British Journal of Education
Vol.4, No.4, pp.38-48, April 2016
Published by European Centre for Research Training and Development UK (www.eajournals.org)

# THE PERCEPTIONS OF DISTANCE EDUCATION PERSONNEL OF THE RELATIONSHIP BETWEEN WORK CONDITIONS AND THEIR JOB SATISFACTION IN KENYA'S CHRISTIAN HIGHER EDUCATION

**Rosemary Wahu Mbogo**

Lecturer, Education Department; and Dean of the School of Education, Arts and Social Sciences (SEAS), Africa International University, P.O. Box 24686 – 00502 Karen, Nairobi

**ABSTRACT:** *The study originally based on a doctoral exploration, sought to establish the relationships among spirituality, working conditions and job satisfaction of extension studies personnel in Kenya's Christian higher education. The study employed a mixed method approach to answer the questions raised by the researcher. This paper thus reports the findings on one of the research questions: What are the perceptions of administrators and faculty of extension studies of the impact of work conditions on their job satisfaction? Data was collected using a survey instrument comprised of the Job Satisfaction Survey (JSS) and the Job Descriptive Index (JDI), from 146 administrators and faculty of extension studies from 6 selected Christian universities in Kenya. Statistical tests were carried out using the Statistical Package for the Social Sciences (SPSS), including ANOVA/Kruskall Wallis, and Tukey HSD/Mann-Whiteny U applying a Benferroni adjustment to the p value. In regard to demographic profiles, work conditions, and job satisfaction, the findings of this study indicated significant differences between faculty personnel and administrators' perceptions of their global job satisfaction, and work itself. Work evaluation mean scores were based on level of education, job rank, level of work involvement, and monthly salary. Moreover, there were significant difference between faculty and administrative responsibilities in regard to satisfaction through work itself and satisfaction through promotion opportunities. Faculty without administrative responsibilities reported higher scores of satisfaction in the two scales.*

**KEYWORDS**: Job Satisfaction, Distance Education Personnel, Higher Education, Work Conditions, Christian Universities.

## INTRODUCTION

This paper explains the ground factors for job satisfaction of distance/extension studies personnel, who include; administrators and faculty members. The paper is an excerpt of a doctoral research conducted in 2011 among personnel in six selected Christian based universities in Kenya. The study was warranted by the need to understand job satisfaction factors among distance/extension study workers both in private higher education institutions and in developing countries, where such studies have been scant. The following hypotheses were generated and tested to answer the study question:$H_0$1: There is no significant difference between the job satisfaction mean scores as measured by the Job Descriptive Index (JDI) and selected demographic characteristics (i.e., age, gender, length service, rank, job title, institution, and years one has been a Christian).



ISSN 2055-0219(Print), ISSN 2055-0227(online)

$H_0$2: There is no significant difference between administrators and faculty in their job satisfaction scores, as measured by the JDI.

## LITERATURE UNDERPINNING

### Factors of Job Satisfaction

Job satisfaction is ". . . a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke, 1976, p. 1304). Although different scholars present fluid categories of job satisfaction in literature, many delineate job satisfaction theories into two main theoretical frameworks: content theories and process theories (Lussier and Achua, 2009; Karwowski, 2006). Content theories propagate the notion that all human beings have similar basic needs which must be met by their jobs in order to enhance individual's satisfaction with work. Conversely, job process theories assume individual differences and tend to focus primarily on the affective processes that individuals go through in their work to acquire job satisfaction. Various studies have been done based on either facet of job satisfaction theories, these studies showing various variables that influence job satisfaction of higher education personnel to include: demographic factors, work condition factors, and personal factors.

Ololube (2006) conducted a study to explore job satisfaction and teachers' work motivation in relation to Nigerian teachers' need for satisfaction to ensure school effectiveness. The findings showed significant differences between teachers' job dissatisfaction facets and their intensity. Gender, age and status were computed and the result showed that significant differences existed in the respondents' opinions based on their gender. Female teachers derived greater job satisfaction than their male counterparts. Teachers between the ages of 20-30 and 51 and above showed a greater job satisfaction than those aged 31-40 and 41-50. Finally, administrators were more satisfied with their jobs than teachers.

Schroder (2008) conducted a quantitative study to measure the overall intrinsic and extrinsic job satisfaction of personnel at a Christian university in the United States. Based on the 835 employees surveyed, at a Seventh Day Adventist university, data indicated that faculty members were mostly satisfied with their relationships with students and work itself, while administrators were satisfied with their relations with peers and then with students. Contrarily, employees were least satisfied with their salaries.

Ssesanga and Garrett's (2005) survey to predict the job satisfaction and dissatisfaction of Ugandan academics based on Herzberg's two-factor theory revealed that academics derived satisfaction from interest exhibited by their students and from the autonomy of the courses they taught. Colleague behavior was also a factor for job satisfaction. With regard to supervision, freedom at work and relationships with supervisor contributed to satisfaction. Other factors influencing satisfaction included the location of the university and the freedom to research and publish. Factors contributing to dissatisfaction included insufficient and irregular salary, poor work facilities, limited instructional materials, large classes and lack of promotion.

In their study, Volkwein and Parmely (2000) examined how major organizational features, administrative work environments and individual characteristics of administrators of public



ISSN 2055-0219(Print), ISSN 2055-0227(online)

and private universities influenced administrators' perceptions of job satisfaction. Volkwein and Parmely found that those in private universities were significantly more satisfied with their extrinsic rewards dimension than those in the public university. Using the overall job satisfaction as the dependent measure, absence of interpersonal conflict, an atmosphere of teamwork, workload pressures, level of rank and an overly controlled work environment were found to be significantly influential. Campus sizes, wealth, quality of undergraduate programs were also influential. Females were less satisfied than men both on their intrinsic, extrinsic reward and on their job relationships.

Beyth-Marom *et al.* (2006) conducted a survey to determine the relationship between identification, job satisfaction and work motivation among tutors of the Open University in Israel. The survey involved 71 respondents from the Department of Education and Psychology.

Using a univariate regression analysis, identification and satisfaction of the OUI tutors were well predicted by their job characteristics and organizational attachment while Path coefficients (betas) revealed that only relations with the university, job importance, and job richness, had some positive and significant power, mainly on identification.

McInnis (2003) conducted a study to compare and contrast "academics and administrators on three aspects of their work: job satisfaction and morale, work values and motives, and administrators' perception of work styles and conditions" (p. 3). McInnis used data from two studies conducted among academics in Australian universities comprising a purposeful sample of academics from 18 Australian universities out of a total of 34, offering traditional and non-traditional program. Administrators indicated the key issues affecting satisfaction and morale included workload, team work among academics and administrators and the scope of their contribution to quality. Some administrators felt academics' attitudes were a hindrance to effective management styles. Moreover, administrators indicated the need of motivation by extrinsic factors than in academics.

The above studies from literature indicate that job satisfaction is multifaceted as influenced by diverse demographic, organizational, motivational and dispositional factors. In this paper, some of these findings are either affirmed or disaffirmed.

## METHODOLOGY

There were 146 out of 161 conveniently sampled employees of 6 different Christian universities in Nairobi, Kenya, representing a 91% return of usable surveys. The study applied causal-comparative and correlational designs and used SPSS version 19 to analyze data.

The participants were 60.3% ($n$ = 88) male and 36.7% ($n$ = 58) female, aged between 26 and 64 years ($M$ = 42.17, $SD$ = 8.97). Majority (82.2%, $n$ = 120) were married and 14.4% were single and had been Christians between 6 and 55 years ($M$ = 26.2, $SD$ = 9.86). There were 49 administrators, 59 faculty, and 38 administrative faculty members (that is, they served in both capacities—multitasking—at different levels). The majority (76%, $n$ = 111) had a master's degree or higher. Participants had worked in their respective institutions for a span of 1 to 25 years ($M$ = 6.7, $SD$ = 5.14).



ISSN 2055-0219(Print), ISSN 2055-0227(online)

## FINDINGS

Based on the first hypothesis which stated: There is no significant difference in job satisfaction mean scores of administrators and faculty as measured by the Job Descriptive Index (JDI), based on selected demographic characteristics (age, gender, length of service, rank, job title and level of work involvement); there were differences in mean scores associated with some demographic characteristics, as shown in the succeeding subsections.

### Age

Comparisons were made between personnel groups aged 25-35, 36-45 and 46-65 as reported in Table 1. The results showed a significant difference in the mean scores of satisfaction with work itself based on age differences ($H[3] = 6.421$, $df = 2$, $p < .05$). This implies that age differences contributed to a significant difference in the personnel satisfaction with work itself. Older adults (46-65) had higher mean ranks (implying higher satisfaction)($U = 662.00$, $z = -2.47$, $p < .0167$, $r = -.27$) than the younger group (25-35), but the effect size was small.

**Table 1: Mean Ranks and Kruskal Wallis Test Variance for Age and Job Satisfaction Facets**

| | 25-35 | | 36-45 | | 46-65 | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *N* | *M* | *N* | *M* | *N* | *M* | *Df* | *H* | *p* | *Post hoc* |
| Global | 38 | 56.74 | 50 | 69.76 | 46 | 73.93 | 2 | 4.369 | .113 | _ |
| Work Itself | 38 | 55.32 | 50 | 68.40 | 46 | 76.59 | 2 | 6.322 | .042* | 25-35 < 46-65 |
| Promotion | 38 | 70.07 | 50 | 68.82 | 46 | 63.95 | 2 | .611 | .737 | _ |
| Coworkers | 38 | 63.79 | 50 | 71.80 | 46 | 65.81 | 2 | 1.046 | .593 | _ |
| Supervision | 38 | 65.84 | 50 | 72.43 | 46 | 63.51 | 2 | 1.365 | .505 | _ |

*$p < .05$

### Level of education

Comparisons made between personnel with graduate degrees and above, and those with undergraduate degrees and below displayed the results in Table 2, showing significant differences in the scores of global job satisfaction and in satisfaction with work itself ($U = 1217.50$, $z = -2.538$, $p < .05$, $r = -.21$) and ($U = 1032.00$, $z = -3.463$, $p < .01$, $r = -.30$) respectively. Those with graduate level degrees had higher mean ranks than their counterparts with undergraduate and lower levels of education.



ISSN 2055-0219(Print), ISSN 2055-0227(online)

**Table 2: Means Ranks and Mann Whitney U Test for Education Level and Job Satisfaction Facets**

| | Underg | | Grad | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *N* | *M* | *N* | *M* | *z* | *U* | *P* | *r* |
| Global | 32 | 54.55 | 108 | 75.23 | -2.538 | 1217.50 | .011* | -.21 |
| Work Itself | 32 | 48.75 | 108 | 76.94 | -3.463 | 1032.00 | .001** | -.30 |
| Coworkers | 32 | 76.45 | 108 | 68.74 | -.949 | 1537.50 | .343 | -.08 |
| Supervisor | 32 | 61.28 | 108 | 73.23 | -1.466 | 1433.00 | .143 | -.13 |

*Note.* Underg = Undergraduate; Grad = Graduate

*$p$ < .05; **$p$ <.01

**Years of service**

For comparison, subgroups were collapsed into two: those who had served between 1 and 5 years and those who had served between 6 and 25 years. The results displayed in Table 3 show a statistically significant difference in promotion mean scores among personnel who had served for fewer years (1-5) compared to those who had served for more years (6-25). ($U$ = 1758.50, $z$ = -2.726, $p$< .01, $r$ = -.25). The effect size was small. Those who had served longer had lower mean scores.

The general findings of the analyses imply that personnel of extension studies who had served their institutions for more than 5 years were less satisfied with their promotion opportunities than their counterparts who had served for a shorter period of time, but not on any other facet of job satisfaction.

**Table 3: Means Ranks and Mann Whitney U Test for Length of Service and Job Satisfaction Facets**

| | 1-5 | | 6 -25 | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *N* | *M* | *n* | *M* | *z* | *U* | *P* | *r* |
| Global | 63 | 58.36 | 60 | 65.83 | -1.163 | 1660.50 | .245 | -.10 |
| Work Itself | 63 | 62.47 | 60 | 61.51 | -.150 | 1860.50 | .881 | -.01 |
| Promotion | 63 | 70.54 | 60 | 53.03 | -2.726 | 1352.00 | .006** | -.25 |
| Coworkers | 62 | 59.91 | 60 | 64.91 | -.668 | 1758.50 | .504 | -.06 |
| Supervisor | 63 | 67.06 | 60 | 56.69 | -1.614 | 1571.50 | .107 | -.15 |

**$p$ < .01

**Job rank**

Comparisons were made between the ranks of lecturer, heads of departments/supervisor, and administrators. The findings indicated significant differences between job rank mean scores and the global job satisfaction and satisfaction with work itself mean scores ($H$[2] = 15.18, $p$< .01, and $H$[2] = 11.53, $p$< .01 respectively).According to the results in table 4, there was a statistically significant difference between lecturers and administrators in their global job satisfaction and work itself scores ($U$ = 847.00, $z$ = -3.92, $p$< .001, $r$ = -.36; $U$ = 918.00, $z$ = -



ISSN 2055-0219(Print), ISSN 2055-0227(online)

3.52, $p < .001$, $r = -.32$) respectively, due to their difference in job rank. Both effect sizes were moderate. Lecturers had higher mean scores, implying higher satisfaction, than administrators.

**Table 4: Means Ranks and Mann Whitney U Test for Job Rank and Job Satisfaction Facets**

| | Lecturer | | Adm | | | | | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *M* | *n* | *M* | *z* | *U* | *P* | *R* |
| Global | 83 | 68.80 | 37 | 41.89 | -3.921 | 847.00 | .000*** | -.36 |
| Work Itself | 83 | 67.94 | 37 | 43.81 | -3.518 | 918.00 | .000*** | -.32 |

*Note.* Adm = Administrator

***$p < .001$

**Level of work involvement**

Table 5 indicates the results on the comparisons of personnel levels of involvement. The findings show that there were differences in the global job satisfaction mean scores ($H[3] = 10.89$, $p < .05$). Moreover, the level of work involvement contributed to significant differences in the mean scores of two other job satisfaction subscales, that is, satisfaction with work itself ($H[3] = 11.88$, $p < .01$) and satisfaction with promotion opportunities ($H[3] = 11.66$, $p < .01$). The findings showed a significant difference between full-time teachers and full-time administrators, similar to the difference found in their mean scores of satisfaction with work itself ($U = 541.50$, $z = -3.12$, $p < .013$, $r = -.34$) and ($U = 512.50$, $z = -3.37$, $p < .013$, $r = -.37$) respectively. Those who taught full time had higher mean ranks than their counterparts who were full-time administrators. All effect sizes were moderate.

**Table 5: Means Ranks and Kruskal Wallis Test for Level of Work Involvement and Job Satisfaction Facets**

| | FT | | FA | | PT | | Mixed T&A | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *M* | *n* | *M* | *n* | *M* | *n* | *M* | *Df* | *H* | *P* | *Post hoc* |
| Global | 46 | 80.43 | 38 | 54.72 | 16 | 44.44 | 35 | 61.76 | 3 | 10.888 | .012* | FT>FA |
| Work Itself | 46 | 82.91 | 38 | 54.34 | 16 | 61.69 | 35 | 66.11 | 3 | 11.883 | .008** | FT>FA |
| Prom. | 46 | 83.07 | 38 | 65.03 | 16 | 52.34 | 35 | 58.59 | 3 | 11.661 | .009** | FT>PT |
| Cow. | 46 | 72.08 | 38 | 71.53 | 16 | 70.16 | 35 | 57.83 | 3 | 3.245 | .355 | _ |
| Super. | 46 | 72.42 | 38 | 70.29 | 37 | 52.16 | 35 | 66.94 | 3 | 3.379 | .337 | _ |

*Note.* Prom. = Promotion; Cow. = Coworker; Super. = Supervisor; FT = Full-time Teachers; FA = Full-time Administrators; PT = Part-time teachers; Mixed T&A = Mixed teachers and administrators

*$p$ <.05; **$p < .01$



ISSN 2055-0219(Print), ISSN 2055-0227(online)

**Gender**

To establish the differences in job satisfaction mean scores based on gender, the Mann Whitney U test of two independent groups was utilized. The test indicated no statistical difference between men and women in all satisfaction facets.

**Monthly salary**

Comparison between personnel earning KSh 40,000 and below with those who earned 61,000 and above was made with results indicating significant differences in the mean scores of global satisfaction and satisfaction with work itself($H[2] = 8.36$, $p < .05$) and ($H[2] = 13.41$, $p < .01$) respectively, as shown in Table 6. There were significant differences between those who earned a monthly salary of KSh 40,000 and below, compared to those who earned KSh 61,000 and above, in the global job satisfaction and satisfaction with the work itself ($U = 572.50$, $z = -2.45$, $p < .05$, $r = -.26$) and ($U = 454.00$, $z = -3.50$, $p < .001$, $r = -.37$) respectively. Effect size for the global job satisfaction was small, but it was moderate for the satisfaction with work itself subscale.

**Table 6: Means Ranks and Kruskal Wallis Test for Monthly Salary and Job Satisfaction Facets**

| | 40 & Below | | 41-60 | | 61 & Above | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *M* | *n* | *M* | *n* | *M* | *Df* | *H* | *p* | *Post hoc* | |
| Global | 27 | 51.98 | 34 | 53.91 | 63 | 71.64 | 2 | 8.360 | .015* | 40 below<61 above | & |
| Work Itself | 27 | 44.98 | 34 | 56.12 | 63 | 73.45 | 2 | 13.413 | .001** | 40 below<61 above | & |
| Coworker | 27 | 64.33 | 34 | 57.29 | 63 | 64.52 | 2 | .990 | .609 | _ | |
| Supervisor | 27 | 61.26 | 34 | 64.12 | 63 | 62.16 | 2 | .107 | .948 | _ | |

*Note.* 40, 41, and 61 represent thousands

*$p$ <.05; **$p$ < .01

An ANOVA test was then computed for the normally distributed variables: monthly salary, and promotion satisfaction. Table 7 shows a statistically significant difference in the mean scores of satisfaction with salary. Tukey HSD post hoc test indicated significant differences in the salary satisfaction due to differences between the group that earned KSh 61,000 and above per month and those who earned KSh 40,000 and below, and KSh 41-60,000, respectively ($F = 11.57$, $p < .001$, $\eta^2 = .40$). The mean scores of satisfaction with salary for those who earned KSh 61,000 and above were the highest. The effect size was moderate.


ISSN 2055-0219(Print), ISSN 2055-0227(online)

**Table 7: ANOVA Test for Monthly Salary and Job Satisfaction Facets**

| | *SS* | *MS* | *p* | $\eta^2$ |
|---|---|---|---|---|
| Salary | | | | |
| Between | 1581.16 | 790.58 | .000*** | .40 |
| Within | 8198.30 | 68.32 | | |
| | | | | |
| Promotion | | | | |
| Between | 11.08 | 5.54 | .912 | .04 |
| Within | 7198.89 | 59.99 | | |

****p*< .001

The overall findings on monthly salary indicated that personnel with higher salaries had higher global satisfaction, satisfaction with work itself, and satisfaction with salary.

The findings neither gave enough evidence of fully accepting the hypothesis nor rejecting it. The tested hypothesis was then partially rejected based on the variables as discussed above.

The second hypothesis stated: There is no significant difference between administrators and faculty in their job satisfaction scores, as measured by the JDI. Comparisons were made between faculty, administrators, and administrating faculty. The results are shown in Table 8. The Kruskal Wallis test of more than two independent groups indicated a significant difference in the global satisfaction based on job designations ($H[2] = 8.575$, $p< .01$). Moreover, there was a significant difference in the mean scores of satisfaction with work itself ($H[2] = 9.28$, $p< .01$) and in satisfaction with promotion mean scores ($H[2] = 7.01$, $p< .05$). The result indicated that there were differences in some satisfaction facets among extension education personnel.

**Table 8: Mean Ranks and Kruskal Wallis Test for Job Rank and Job Satisfaction Scores**

| | Adm | | Fac | | Adm/Fac | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *M* | *N* | *M* | *n* | *M* | *df* | *H* | *p* | *Post hoc* |
| Global | 45 | 57.46 | 54 | 79.69 | 36 | 63.64 | 2 | 8.575 | .003** | Adm<Fac |
| Work Itself | 45 | 56.32 | 54 | 79.87 | 36 | 64.79 | 2 | 9.277 | .002** | Adm<Fac |
| | | | | | | | | | | |
| Promotion | 45 | 63.96 | 54 | 78.45 | 36 | 57.38 | 2 | 7.010 | .020* | Fac<Adm/Fac |
| Coworker | 45 | 70.32 | 54 | 71.81 | 36 | 59.39 | 2 | 2.430 | .238 | _ |
| Supervisor | 45 | 73.03 | 54 | 65.54 | 36 | 65.40 | 2 | 1.121 | .537 | _ |

*Note.* Adm = Administrator; Fac = Faculty; Adm/Fac = Administrating Faculty

**p* < .05; ***p* < .01

To establish the specific group that caused the difference, the Mann Whitney U test was conducted as a post hoc test as shown in Table 9 below. After Bonferroni correction, the Mann Whitney U post hoc test for independent groups indicated that difference in the global job satisfaction scores was due to the difference between administrators and faculty ($U = 818.50$, $z = -2.91$, $p < .01$, $r = -.29$). Additionally, the difference between the mean score of satisfaction with work itself was due to the differences between administrators and faculty ($U = 792.50$, $z = -3.09$, $p < .01$, $r = -.31$), while the difference in promotion satisfaction mean scores was



ISSN 2055-0219(Print), ISSN 2055-0227(online)

specifically between faculty without administrative responsibilities and administrating faculty ($U$ = 661.50, $z$ = -2.67, $p$< .01, $r$ = -.28). Faculty without administrative responsibilities had a higher mean rank than administrating faculty members. The effect sizes for the scores of global job satisfaction and satisfaction with promotion mean scores were small, but the effect size for satisfaction with work itself scores was moderate.

**Table 9: Mean Ranks and Mann Whitney U Test for the Difference between Administrators and Faculty Job Satisfaction**

| | Adm | | Fac | | Adm/Fac | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *N* | *M* | *n* | *M* | *n* | *M* | *df* | *H* | *p* | *r* |
| Global | 45 | 41.19 | 55 | 58.12 | _ | _ | -2.911 | 818.50 | .004** | -.29 |
| Work Itself | 45 | 40.61 | 55 | 58.59 | _ | _ | -3.092 | 792.50 | .002** | -.31 |
| Promotion | _ | _ | 55 | 36.88 | 36 | 57.38 | -2.670 | 661.50 | .008** | -.28 |

*Note.* Adm = Administrator; Fac = Faculty; Adm/Fac = Administrating Faculty

**$p$ <.01

The overall findings in this hypothesis indicated that faculty without administrative responsibilities were likely to be more satisfied with some aspects of their jobs, including satisfaction with work itself and promotion opportunities, than either administrators or faculty with administrative responsibilities. Hence, the hypothesis was partially rejected.

## DISCUSSION

This study found some significant differences in the satisfaction of personnel due to some demographic characteristics, which also point to the work conditions of the personnel. For example, there were significant differences in personnel's mean scores of global job satisfaction and satisfaction with work itself based on their level of education, job rank, and level of work involvement. More educated personnel of extension studies were more satisfied with their jobs than were their counterparts with less education; faculty were more satisfied with their work globally and with work itself than were administrators.

These findings are similar to Schroder's (2008), which established that those with doctoral degrees had higher job satisfaction than their counterparts with associate and bachelor degrees. This study, however, indicated that length of employment affected personnel's satisfaction with promotion opportunities ($U$ = 1352.00, $p$ <.05).

A significant difference in the global job satisfaction and in satisfaction with work itself based on the level of monthly salary ($U$ = 572.00, $p$< .05, and $U$ = 454.00, $p$< .05, respectively) is



ISSN 2055-0219(Print), ISSN 2055-0227(online)

seen. The higher salaried personnel were more satisfied with their work in general, the work itself, and their salaries than were their colleagues who earned less.

This study found a difference in satisfaction with work itself based on age. Specifically, those who were 56-65 years old were more satisfied than all other groups (25-35, 36-45, and 46-55). These findings are similar to Schroder's, which showed differences in the job satisfaction of those who were older than 50, compared to 3 other groups ranging between 21 and 50 years of age ($F = 5.116$; $p = .002$).

However, these findings differ in some way from those of Ololube (2006), whose study among high school teachers in Nigeria exploring factors influencing their job satisfaction, found female teachers having significantly higher job satisfaction mean scores than did male teachers ($F= 13.26$, $p< .000$). Ololube also found the satisfaction of teachers aged 20-30 and 51 years and above to be significantly higher than the satisfaction of those aged 31-40 and 41-50 ($F = 11.28$; $p< .000$). In this study, personnel aged 56-65 years had greater job satisfaction than did those aged 25-35 and 36-45. Finally, Ololube's study showed that administrators were more satisfied than were teachers ($F = 16.57$; $p< .000$), but this current study found faculty members to be more satisfied than administrators ($U = 847.00$, $p < .05$). Ololube's findings may be different because of his sample, which was comprised of high school teachers and administrators, as opposed to the teachers and administrators of tertiary education involved in this study.

## IMPLICATIONS FOR INSTITUTIONAL LEADERS

It is important for institutional leaders to consider ways they could enhance the job satisfaction of their personnel. First, faculty members were more satisfied with their work globally and with work itself than were administrators, based on their job ranks. In many cases, administrators working in Christian higher education find themselves in dead-end jobs, while faculty members have clear ranking systems.

Second, for employees with lower levels of education, faculty development programs could be instituted at all levels to ensure academic growth. Therefore, leaders could introduce staff development programs that could include financial support for higher education. In situations where financial support is limited, support could be given in the form of time.

Third, personnel's salaries need to be adequately addressed. Salaries that are low compared to market values need to be raised. While this may be difficult for some Christian institutions that do not have government support and have low student enrollments, it might be achievable through intensified fundraising, both locally and overseas, complemented by income-generating activities and responsible financial stewardship.

## LIMITATIONS OF THE STUDY

The generalizability of the findings of this study is limited by two main issues. Firstly, the questionnaire items required self-reported data, which may not objectively represent the true



ISSN 2055-0219(Print), ISSN 2055-0227(online)

image of personnel's perceptions. Secondly, the sample was not randomly selected hence may not be representative of other Christian schools in Nairobi.

**Areas for Further Research**

In light of the findings of this study, further replication studies using a larger sample of randomly-selected participants in the region, and in the country are recommended.

## REFERENCES

Beyth-Marom, R., Harpaz-Gorodeisky, G., Bar-Haim, A. & Godder, E. (2006). Identification, job satisfaction and work motivation among tutors at the Open University of Israel. *International Review of Research in Open and Distance Learning, 3*(2), pp.1-13. Retrieved September 22, 2010 from ERIC.

Karwowski, W. (2006). *International encyclopedia of ergonomics and human factors* (2nd Ed.).Boca Raton, FL: CRC. Retrieved October 14, 2010 from Google Books.

Locke, E. A. (1976). The nature and causes of job satisfaction. In M.D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (pp.1297-1349). Chicago: Rand McNally.

Lussier, R. N., & Achua, C. F. (2009). *Leadership: Theory, application, & skill development* (4th Ed.). Florence, KY: Cengage Learning. Retrieved October 14, 2010. Google Books.

McInnis, C. (2003). New realities of the student experience: How should Universities respond? 25th AnnualConference, *European Association for Institutional Research*, Limerick. Ireland.

Ololube, N. P. (2006). Teachers job satisfaction and motivation for school effectiveness: An assessment. *Asia-Pacific Forum on Science Learning and Teaching, 10*(2), pp. 1-18. Retrieved September 13, 2010 from ERIC.

Schroder, R. (2008). Job satisfaction of employees at a Christian university. *Journal of Research on Christian Education, 17*, pp. 225–246. Retrieved 16 February, 2010 from ATLA Religion Database.

Ssesanga, K., & Garrett, R. M. (2005). Job satisfaction of university academics: Perspectives from Uganda. *Higher Education, 50*, pp.33-56. Retrieved June 25, 2007 from Academic Search Premier.

Volkwein, J. F., & Parmley, K. (2000). Comparing administrative satisfaction in public and private universities. *Research in Higher Education, 41*(1), pp.95-116. Retrieved June 25, 2007 from Academic Research Premier.



ISSN 2055-0219(Print), ISSN 2055-0227(online)