearson Chi-square(χ^2) =20.596^a, p=0.008 at 0.05 level. This shows that there was a statistically significant relationship between head teachers' involvement in work allocation of teachers and teachers' job satisfaction. From the findings, results from testing of the null hypothesis showed that there was a significant relationship between head teachers' involvement in work allocation of teachers and job satisfaction. The null hypothesis H_0 1 was rejected which implies that there was a relationship between head teachers' involvement in work allocation of teachers and teachers' job satisfaction. From the Conclusion, Work Allocation by head teachers influences teachers' job satisfaction. Teachers training, universities, MOE and KEMI should train teachers and head teachers on management practices to understand their roles on work allocations to teachers and learners. The Head teacher should develop collaborative ways on ensuring teachers are satisfied with their jobs in order to give room for advocacy of better ways in school. Teachers that perform better should be appreciated to motivate them to work harder. Recognize the teachers' effort in school through appreciations of effort in school

Keywords: Work Allocation, Recognition of Teachers and Job Satisfaction

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I. Background to the study

Any nation that wants to be recognized as a developed country needs to build its human resources unwaveringly. Thus, a country is technologically developed if the majority of her populace is well educated. Teachers play a vital role in the molding the intellectual capacity of children during the formative years in the school. Thus, the ultimate expected outcome for teachers is to prepare individuals so that ongoing societal development can occur. For this to happen, the effective teacher must retain employment in schools and teacher job satisfaction must remain at a satisfactory level

Keiyoro (2012) in the Task Force on the Re-Alignment of the Education sector to the Constitution of Kenya and vision 2030, singled out Education and Training as the vehicle that will drive Kenya into becoming a middle-income economy. In addition, the constitution 2010 provided for free and compulsory Basic education as human rights to every Kenya child. This can only be achieved if the teachers have job satisfaction. Education provides knowledge, employment, better earning, good health, raises pride and opens new horizons. For societies it drives long-term economic growth, reduces poverty spurs innovation strengthen institution and

foster social cohesion World development Report (2018) .The Kenya Vision 2030 aims at achieving a globally competitive and quality education, therefore the most important information to have regarding an employee is the factors influencing job satisfaction at the workplace.

In more developed Countries, such as the United States of America USA, the United Kingdom and Australia teachers shows that satisfied teachers have a positive effect on classroom Learning. Cohen and Aya (2010) job satisfaction has been a key factor for understanding occupational involvement and commitment. It is an overall perceptual response to and general attitude toward the current job. Bessel, Dicks and Kepner (2013) Stated that an individual should be provided with an enabling environment to perform and produce the desired results. The teacher being an instrument of this success requires the physical, psychological, economic and social comfort.

As Wolf et al. (2015) reviewed; these teachers often deal with increasing workloads, low and infrequent compensation, and a lack of recognition, career development opportunities, equipment, accountability, and voice. Togolese teachers, especially those teaching in primary and secondary schools, are more likely to face such difficulties. These teachers usually demonstrate their dissatisfaction through strikes to ask for better work conditions. Beyond salary, other factors make teaching in primary schools challenging, including overcrowded classes due to an insufficiency of classrooms, an insufficiency of materials such as reading or exercise materials, and a high weekly workload.

Akech and Simatwa (2010) reveals that in Kenya high enrolments, inadequate government funding, inadequate physical facilities, inadequate teaching and learning resource materials, poor teaching, overcrowded classes, poorly constructed classrooms, heavy workload for teachers due to understaffing, uncooperative parents, student indiscipline are some of the challenges that teachers face. In many African countries, many teachers have minimal material and intellectual support, salary is insufficient, they are paid irregularly or have to wait for months for their stipend. Consequently, many teachers have to take an extra job or even two in order to survive and this affects their motivation and satisfaction.

Teacher survey indicated that they intended to leave the profession for those participants, workload as a reason that they would leave their teaching career before retirement. These participants described their heavy workloads as impacting on family time, their physical and mental health and wellbeing, and as distracting from their core focus of teaching and learning. Even respondents who felt that their workload was manageable raised concerns about the long-term effects of heavy workloads. Heavy workloads are associated with higher rates of stress, burnout, and attrition for teachers (Sass, Seal, & Martin, 2010). Australian teachers have reported higher working hours than teachers in other OECD countries and this study supports previous research which suggested Australian teachers struggle to manage their workloads (Manuel, Carter, & Dutton, 2018). Garrick, Mak, Cathcart, Winwood, Bakker, and Lushington (2017) found that teachers in their Australian study commented on unreasonably high workloads and that Australian teachers' workload is increasing each year. Ashiedu and Scott-Ladd (2012) found that heavy workloads were a contributing factor for attrition from the teaching profession. This study's findings of members of the Australian public citing heavy workloads as a reason not to encourage a young person to pursue teaching as a career hold important implications for workforce planning and for school systems that are trying to encourage young people to consider teaching as a future career pathway. Previous research into public perceptions of teachers' work has shown that the public has underestimated teachers' working hours when compared to teachers' actual working hours, often by more than ten hours per week (The Varkey Foundation, 2018).

Recognition is the form of praise and Constructive feedback from colleagues and the principal. It has appositive impact on teacher motivation, self-esteem, confidence and sense of security (Blaisé 2012). The head teachers have the responsibility of helping teachers to get satisfaction from the profession and to fulfill the needs and objectives. It may range from spoken words of thank you to tangible rewards which have been used as important motivators for teachers. They are doing as good job and recognition their achievement, both publicly and privately, make them feel appreciated. From this they develop an individual at all levels of the organizations want to be recognized for their achievement the job. Good work done by any employee should always be acknowledged (Macharia 2018).Services rendered to the organization by employees needs to be appreciated. This will make the employee to fell wanted and it will increase his or her interest in the job satisfaction. Individuals at all levels of the organization want to be recognized for their achievements since they are the key to the success of the organization.

Recognition can be formal or informal, written or verbal, monetary or without spending time. Any piece of good work when left unrecognized will lead to reduced level of motivation which will affect productivity. Nyagaya (2015), in Canada, supported the significant of recognition as significance variables, but extended their analysis to include achievement and a sense of accomplishment in connection with satisfaction of teacher.

In Subukia Sub-County, teachers appear to be less satisfied with their jobs as evidenced by occasional truancy, indiscipline and drifting away from the teaching profession as compared to other neighboring sub-counties (Subukia Sub-County Education Office 2015). These are signs of lack of job satisfaction (Mwei, 2013). According to Ihaji Jacob (2014) attitude of teachers towards teaching and job satisfaction and the relationship between job satisfaction of teachers in Nandi, Uasin- Gishu and Trans- Nzioa District, more teachers in the study were not satisfied in the overall job satisfaction.

Statement of the Problem

Management practice of head teachers is fundamental in achieving job satisfaction of teachers. While the role of teachers' work for student outcomes is widely recognized, Increasing teacher turnover rates and a subsequent shortage of qualified teachers is a growing concern internationally (European Commission, 2018; Ingersoll, 2017) However, regardless the type of turnover, there are always negative consequences for a particular school from which a teacher is departing. Ronfeldt, Loeb, and Wyckoff (2013) suggest a disruptive impact of turnover beyond compositional changes in teacher quality, especially in schools with high work load, low recognition and poor working conditions of teachers.

The Government, Stake holders and parents have provided ways to motivate teachers by reducing workload and recognizing their efforts, rewards and efforts have been done to teachers. Despite all the efforts by the government, stakeholders, Board of management and parents to motivate, recognize, some teachers have low morale in their work which makes to become less dissatisfied with their job. Therefore, teachers' turnover in Nandi County is experience due to job dissatisfaction. It is such a situation that prompted the researcher to conduct a study to establish the influence of head teacher's management practices on teachers' job satisfaction in public primary schools in Nandi County

II. Objectives of the Study

This study was guided by the following objectives.

- i. To determine the extent to which Work Allocation by head teachers influences teachers in job satisfaction in public primary schools
- ii. To establish whether recognition of teachers by head teachers influence job satisfactions in public primary schools in Nandi County

III. Research Hypotheses

The study was guided by the following research hypotheses:

Ho1: There is no significant relationship between head teachers' work allocation to teachers and teachers' job satisfaction in public primary schools in Nandi County, Kenya

Ho2: There is no significant relationship between head teachers' recognition of teachers and teachers' job satisfaction in public primary schools in Nandi County, Kenya

IV. Review of Related Literature

Satisfied teachers are more likely to remain in the teaching profession, come to class regularly, while dissatisfied teachers are more likely to miss classes and look for other job opportunities (Tillman & Tillman, 2008; Ronfeldt et al., 2013). Teachers' who are satisfied with their jobs show a higher level of commitment than those who are dissatisfied. Satisfied teachers can work extra hours to ensure that students acquire sustainable skills. This means that it is vital to ensure teachers' job satisfaction. Teachers' job satisfaction can influence their efficiency and productivity (Rooney, 2015).

Job satisfaction is a significant influence on whether teachers are willing to encourage others to join the profession. Job demands were the most significant predictor in the model, while extrinsic motivations were the only negative predictor in each model England, E.S. (2016). Teachers were less willing to encourage their family members, including their children, while being more willing to promote either students or student teachers, to join the profession. Spirituality and general job satisfaction were moderately and positively correlated. Spirituality is related to job satisfaction for selected teachers. However, it is not related to the general job satisfaction scale Forsythe, G.L. (2016). Job satisfaction is strongly associated with psychological aspects. Those who are satisfied with the job are also emotionally adaptive and satisfactorily enjoyed. Mirzaii, Riazi, Vares and Alamgard, (2014). Teachers from six universities in Shenyang, China had a moderate level of job satisfaction. Demographic and working characteristics were associated factors for job satisfaction. Perceived organizational support showed the most active association with job satisfaction Pan, Shen, Liu, Yang and Wang, (2015).

According to Muguna (2012). The head teacher has the duty to induct newly employed teachers, keep records, recruit teachers, determine who attends which seminar, establish and administer performing standards, establish remedial measures, report to the TSC, discipline teachers, parents and pupils, ensure safety and welfare

of teachers and students. With these in mind, understanding workload intensification veered immediately into a teacher-dependent notion. Teachers' workload intensification is not the same everywhere, as a result, one should look to a wider spectrum to understand more fully this educational phenomenon (Fitzgerald et.al.,2018). Others might have administrative loads with a negative implication; duties and pressures from society and school in which teacher could reflect on and, thus, decline some of it resulting to a more positive teaching activity; and/or a multisource scenario wherein its impact is subject on how someone responds to it. In other words, different research could offer different results and findings. Kyung-Nyun (2019) stressed that public school teachers who are susceptible to bureaucratic control may be more concerned about administrative work which could affect teaching activities than those in private schools.

According to (Macharia 2013).An increase in teacher workload and stress has been identified as an undesirable consequence of site-based school management. We argue that this increase can be attributed, in part, to the ways in which teachers organize themselves. Organizing principles developed to meet the challenges of managing single-cell classrooms, such as autonomy, collegiality and strong subject department identity, may impede the systemic thinking required for developing coherent school-wide initiatives. We illustrate this argument with a school-based case study in which a group of teachers undertook an initiative to improve the achievement of a minority student group. This group of busy teachers unintentionally created workload pressures by developing parallel structures to solve similar problems, by relying on volunteers with high workloads to undertake key tasks and by uncritically accepting all suggestions for how the students might be assisted. Engagement in systemic reform in ways that do not unreasonably increase workloads may require teachers to adopt different organizing principles from those developed for managing their single-cell classrooms.

Recognition is the form of praise and Constructive feedback from colleagues and the principal. It has appositive impact on teacher motivation, self-esteem, confidence and sense of security (Blaisé 2012). The head teachers have the responsibility of helping teachers to get satisfaction from the profession and to fulfill the needs and objectives. It may range from spoken words of thank you to tangible rewards which have been used as important motivators for teachers. They are doing as good job and recognition their achievement, both publicly and privately, make them feel appreciated. From this they develop an individual at all levels of the organizations want to be recognized for their achievement the job. Good work done by any employee should always be acknowledged by Macharia (2018).Services rendered to the organization by employees needs to be appreciated. This will make the employee to fell wanted and it will increase his or her interest in the job satisfaction. Individuals at all levels of the organization want to be recognized for their achievements since they are the key to the success of the organization.

This study was based on two factor theory Herzberg-hygiene theory develop by Fredrick Herzberg (1968) and job characteristic Model by Hack man and Oldham (1980). According to Herzberg, factors that make employees feel good about their work are different from factors that make them feel bad about their work. Thus the theory considers job satisfaction and dissatisfaction as independent phenomena.

V. Research Methodology

5.1 The research design

The descriptive survey research design was the best to use in this research because, it allows the researcher to describe characteristics of an individual or group as they really are. (Kothari, 2011). The study applied descriptive research design. Questionnaire was used to collect the data.

5.2 Target Population

The study was targeting 691 public primary schools in Nandi County which comprises 5470 teachers across 6 Sub-Counties from Nandi County, Kenya.

5.4 Sample Size and Sampling Procedures

Kombo and Tromp (2006) describe a sample as a set of respondents selected from a large population for observation and analysis and chosen in a systematic way. Table 1 presents the sample size of head teachers and teachers selected per Sub- County in Nandi -County.

Table 1: Samples of the Study

Sub-counties	Schools	Sampled Schools 17%	Teachers	Teachers 10 % of 5470
Nandi East	93	16	726	73
Nandi Central	93	16	772	77
Nandi North	107	18	1116	112
Nandi South	143	24	979	98

Tinderet	124	21	842	84
Chesumei	131	22	1035	114
Total	691	117	5470	548
		Simple random sampling		Simple random Sampling

There are 691 Public primary schools within six Sub-Counties in Nandi County. The researcher used Multi-Stage Random Sampling technique. The researcher used randomly sample to select some zones in the Sub- County. Once the zones have been selected the researcher was randomly select 17% of primary schools within the selected zones. The researcher sampled 10% of the teachers to get 548. The researcher administered questionnaires to the teachers.. Simple random sampling ensured that each element within the assessable population has an equal chance of being selected.

5.5 Validity of the Instrument

Validity indicates the degree to which an instrument measures what it is supposed to measure that is the extent to which differences found in the measuring instrument reflect true differences among those who have been tested Kothari (2008). To test the validity of the instruments, a preliminary pilot study was done by researcher on a small size of 6 head teachers, 10 teachers and 2 CSOs. The researcher pretested instrument in the primary schools in Nandi County (2021). Where the researcher administered questionnaires to head teachers and teachers, while 2 CSO were interviewed by the researcher, then the results obtained was analyzed for the effectiveness of the instrument used to collect the data. Pre-testing allowed the researcher to improve their validity as well as familiarize with data collection process. Content validity was used to check the representation of the research questions in the questionnaires.

5.6 Reliability of the Instrument

Mugenda and Mugenda (2010) define reliability of the research instruments as it level of internal consistency over time. Reliability therefore means a research instrument gives consistent results or data after repeated trial. Reliability was tested through test – retest method. This technique involved administering the questionnaire twice within a period of two weeks to the same respondents. Then Pearson’s moment co-efficient approach was used to determine the co-efficient of correlation using the formula shown.

$$r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{[n \sum x^2 - (\sum x)^2][n \sum y^2 - (\sum y)^2]}}$$

From the findings, to determined correlation coefficient for head teachers and teachers ‘questionnaires were 0.82 and 0.84 respectively. According to Mugenda and Mugenda (2010) a coefficient of 0.80 or more simply shows that there is high reliability of data. In this case the instruments used in data collection were deemed highly reliable

5.7 Data Collection Instruments

. The researcher used questionnaires for head teacher and teachers. Questionnaire as tool for collecting data enables the researcher to obtain a large quantity of data in expensively from a wide range of participants sometimes spread extensively in a geographic space. The research instrument that was use by the researcher in this study include both closed and open ended questionnaire for both head teachers and teachers’. Questionnaire for head teachers has two sections

5.9 Data Analysis Techniques

The results of the questionnaires were checked for completeness as preparation for analysis. Data was then coded and entered into the computer for analysis using statistical package for social Sciences (SPSS) version 21.0 by encoding responses from questionnaires. The results from questionnaires from Head teachers and teachers produced were interpreted by quantitative analysis using Frequencies, percentages and means were used to report the data.

Both quantitative and qualitative data was analysed. Descriptive statistics analyses which include frequencies and percentages were used. The results obtained were presented using. Inferential statistics was used include the Chi Square to analyse hypotheses the influence of head teachers work allocation and influence of teachers’ recognition on job satisfaction.

VI. Data Analysis and Discussions

6.1 Influence of head teachers Work Allocation and Job satisfaction among teachers.

6.2 Teachers' responses on work allocation and job satisfaction

Table 2
Teachers' responses on work allocation and job satisfaction

Statement	SD	D	UN	A	SA	Mean	Sd
	f	f	f	f	f		
Teachers are provided with a clearly spelt out task	9	24	5	293	147	4.14	0.819
Provide feedback to teachers on task performance	18	65	10	285	100	3.80	1.036
Fair allocation of responsibilities to teacher	45	19	14	247	153	3.93	1.163
Fair workload to teachers	36	18	42	281	101	3.82	1.048
Apply skill variety while to perform tasks/teaching	42	45	15	257	119	3.77	1.181
Able to identify tasks from syllabus	14	27	43	196	198	4.12	0.990
Identify task significance from subject results	10	64	39	260	105	3.81	0.995
Average Mean						3.92	1.033

Table 2 shows majority 61.3% of teachers Agreed that teachers are provided with a clearly spelt out task while 30.8% Strongly Agreed and 5.0% Disagreed respectively. This implies that majority of the respondents agreed with a mean of (M=4.14, SD=0.819) that Teachers are provided with a clearly spelt out task.

On Provide feedback to teachers on task performance Majority 59.6% Agreed while 20.9% Strongly Agreed and 13.6% Disagreed respectively. This implies that majority of the respondents agreed with a mean of (M=3.80, SD=1.038) that they provide feedback to teachers on task performance

On Fair allocation of responsibilities to teachers Majority 51.7% of the teachers Agreed while 32.0% Strongly Agreed and 9.4% strongly Disagreed respectively. This implies that majority of the respondents agreed with a mean of (M=3.93, SD=1.163) Agree that there is fair allocation of responsibilities to teachers

On Provide Fair workload to teachers Majority 58.8% of the teachers Agreed while 21.1% Strongly Agreed and 8.8% were Undecided respectively. This implies that majority of the respondents agreed with a mean of ((M=3.82, SD=1.048) that they provide fair workload to teachers.

On Able to identify tasks from syllabus 41.4% of the teachers Strongly Agreed while 41.0% Agreed and 9.0% were Undecided respectively. This implies that majority of the respondents Strongly agreed with a mean of (M=4.12, SD=0.990) that they are able to identify tasks from syllabus.

On Identify Task significance from subject results 54.4% of the teachers said Agree while 22.0% Strongly Agreed and 13.4% Disagreed respectively. This implies that majority of the respondents agreed with a mean of (M=3.81, SD=0.995) that they Identify Task significance from subject results.

6.3 Influence of teachers recognition by head teachers on job satisfaction

Table 3

Teachers' response on recognition

Statement	SD	D	UD	A	SA	Mean	Sd
	f	f	F	F	f		
Provide Monetary rewards by head teachers	90	116	53	170	49	2.94	1.327
Provide Non-monetary rewards by head teachers	42	8	156	39	164	3.16	1.281
Highly recognition by parents and guardians	18	93	89	182	96	3.51	1.127

Provide rewards by Board of management	84	74	34	201	85	3.27	1.386
Average Mean						3.35	1.091

Table 3 shows majority 35.6% Agreed on provide monetary rewards by head teacher while 24.3% Disagreed and 18.8% Strongly Disagreed respectively.(Mean=3.16, Sd=1.281)

On Provide Non-monetary rewards by head teachers majority 34.3% Agreed while 32.6% Disagreed and 16.1% Strongly Agreed respectively.(Mean=3.51, Sd=1.127)

On Highly recognition by parents and guardians majority 38.1% Agreed while 20.1% Strongly Agreed and 18.6% were Undecided respectively (Mean=3.51, Sd=1.27).

Provide reward by Board of management majority 42.1% Agreed while 17.8% Strongly Agreed and 17.6% Strongly Disagreed respectively.(Mean=3.27, Sd=1.386).

Table 4 shows head teachers' response on recognition where HD=Highly Dissatisfied, MD= Moderately Dissatisfied, SS=Slightly Satisfied, MS=Moderately Satisfied, HS=Highly Satisfied

Table 4
Cross tabulation on recognition of teachers by head teachers and job satisfaction

		Rewarding of teachers by parents					Total
		HD	MD	SS	MS	HS	
Factors that contribute To Teachers Job satisfaction	Providing good healthy working environment	2	6	12	6	3	29
	Reasonable remuneration	3	12	9	8	5	37
	Staff housing to be provided	5	7	8	6	4	30
Total		10	25	29	20	12	96

Table 4 shows majority 12 were slightly satisfied while 6 were Moderately satisfied and dissatisfied respectively on providing healthy working environment. On Reasonable remunerations majority 12 were moderately dissatisfied while 9 were Slightly satisfied. On Staff housing to be provided majority 8 were slightly satisfied while 7 were Moderately dissatisfied

Table 5 shows the results of the Chi-square test on recognition of teachers by head teachers and job satisfaction.

Table 5
Chi-square test between recognition of teachers by head teachers and job satisfaction

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.566 ^a	8	.803
Likelihood Ratio	4.355	8	.824
Linear-by-Linear Association	.301	1	.583
N of Valid Cases	96		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is 3.02.

Table 5 indicates the results of the Chi-square (χ^2) testing between recognition of teachers by head teachers and job satisfaction. The Chi-square test indicated (df=8, Pearson Chi-square (χ^2)=4.566^a, p=0.803 at 0.05 level. This shows that there is no statistically significant relationship between recognition of teachers by head teachers and job satisfaction. This was supported by Dartey-Baah (2010) who contends that, if supervisors

and colleagues, whose opinion is valued by employees, recognize employees' contributions by giving credit where credit is, then employees will be satisfied with and committed to their work

VII. Summary, Conclusion and Recommendations

7.1 Summary of the Study

The study investigated the influence of teachers' Workload by head teachers on job satisfaction among teachers in public primary schools in Nandi County, Kenya

The study used descriptive survey research design because it allowed the researcher to describe characteristics of an individual or group as they really are and are only concerned with conditions or relationships that exist, opinions that are held and process that are ongoing. The target population included 691 public primary schools which comprised of 691 head teachers and 5470 teachers across 6 Sub-Counties from Nandi County, Kenya. The researcher targeted Curriculum Support Officers from the zones. The researcher used Multi-Stage Random Sampling technique. Simple random sampling was used to select 117 schools, 117 Head teachers and 548 teachers.

. A pilot study was conducted in 6 schools to determine instrument validity of the questionnaires. Tests re-test method was used to determine the reliability of the instrument. From the findings, the determined co-relation co-efficient for teachers and head teachers were 0.725 and 0.743 respectively. Therefore, the instruments used in data collection were deemed highly reliable. Data collected was both quantitative and qualitative in nature. Statistical package for social sciences was used for effective analysis of data.

The hypothesis findings, test results and interpretation

Table 6
Hypothesis findings, test results and interpretations

Objective	Respondents	Hypothesis Test	Test finding	Reference Tables	Interpretation
To determine the extent to which Work Allocation by head teachers influences teachers in job satisfaction	Head teachers	Chi-Square	The Chi-square test (df=8, Pearson Chi-square(χ^2)=20.596 ^a , p=0.008 at 0.05 level.	Table 8	There is a statistically significant relationship between head teachers involvement in work allocation of teachers and teachers' job satisfaction

Table 6 shows the results from testing of the null hypothesis there is no significant relationship between head teachers' involvement in work allocation of teachers and teachers' job satisfaction

The null hypothesis H_0 was rejected which implies that there was a relationship between head teachers' involvement in work allocation of teachers and teachers' job satisfaction.

7.2 Influence of teachers' recognition by head teachers on job satisfaction

To find out the influence of teachers' recognition by head teachers on job satisfaction, the researcher sought to ask questions that were related to recognition of teachers by the head-teachers. Table 7 shows the responses from the influence of teachers' recognition on job satisfaction. Where SD=Strongly Disagree, D=Disagree, UD=Undecided, A=Agree, SA=Strongly Agree

Table 7
Teachers' response on recognition

Statement	SD	D	UD	A	SA	Mean	Sd
	f	f	F	F	f		
Provide Monetary rewards by head teachers	90	116	53	170	49	2.94	1.327
Provide Non-monetary rewards by head teachers	42	8	156	39	164	3.16	1.281
Highly recognition by parents and	18	93	89	182	96	3.51	1.127

guardians							
Provide rewards by Board of management	84	74	34	201	85	3.27	1.386
Average Mean						3.35	1.091

Table 7 shows majority of teachers 35.6% Agreed on provide monetary rewards by head teacher while 24.3% Disagreed and 18.8% Strongly Disagreed respectively.(Mean=3.16, Sd=1.281)
 On Provide Non-monetary rewards by head teachers majority of teachers 34.3% Agreed while 32.6% Disagreed and 16.1% Strongly Agreed respectively.(Mean=3.51, Sd=1.127)
 On Highly recognition by parents and guardian’s majority teachers 38.1% Agreed while 20.1% Strongly Agreed and 18.6% were Undecided respectively (Mean=3.51, Sd=1.27).
 Provide reward by Board of management majority teachers 42.1% Agreed while 17.8% Strongly Agreed and 17.6% Strongly Disagreed respectively.(Mean=3.27, Sd=1.386).

Table 8
 Cross tabulation on recognition of teachers by head teachers and job satisfaction

		Rewarding of teachers by parents					Total
		HD	MD	SS	MS	HS	
Factors that contribute To Teachers	Providing good healthy working environment	2	6	12	6	3	29
Job satisfaction	Reasonable remuneration	3	12	9	8	5	37
	Staff housing to be provided	5	7	8	6	4	30
Total		10	25	29	20	12	96

Table 8 shows majority 12 were slightly satisfied while 6 were Moderately satisfied and Dissatisfied respectively on providing healthy working environment. On Reasonable remunerations majority 12 were moderately dissatisfied while 9 were Slightly satisfied. On Staff housing to be provided majority 8 were slightly satisfied while 7 were Moderately dissatisfied

Table 12
 Chi-square test between recognition of teachers by head teachers and job satisfaction

	Value	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4.566 ^a	8	.803
Likelihood Ratio	4.355	8	.824
Linear-by-Linear Association	.301	1	.583
N of Valid Cases	96		

a. 6 cells (40.0%) have expected count less than 5. The minimum expected count is 3.02.

Table 8 indicates the results of the Chi-square (χ^2) testing between recognition of teachers by head teachers and job satisfaction. The Chi-square test indicated (df=8, Pearson Chi-square (χ^2)=4.566^a, p=0.803 at 0.05 level. This shows that there is no statistically significant relationship between recognition of teachers by head teachers and job satisfaction.

VIII. Conclusion

From the findings, the study concluded that Work Allocation by head teachers influences teachers job satisfaction It was evident by Explain tasks clearly to teachers, Provide feedback to teachers on task performance, Fair allocation of responsibilities to teachers, Provide Fair workload to teachers, Apply skill variety while to perform tasks/ teaching, Able to identity tasks from syllabus and Identify Task significance from subject results. Implying that the more head teachers allocate work to the more they are satisfied with their jobs.

The study established the extent to which recognition of teachers by head teachers influence job satisfactions in public primary schools in Nandi County. It was evident by Provide Monetary rewards, Provide Non-monetary rewards, Highly motivated by fellow teachers as a team, Rewarding of teachers by parents and Provide the rewards by Board of management respectively. This implies that when supervision is done effectively the teachers are more satisfied.

Recommendations

- 1) Teachers training, universities, MOE and KEMI should train teachers and head teachers on management practices to understand their roles on work allocations to teachers and learners.
- 2) The Head teacher should develop collaborative ways on ensuring teachers are satisfied with their jobs in order to give room for advocacy of better ways in school.
- 3) Teachers that perform better should be appreciated to motivate them to work harder
- 4.) Recognize the teachers' effort in school through appreciations of effort in school.

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