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RESEARCH ARTICLE

INFLUENCE OF PROMOTION PROCEDURES AND REMUNERATION ON JOB SATISFACTION OF DEPUTY PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN TANA RIVER COUNTY, KENYA

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Abstract

Tana River being an Arid and Semi-Arid region has its own unique issues on the work force. The deputy principals work in this unique environment compared to their counterparts working in urban and other geographical regions. The purpose of this study was to determine the influence of promotion procedures and remuneration on deputy principals' job satisfaction in public secondary schools in Tana River County. Herzberg's two factor theory guided this study. The target population consisted of 33 deputy principals and 3 TSC Sub-County Directors. Descriptive survey design and mixed research method approach was adopted in this research to gather both qualitative and quantitative data. Questionnaire and interview schedule were used to collect data. Stratified random sampling was used in selecting the 3 deputy principals for the pilot study and the 30 deputies were selected purposively for the main study. The 3 TSC Sub-County Director were included in the study. Reliability was ascertained by use of Cronbach alpha coefficient. The quantitative data obtained were subjected to descriptive statistics analysis. The statistical package for social sciences (SPSS version 22) was used to generate Frequency and percentages. Tables and graphs were used in data presentation. Qualitative data were analyzed thematically. The study findings revealed that half of the deputy principals were satisfied with promotion policies with reference to fairness in promotion, promotion policies, current career guidelines and chances for future promotion however they were dissatisfied with the pay package. The recommendation made included improvement of the pay package for deputy principals. The research findings are significant to policy makers such as the Teachers Service Commission (TSC) and Ministry of Education (MOE) in formulation of policies in regard to promotion and remuneration of deputy principals.

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Introduction:-

Maintenance of human resources is highly dependent on employees work fulfillment in any organization. The performance of employees is also greatly impacted upon by work fulfillment. The employees' work performance is greatly related to the organization's productivity. As (Ombeni, 2016) postulated, the most important aspect of a healthier secondary school is job satisfaction. Satisfied principal and deputy principal would likely work harder for

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the betterment of the school than dissatisfied ones. On the other hand, students would not fully benefit from education if an assistant principal who is not satisfied would lazy around as a result of dissatisfaction (Murage, 2003). Higher productivity, higher morale levels as well as initiative result from people being happier with their jobs and consequently more satisfaction (John,2007).

Lower commitment, adverse behavior as well as slower productivity as (DeNobile and McCormi, 2005) noted are results of low levels of satisfaction. They further noted that being psychologically withdrawn from the job, absenteeism which results to students' minimal performance as well as poor interpersonal relations with administration, students and staff, were evident among teachers who experienced low job satisfaction. For any school to achieve its goals there is need for satisfying and motivating deputy principals so that they can work with minimum supervision (Aujata, Enose, Simwata, and Ayieko, 2014). Githinji (2014), noted that the deputy principals' job satisfaction increases when they are given assistance and shown appreciation for their achievements.

Deputy Principals in secondary schools are appointed to provide support to the principal in development and implementation of educational plans and policies, school programs and all the curriculum activities. The principal being the head of the institution is always acknowledged for the improved performance despite the fact that the deputy principal is involved in supporting the principal in running the school.

Although many researchers have taken keen interest on research about job satisfaction in general in various sectors, a few have conducted research in relation to the secondary school deputy principals and their job satisfaction. Job satisfaction of deputy principals is a matter that deserves attention given the critical role which they are expected to play in school management. To the contrary this area of research has received limited attention in studies that focus on school leadership development (Khumalo and Vyver, 2020).

Deputy Principals assist the principal in school administration whereby they handle students discipline, appraise the teachers and attendance monitoring of both students and staff. They are also required to prepare the professional documents and teach their subject of specialization just like any other teacher. Their job satisfaction is a matter of concern so that proper policies can be formulated to enhance their job satisfaction and productivity.

John (2007), in his study investigating job satisfaction among high school assistant principals in seven Florida counties asserted that deputy principals need to be mentored and trained as they execute their administrative duties. Moreover they need to be encouraged to pursue their personal development of becoming principals as soon as they are capable. The interest of deputy principals of moving to principal ship as soon as they are ready may wane if they are not persuaded.

Jaime (2020) on a study on job satisfaction of high school assistant principals where he did a qualitative study of the effects of role ambiguity, role conflict, job facets and demographics noted that, while research on the superintendent, principal, or teacher may be prevalent, research on the assistant principal was lacking. This qualitative study based on phenomenological research was focused on determining overall job satisfaction of high school assistant principals in Ohio as well as the factor that role ambiguity, role conflict, and facet satisfaction play on the overall job satisfaction.

The study, showed that assistant principals often have different actual job responsibilities than those they assumed they would have or those they identified as ideal. Most assistant principals in the study experienced instances of role ambiguity and role conflict. The majority of the assistant principals had a high rating of job satisfaction despite the differences in job responsibilities or instances of ambiguity and conflict.

Adebola & Jibril (2008), carried out a study on job satisfaction of secondary school administrators in Kano State in Nigeria and noted that the practices of teachers are a very significant function in the educational development of any nation and society since they are seen as a group of key and important body of professionals for a nation's development. School administrators, despite the title are teachers. They are supposed to teach and at the same time perform the administrative functions. In this regard their job satisfaction matters a lot. The extent to which the school administrators are satisfied with their job is a potential indicator of their commitment to their responsibilities, managerial effectiveness and motivation. If there is a poor relationship between and among persons, environment and job characteristics, there may be problems with their behavior at work.

Deputy Principals in public secondary schools in Kenya are appointed from among senior teachers, heads of departments and regular teachers. The most common technique used to select them is interviews which are conducted at the county level across the country. Factors taken into account during the interview is teachers' experience, as well as professional and academic qualifications (Career progression Guideline, 2018).

There is escalating coercion on deputy principals within schools to meet many demands imposed within and without the school. The expanded set of responsibilities places an additional pressure on the time of the deputy principal. The heads manual for secondary schools in Kenya (1987) highlights the duties and responsibilities of deputy principals under the management of the principal as; teaching subject of specialization to impart knowledge, skills and attitudes to the learner, deputizing the principal in his/her absence, maintaining the learners discipline, supervision of the maintenance of proper inventories of equipment and supplies for accountability and optimal utilization. The career progression guidelines (2018) by the TSC highlights more roles of the deputy principals which incorporates appraising teachers in the process of Teacher Performance Appraisal Development (TPAD).

The deputy principals are under intense pressure to handle the demands produced within schools and to fulfill the external requirements enforced upon schools. The deputy principals' time is thus impacted upon by this extended duties. As Ombeni (2016) states, to complete the extra tasks, the deputy principals end up using their personal time with no compensation.

Concept of Job Satisfaction

Wasif (2016), asserted that job is a very important aspect of an individual life since it occupies a lot of personal and professional time compared to any other activity. Job satisfaction describes the extent to which one is comfortable with the job. It is an important subject of attention by the higher authorities, policy makers and top executives since it is related to other significant issues of organization. Organizations should strive to ensure that employees are satisfied since they are the key assets in any organization.

Since the 1930s, studies of employees' attitudes and perceptions towards their job satisfaction have begun to have significant contribution to the body of knowledge about the factors contributing to employees satisfaction or dissatisfaction in their jobs (Middlemist and Hitt, 1998). Several definitions and theories on job satisfaction and work motivation have been developed. The underlying challenge associated with researches on job satisfaction issues is that there is no universal definition of the term (Neal, 2002). Although being observed and defined in various ways, the most widely accepted and the most influential definition of job satisfaction is that of Locke (1976) who defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

Herzberg, Mausner & Snyderman (1959) are the pioneers who advanced motivation hygiene theory in an attempt to explain employees job satisfaction. They discovered that factors affecting employees' satisfaction were different from those of dissatisfaction. In Herzberg's works, factors of job satisfaction are divided into two distinct domains: motivation and hygiene factors. Motivators refer to the nature of work and are the sources of job satisfaction. These include achievement, recognition, work itself, responsibility, advancement, and growth. Hygiene factors, on the other hand, are the factors extrinsic to the job and they include company policies, supervisory practices, work conditions, salary, or relationship with co-workers or supervisors.

Hygiene factors tend to contribute to the dissatisfaction of the employees. Furthermore, Herzberg and his colleagues argued that the factors contributing to job satisfaction are not the opposite to those of job dissatisfaction and factors contributing to job dissatisfaction are not the opposite to those of job satisfaction. Furthermore, the opposite of job satisfaction is not job dissatisfaction but no satisfaction. Similarly, the opposite of job dissatisfaction is not job satisfaction, but rather, no dissatisfaction. Although there have been criticisms, Herzberg's two-factor theory of job satisfaction-dissatisfaction has been widely accepted and applied in many researches (Dinham & Scott, 1998; John, 2007). The theory has also been replicated and tested in the educational setting by several researchers including Murage, (2003), Githinji (2014) among others.

Discrepancy theory of Locke (1969), describes job satisfaction in three aspects: what an employee wants, what the employee expect to receive from work, and what he or she actually receives. If there exist a difference between the actual outcomes an employee receives and what he or she expects to get exists, job dissatisfaction occurs.

Equity Theory advanced by Adams (1965), on the other hand, explains the satisfaction in work places in terms of inputs and outcomes or fair and unfair distribution of resources. According to Equity Theory, employees try to maintain the equity between their contribution to jobs and the outcomes they get from their jobs. Employees compare the relationships between inputs/outcomes they receive with other individuals at the same level. Equity exists when the relationship between inputs and outcomes is similar to other co-workers in their work place or in other organizations with the same context. On the other hand, when employees feel that they are being treated unfairly or unequally, they will be less satisfied in their jobs and the perception of inequity occurs.

Vroom (1964) advanced the Expectancy Theory which was based on the assumption that individuals have different sets of goals in their jobs and they are motivated when they believe that there is a positive relationship between efforts and performance which in turn leads to desirable reward that can satisfy their needs. According to Dinham & Scott (1998), job satisfiers in the teaching profession, generally, are the factors intrinsic to teaching and student achievement, improving student attitudes and behaviors, positive relationship, recognition, and self-growth. Job dissatisfiers, on the other hand, are normally those extrinsic to the teaching. These include the changes of educational policies and procedures on teaching practices, the high expectations from society on the educational system in terms of solving social problems, declining job status, inadequate supervision, heavy administrative workloads, and interpersonal relationship.

Promotion Procedures and Job Satisfaction

Fairness in promotions is a core issue for organizations since it is directly related to some of the most important organizational outcomes. Antonio (2012), carried out a study to find out how workers' perceptions of promotion systems affect organizational justice and job satisfaction. He sampled 213 employees and supervisors from 31 different private sector organizations who completed a survey regarding procedural justice, job satisfaction, transparency, promotion systems, and some demographic variables. The results showed that participants who perceived organizational promotion methods as transparent reported a high level of perceived procedural justice, and that the methods they see as fairer are those based on assessment of performance and this had a positive correlation with job satisfaction.

In Kenya, the career progression guidelines developed by the TSC to guide the career growth of teachers in the employment of the commission clearly outline the career path for school administrators. There are four entry levels for deputy principals before one is promoted to the post of a deputy principal. The deputy has to serve for three years at one level before promotion to the next level, nevertheless one is required to undertake the relevant TPD modules and acquire a master degree before promotion.

Murage (2003), asserted that there is a lot of interference in the appointment of principals and education officers in that in some cases experience, academic and professional qualifications for the jobs do not count. Appointments are at times made from serving teachers who have no training or experience in staff management. This procedure has a lot of effects on deputy principals' job satisfaction due to the discriminatory procedure. This may result to lack of upwards mobility for the deputy principals. Job satisfaction result from security perceived from under or over promotion. There is job dissatisfaction if an employee perceive lack of promotion opportunities and progress in his /her job.

Remuneration and Job Satisfaction

Wages are a significant factor for job satisfaction in the sense that money does not only help people to get basic needs but is also instrumental in providing upper level needs (John, 2007). Remuneration is an important factor of job satisfaction. It is viewed in terms of amount, fairness and basis of remuneration. Luthans (1992), noted that remuneration factor is important to the employees because it facilitates the obtaining of the basic necessities for instance food, clothing and shelter. Some people perceive high remuneration as a symbol of achievement and a source of recognition in the society. Remuneration can be in the form of money or salary, fixed allowances, variable allowances, incentives and other facilities. Remuneration is the total compensation received by the employees in return for the services he or she has rendered (Agustningsih, Armanu, Djumilah, and Noermijati, 2016).

Studies have demonstrated that pay affects job satisfaction since employees expect a certain level of monetary rewards for their contribution to the organization and pay constitutes a quantitative measure of an employee's worth. In order to compete for the most talented workers, companies need to provide attractive and equitable pay. It has been argued that pay is a motivator for many employees initially, but it is not a powerful motivator over the long

term. The role of pay in attracting and retaining people at work has been recognized for many decades and is increasingly important in today's competitive, economic environment where strategic compensation planning is needed (Agustiniingsih et al., 2016). Pay has a positive impact on job satisfaction. Employee benefits packages have become an important part of the total compensation or organizational expenses especially in the developed world. Employee benefits average 40% of the total compensation package (Nelson, 2005).

A study by Mugambi et al., (2016), on job satisfaction among deputy principals in public secondary schools in Tigania East found that remuneration and job security played a key role in job satisfaction. This agrees with findings by Nyamura (2012) who found that deputy head teachers in public primary schools in Kiambu East were dissatisfied with pay. He asserted that proper remuneration would go a long way in boosting the teachers' morale and improving their performance. Murage (2003), found out that 97.8% of deputy principals in public secondary schools in Nairobi were dissatisfied with their pay. These findings also agree with findings by Aujata et al (2016) who found out that deputy principals in Hamisi Sub County were dissatisfied with conditions of service.

The researcher conducted a research on the influence of promotion procedures and remuneration on deputy principals' job satisfaction in public secondary schools in Tana-River County, Kenya with an intention of adding new knowledge on the limited research and often overlooked and understudied job satisfaction of deputy principals working in ASAL regions. This study will also add relevant and current knowledge on the perception of administrators concerning the new Teachers Service Commission career progression guidelines in regard to promotion prospects. Finally the findings of this study will add to the body of research on school administration and larger body of research on job satisfaction

Statement of the problem

Job satisfaction is one of the most studied variable in organizational behavior research. Most of the researchers have based their research on teachers' job satisfaction and principals' job satisfaction. Deputy Principals play a very critical role in supervision of implementation of curriculum and maintaining student discipline in liaison with other staff members. Given the many roles they perform in the school, there is need to recognize their effort so that students can reap full benefit of education. Teachers Service Commission has put a lot effort in recognizing the work done by all the school administrators by improving their remuneration. However some of the deputy principals serving in public secondary schools in Tana River were left out during the implementation of special pay package for administrators due to Teachers Service Commission policy on appointment and deployment of school administrators which was formulated in line with Collective Bargaining Agreement to make office bearers to be substantially appointed. The teachers union has been pushing for affirmative action in deployment of school administrators in Arid and Semi-Arid regions. The deputy principals in Tana River are among the administrators working in Arid and Semi-Arid region. The researcher carried a research to determine the influence of promotion procedures and remuneration with an aim of informing policy decisions by the Teachers Service Commission.

Objective of the Study:-

The study sought to;

1. Assess the influence of promotion procedures on the job satisfaction of deputy principals in public secondary schools in Tana River County.
2. Establish the influence of remuneration on the job satisfaction of deputy principals in public secondary schools in Tana River County.

Research Questions

The study attempted to answer the following questions;

1. How does fairness, career progression guidelines and chances of promotion influence job satisfaction of deputy principals' in public secondary schools in Tana River County?
2. What is the influence of salary, allowances and other fringe benefits on job satisfaction of deputy principals in public secondary schools in Tana River County?

Theoretical Framework

The study was anchored on the two-factor theory known also as the motivation-hygiene by Frederick Herzberg (1959). The theory submits that two categories of factors exist which either lead to dissatisfaction or satisfaction with work. The categories are hygiene factors and motivation factors (Herzberg, 1959). Motivators/intrinsic factors include; achievement, recognition for good work, advancement opportunities and responsibility which are solid

determinants of job satisfaction (Herzberg, 1959). The intrinsic factors are concerned about the job itself as opposed to physical, administrative or social environment. The job itself is the major source of motivation. The second category of factors is the hygiene/extrinsic factors which include aspects such as supervision, organization policy, salary, working conditions and relational relations, status and security. These factors are derived from the environment and not the work itself. These factors do not promote job satisfaction though their absence would create dissatisfaction and their presence would only serve to remove dissatisfaction. The theory's importance for this study was in explicating the variables of the study which relate to Herzberg's conclusions, that is, independent variables (remuneration) as the extrinsic job conditions as well as independent variables (promotion policies) as the intrinsic variables.

Research Methodology:-

Descriptive survey design and mixed research method approach was adopted to gather both qualitative and quantitative data (Kothari 2008). Questionnaire and interview schedule were used to collect data. Questionnaire enabled the researcher to collect a lot of first-hand information within a limited time (Mugenda and Mugenda, 2013). Stratified random sampling was used in selecting the 3 deputy principals for the pilot study and the 30 deputies were selected purposively for the main study. The 3 TSC Sub- County Directors were included in the study. Questionnaire and the interview schedule was piloted on a sample of 1% to test the efficacy of the research instruments. Reliability was ascertained by use of Cronbach alpha coefficient. Piloting of research instruments was conducted in three public secondary schools. The quantitative data obtained were subjected to descriptive statistics analysis. The statistical package of social sciences (SPSS version 22) was used to generate Frequency and percentages. Tables and graphs were used in data presentation. Qualitative data were analyzed thematically by use of reported statements to enrich the quantitative data.

Research findings

General and demographic information

Return rate

A total of 30 informants were the main target for this study. 30 responded to the administered questionnaire and this represents 100 percent. The three pilot schools were not included in the main study. The researcher administered the 30 questionnaires to the deputy principals and collected them after they were dully filled. The return rate was very good since the researcher had sought the participants consent and the questionnaires were self-administered. Mugenda and Mugenda (2013) asserted that 50% response rate is adequate, 60% response is good and above 70% response is very good.

Demographic information of the respondents

Distribution of Deputy Principals by Gender

The deputy principals were asked to indicate their gender. Their responses were given as shown on Figure 3.1

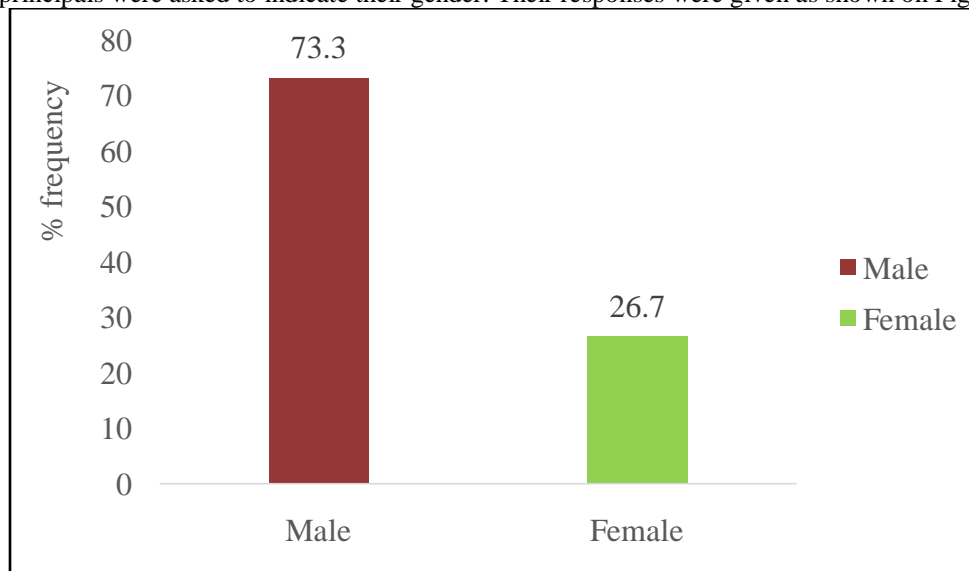


Figure 3.1:- Distribution of deputy principals by gender.

Findings in Figure 3.1 indicate that out of a sample of 30 deputy principals 22 (73.3%) were male while 8 (26.7%) were female. This may be due to the fact that Tana River is a hardship area and more male teachers travel from other counties to seek employment in the county. The staffing data in the County revealed that there were ninety female teachers against two hundred and sixty. The males were 74.3% against 25.7% females.

Distribution of Deputy Principals by Age

The study sought to find the age of deputy principals in secondary schools selected for the study. The findings are presented in Figure 3.2

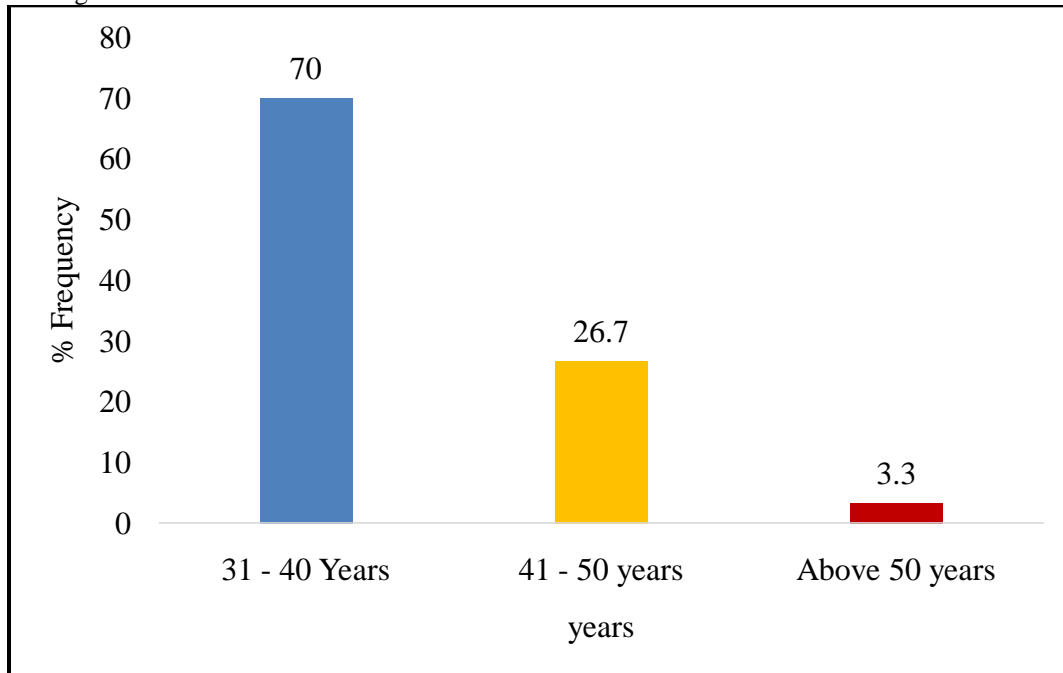


Figure 3.2:- Distribution of Deputy Principals by Age.

Findings in Figure 3.2 indicate that nearly three quarters were aged between 31-41 years. This may indicate that they are young in the profession. The sub-county directors revealed that majority of the deputy principals have not been confirmed in their positions since they do not meet the requirements as per the career progression guidelines. Few deputy principals may have acquired the required grades for promotion given that they have not served for the required number of years for them to be confirmed.

Education Attainment of Deputy Principals

The study sought to find educational attainment of deputy principals in secondary schools selected for the study. The findings are presented in Table 3.1

Table 3.1:- Education attainment of deputy principals.

	Frequency	Percent	Valid Percent	Cumulative Percent
University degree	29	96.7	96.7	96.7
Master's degree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Findings in Table 3.1 indicate that more than three quarters of deputy principals were trained in education and had acquired a bachelor's degree in education. Only 1 (3.3%) had acquired a master's degree. This could be attributed to high cost of education and there was no package from Teachers Service Commission for further education. This also explains why most of them have not been confirmed with the changes of Teachers Service Commission promotion criteria.

Distribution of Deputy Principals by Administrative Experience

The study sought to find the administrative experience of deputy principals in secondary schools selected for the study. The findings are presented in Figure 3.3

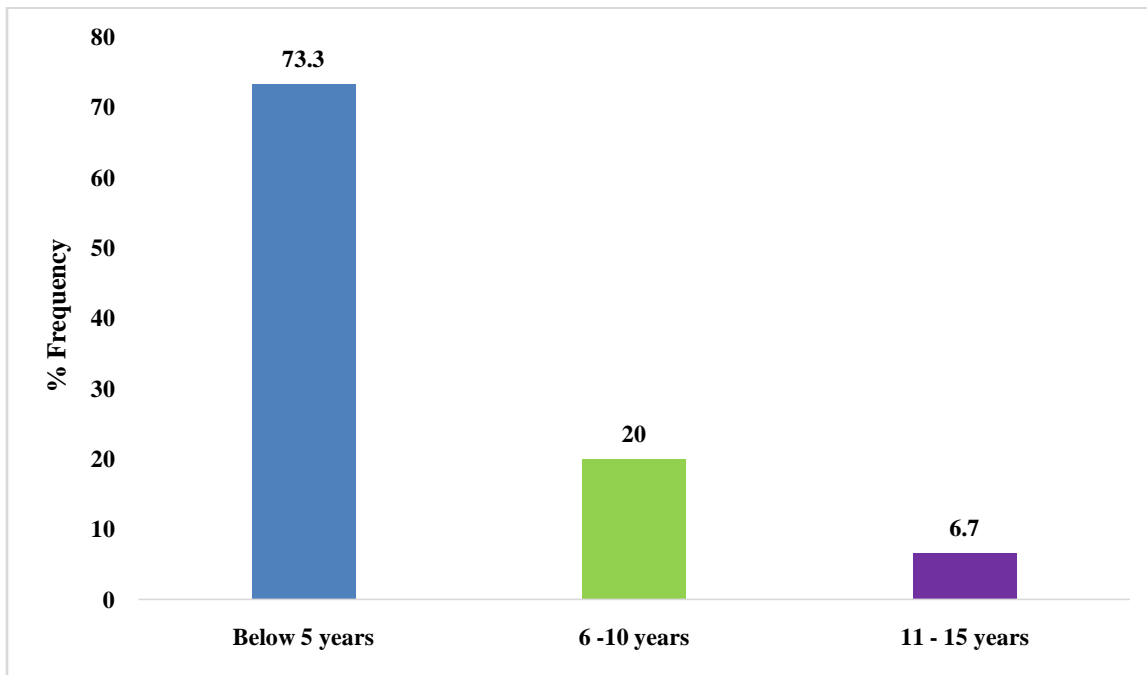


Figure 3.3:- Distribution of deputy principals by administrative experience.

Findings in Figure 3.3 indicate that nearly three quarters of the deputy principals had served in the post for less than five years. This may be attributed to the fact that they served either as heads of departments or regular teachers before promotion. From the age distribution most of them fall on the age bracket between 31-40 (76.7%) indicating that they had to move from one grade to another before promotion.

**Job Related Factors that Influence Deputy Principals’ Job Satisfaction
Promotion Policies and Job Satisfaction**

This objective featured the influence of promotion policies on job satisfaction. Deputy Principals were to indicate their level of satisfaction with various pronouncements relating to promotion policies. The results are as indicated in the Table 3.2

Table 3.2:- Promotion policies and job satisfaction of deputy principals.

Promotion policies with regard to	NS		SS		S		ES	
	F	%	F	%	F	%	F	%
Fairness in promotion	6	20.0	7	23.3	17	56.7	0	00
Current policies on promotion	3	10.0	12	40.0	15	50.0	0	00
Career progression guidelines	4	13.3	10	33.3	15	50.0	1	3.3
Chances of promotion	4	13.3	10	33.3	16	53.3	0	00

Findings on Table 3.2 indicate that deputy principals were satisfied with promotion policies. More than half of deputy principals were satisfied with fairness in promotion. Half were satisfied with promotion policies, the current career progression guidelines and more than half were satisfied with chances for promotion to the post of principal. The TSC Sub County Directors revealed that most of the young deputy principals were satisfied with fairness in promotion and were very optimistic on chances of promotion to the post of the principal. These findings deviate from findings by Nyamura (2012) and Githinji who noted that deputy principals in Kiambu East and Limuru District respectively were dissatisfied with trends in promotion and fairness in promotion since they had stagnated in the position of a deputy principal for over ten years and had advanced in age.

Remuneration and Job Satisfaction

The first task for this study was to establish the influence of remuneration on the job satisfaction of deputy principals. Deputies were asked to indicate the extent to which they were satisfied with their present salary, hardship allowances, their salary compared to others in other professions, privileges attached to the post and their present salary compared to other professionals with similar qualifications. The results are indicated in the Table 3.3

Table 3.3:- Remuneration and job satisfaction of deputy principals.

Variable:	NS		SS		S		ES	
	F	%	F	%	F	%	F	%
Present salary	22	73.3	5	16.7	3	10.0	0	00.0
Hardship allowances	18	60.0	10	33.3	2	6.7	0	00.0
Salary compared to others	20	66.7	6	20.0	4	13.3		00.0
Privileges attached to the post	15	50.0	11	36.7	3	10.0	1	3.3
Present salary compared qualifications	21	70.0	6	20.0	3	10.0		00.0

Findings in Table 3.3 indicate that nearly three quarters of the deputy principals were not satisfied with the pay package. Nearly two thirds of the deputy principals were not satisfied with the hardship allowances and their salary compared to others with similar qualifications. Half were not satisfied with privileges attached to the post. These findings agree with findings by (Murage, 2003) who found out that 97.8% of deputy principals in public secondary schools in Nairobi were dissatisfied with their pay. These findings also agree with findings by Aujata et.al (2016) who found out that deputy principals in Hamisi Sub- County were dissatisfied with conditions of service.

A study by Mugambi et al., (2016) on job satisfaction among deputy principals in public secondary schools in Tigania East found that remuneration and job security played a key role in job satisfaction. This agrees with the findings by Nyamura (2012) who found that deputy head teachers in public primary schools in Kieni East were dissatisfied with pay. He asserted that proper remuneration would go a long way in boosting the teachers' morale and improving their performance.

The TSC Sub-County directors revealed that most of the deputy principals were serving in an acting capacity and they were yet to be confirmed in their positions. The career progression guidelines stipulate the grade required for one to be confirmed in the position of a deputy principal and there is a pay package for administrators. Therefore the deputy principals in Tana River had not benefited from the Teachers Service Commission pay rise for school administrators.

Conclusion And Recommendations:-

Based on the findings on the influence of promotion policies on the job satisfaction of deputy principals, it is logical to conclude that the deputy principals were satisfied with promotion policies with reference to fairness in promotion, promotion policies, current career guidelines and chances for future promotion. Based on the findings on influence of remuneration on the job satisfaction, it is logical to conclude that deputy principals were dissatisfied with the pay package. Policies governing promotion of deputy principals should be reviewed by TSC from time to time to ensure that all the serving deputies are substantially confirmed in their positions. The present findings reveal that the promotion procedures are fair and there are chances for future promotion however the pay package is not commensurate to the position and roles of deputy principals in public secondary schools in Tana River County. The researcher recommends that the TSC should improve the pay package for deputy principals in recognition for various duties they are involved in to ensure proper curriculum implementation and maintaining the learners discipline. The deputy principals working in Tana should be substantially appointed in their positions to improve their job satisfaction.

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