

Gender Differences in Job Satisfaction among Support Staff in Public County Secondary Schools in Homa Bay County, Kenya

^{*1}Were Paul Godfrey Otieno., ²Richard Ongowo., ³Jack Ajowi

¹Department of Foundations and Management, P. O. Box 103-40404 Rongo University, Kenya

²School of Education, Maseno University

³School of Education, Jaramogi Oginga Odinga University of Science and Technology

***Corresponding Author**

DOI: <https://dx.doi.org/10.47772/IJRISS.2025.90400414>

Received: 10 April 2025; Accepted: 14 April 2025; Published: 19 May 2025

ABSTRACT

The purpose of this study is to investigate gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya. The study population comprised 1176 support staff and 76 principals. Simple random sampling technique was to select 353 support staff and 8 principals from county schools giving a total of 361 who participated in the study as respondents. Mixed method approach was adopted where both quantitative and qualitative data were collected and analyzed. The study used questionnaires, focus group discussion guides and interview guides to collect data from the respondents. The quantitative data obtained was analyzed using descriptive statistics involving frequency distributions, percentages and means and inferential statistics involving t-test. Qualitative data was analyzed using thematic analysis. The findings of the study revealed that there were statistically significant gender differences in job satisfaction among support staff in public county secondary schools $t(327) = -61.824, p = .000$. The findings of the study may be of value if the job satisfaction strategies are adopted by Boards of Management to the support staff in public secondary schools to both gender in order to enhance their job satisfaction and productivity in their work. From the study findings, it was concluded that there were gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya. The gender differences were in favor of females. The study therefore recommended that for the gender parity in job satisfaction among the support staff to reduce, school management should include job preferences during employment as women place greater importance on work-balance and the intrinsic desirability of work. School administrators should also engage male support staff in decisions that affect the school in order to reduce gender gap in their job satisfaction.

Keywords: Gender, Job satisfaction, Support Staff and Public County Secondary Schools.

INTRODUCTION

Job satisfaction is simply defined as the effective orientation that an employee has towards his or her work (Saari & Judge, 2004). Job satisfaction describes the feelings, attitudes or preference of individuals regarding work (Chen, 2006). Furthermore Armstrong (2023), defines job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the job indicate the job satisfaction, Negative and unfavorable attitude indicate dissatisfaction (Armstrong, 2023). Job satisfaction is a general attitude that is determined by job factors (i.e., pay, work, supervision etc), individual or personal characteristics (demographics), and other social and group factors (Shajahan and Shajahan, 2004). People bring with them certain drives and needs into the job that affect their performance. Therefore, understanding how needs stimulate performance and how rewards on such performance lead to the job satisfaction is indispensable for the managers (Newstrom, 2007). For an organization to be successful, the leadership must continuously ensure job satisfaction of the employees which is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Berry, 1997).

According to Omodifar (2013), job satisfaction is generally recognized as the most important and frequently field studied attitude in organizational behavior. Organizational commitment and employees' job satisfaction are widely studied factors in management literature which are precursors of employees' performance (Bodla and Naeem, 2008). Job satisfaction represents the level of divergence between what a worker expects to receive and what he or she actually experiences in the workplace (McShane, 2004). In addition, job satisfaction is a collection of a workers' feelings in relation to the nature and conditions of work.

Metle (2018) argues that there are some logical justifications that would lead any organization to take care of its employees to foster higher levels of job satisfaction among them. This could be so since job satisfaction is an indication of the psychological well-being of the employees, and satisfied employees have decreased absenteeism and turnover. In addition, higher levels of job satisfaction increase employees' morale and productivity. Employees whose expectations are attained turn out to be highly devoted to the organization and experience higher satisfaction.

According to Azeem and Quddus (2014) the key role players for the existence of an institution and its functioning are students, teaching and non-teaching employees. While the students form fundamental part of the learning institutions, the teaching employees are regarded as key players. On the other hand, the non-teaching employees are pillars of the institution functioning. The job satisfaction forms the important aspect of effective and efficient management system. Hence, it would be necessary to make sure that the non-teaching staffs employed in the institutions are satisfied with their jobs and the working conditions so that they can give their maximum output for the betterment of the institutions.

Khan, Aslam and Lodhi (2011) argue that pleasant environment enhances employee job satisfaction. It has been realized that improvement of employee working environment reduces complaints and absenteeism and increases productivity. Brown (2007) study indicated salaries paid to employees and other critical factors affect the level of job satisfaction. Jenine and Esnard (2014) study in Trinidad and Tobago revealed that levels of job satisfaction were generally low (42%) and even lower with nurse-nurse interaction (35%), professional status (23%), organizational policies (15%) and autonomy (1%) and for male nurses on all dimensions.

Several studies have reported relationships between job satisfaction and demographic variables. Job satisfaction and gender have had mixed results, with some finding that women enjoy greater satisfaction than men, while others reporting that males are more satisfied than females, and some others show no difference once other factors were accounted for (Muchinsky, 2008). A substantial amount of research indicates that job satisfaction is higher for women than men across countries (Sloane & Williams, 2000). Donhue and Heywood (2004) argue that an additional issue in job satisfaction is what has been called the paradox of satisfied female worker based on findings that women's job satisfaction is higher than men's in spite of women earning lower salaries. However, other studies have found no differences in job satisfaction between men and women, particularly when controlling for specific job variables (Ehrenberg, 2003). Further research in this area has identified inconsistencies in this paradox, however, indicating that gender differences in job satisfaction are a complex issue that merit further investigations.

In Britain, a study by Clark (2005) indicated that women, on average, report greater job satisfaction than men. In a highly influential paper, Clark shows that the gender gap in job satisfaction in Britain persists even when a wide range of personal and job characteristics are controlled for. Clark suggests that this may be explained by women having lower career expectations as a result of gender pay differentials, discrimination and reduced promotion prospects.¹ Therefore, despite occupying jobs which may be "objectively worse" than men's, lower expectations may translate into higher job satisfaction for women.

In China, a study conducted by Miao and Bian (2017) on gender differences in job quality and job satisfaction among medical professionals in rural western China. The findings of the study revealed that female showed greater satisfaction in the overall job satisfaction and the factor including sub-aspects of working environment, remuneration compared to workload, the chance of promotion, utilization of subjective initiative, and sense of achievement. This was despite the fact that male doctors had significantly higher monthly salaries, longer working hours, more times of night shifts per month, longer continuous working hours, and longer years of service at current facilities, and marginally significantly higher hourly wage and longer years of service in

current professions. However, female doctors showed greater overall job qualities. Significant and marginally significant gender differences were only found in satisfaction with remuneration compared to workload, the chance of promotion and working environment.

In Nigeria a study by Mabekoje (2009) examined the gender hypothesis in job satisfaction. The study was used to determine if differences would exist along Spector's (1985) nine dimensions of; pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. Analysis using the independent t-test indicated that no gender differences existed in all the dimensions of job satisfaction as well as the overall job satisfaction of teachers. A multilevel investigation was therefore suggested in order to fully establish the gender paradox in job satisfaction.

In Senegal, Fabby et al. (2022) study revealed gender differences in job satisfaction. The study explored a complex relationship between gender, job quality and job satisfaction among the workers in agro-industry in Senegal. The study used primary data from a comprehensive worker survey. A multiple mediation model was to disentangle direct and indirect pathways through which gender relates to job satisfaction. This gender-job satisfaction paradox is documented for high-income countries and is explained by gender inequality in job quality and expectations. The study revealed that women had higher job satisfaction despite earning lower wages, receiving fewer nonwage benefits, being more in casual employment, and working fewer hours than men. Moreover, job satisfaction was found to vary more strongly with gender than with worker education, wages or other job quality characteristics. The findings imply opposing direct and indirect gender effects on job satisfaction, and bring some nuance in the debate on how reducing gender inequality in job quality may affect women's job satisfaction.

Eshete, (2004), raised concerns about the influence of low non-teaching staffs' job satisfaction, absenteeism, lateness and lack of commitment to their work. Non-teaching staff's level of job satisfaction is a key determinant of their commitment to their work and motivation (Eshete, 2004). According to Rashid and Rashid (2011), satisfaction has been extensively studied in management literature due to its importance to the physical and mental well-being of an employee. It was pointed out that job satisfaction and motivation among academic staff play an important role in contributing to positive outcomes in the quality of the institutions and the students' learning.

Ali (2022) discovered that most of the non-teaching staff draw their satisfaction from having confidence in management, relationships with their peers, training needs and the training provided by the university and other factors such as recognition for work done as well as the management policies and practices. Khan and Parveen (2012) hold that employee dissatisfaction could lead to absenteeism, role conflict, job induced tension, negative intention to leave the job and discrimination against them.

In Kenya, there is a concern on the low level of job satisfaction related to poor attitudes towards work and working environment. Ngeny (2016) reiterates that the non-teaching staff is an essential cadre of staff in the attainment of quality secondary education. Bonuke (2017) study in Kenya indicated that remuneration had a significant and positive effect on job satisfaction, while promotions had an insignificant impact on job satisfaction. Thus, the study concluded that remuneration is important determinants of non-teaching staff job satisfaction in secondary schools. The non-teaching staff in public secondary schools are employed and managed by the Board of Management (BOM) at each secondary school. The Basic Education Act (2013) states that every BOM shall, pursuant to section 59 of the Act, recruit, employ, remunerate, promote, demote, and even terminate the services of its employees. The low levels of job satisfaction among non-teaching staff become a huge problem for education administrators because it reflects negatively on the education system's progress and efficiency. As stated by Champoux (2000), managers should understand and satisfy the needs of their subordinates, in order to attain optimum output.

According to Nyaboga, Ondieki, and Ajowi, (2015) the support staff in secondary schools in Nyamira County work under very poor conditions such as inadequate working tools, low salary, low motivation and low job satisfaction. This is so since in most schools, the principals are not bothered about the welfare of the support staff under them. The principals sometimes feel that some of the support staffs are not genuine with the cases they present and when the principals realize that, they develop laxity in tackling personal issues brought by

the support staff. Mwangi (2013) study in Gatanga District Murang'a County revealed existing gaps concerning improving the work performance of the support staff and deliberated on how the head teachers can use the strategies to improve the work performance of support staff in public primary schools.

In Homa Bay County Kenya, the support staff in public secondary schools are reluctantly playing their pivotal roles (MOE, 2019). This could be as a result of low job satisfaction. Moreover, in Homa Bay County of Kenya, scanty literature is available on the relationship between gender and job satisfaction among support staff in secondary schools. Hence, this study investigated whether there were gender differences in job satisfaction among support staff in secondary schools in Homa Bay County, Kenya.

Statement of the problem

In the school system, schools rely on the professional input and expertise of a range of staff and support staff is a generic title for all non-teaching staff. They work alongside teachers and some work behind the scenes to ensure that there is an efficient infrastructure within which effective teaching and learning can take place. For the support staff to perform their duties optimally, they should have job satisfaction for both gender. Both male and female gender contribute effectively in achieving the education goals in secondary schools. There is need to study whether there are gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya with a view to providing a solution and hence the study.

Research Objective

The research objective was to determine whether there are gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya.

Limitations of the study

1. The study was confined to Homa Bay county, Kenya. So the findings may not be generalized to other regions in Kenya or other countries.
2. There was potential response bias in the study mainly self-reporting bias from the principals during interviews. Such response could reflect subjective perceptions of the respondents rather than objective measures of job satisfaction.
3. There were contextual factors, like economic conditions in Kenya that could influence the results.
4. The research relied on data from the support staff and principals of schools yet many other stakeholders would have given their responses as well.

Gender and Job Satisfaction

Available literature on gender and job satisfaction seems to suggest that gender is a reliable predictor of job satisfaction. Several studies have concluded that female employees experience higher levels of job satisfaction than male employees. Kim (2005) conducted a study on gender differences in job satisfaction of public employees in Korea found that women were more satisfied with their jobs than men. In this study, data from a survey of 5,128 public employees in Seoul Metropolitan Government revealed that gender was a significant predictor of job satisfaction, with women emphasizing intrinsic rewards, whereas men emphasized extrinsic rewards. Gullerova and Zincicova (2020) examined job satisfaction differences related to gender in selected characteristics of employees working in the engineering sector. A questionnaire method and cross section and correlation design were used to conduct the survey. The respondents were employed in a Slova engineering company, and the sample consisted of 60 respondents with balanced basic and specific characteristics. Paper questionnaires were distributed to the respondents while observing all the ethical rules of the survey. The results were expressed in means, standard deviations and p-values. In addition, a two sample t-test was used. Women were found more satisfied in their jobs compared to men due to their lower work expectations deriving from their weaker position in the job market. Thus, women tend to be satisfied with lower pay and rewards, and less opportunities for career advance.

Also studies conducted by Kaiser (2007); Singha and Raychaudhuri (2016); Böntheand and Krabel (2014) also revealed that female workers experience higher job satisfaction than their male counterparts. Some of these

studies further concluded on factors causing the gender disparities. For instance Thabo and Stoffel (2009) investigated the extent to which male and female employees of a University differ in various attributes and attitudes and in the level of satisfaction with the type of work they do, and further established factors that might help explain these differences. Findings indicate that differences between males and females in the level of satisfaction were due to certain negative work experiences such as gender discrimination, tribalism and racism, nepotism and favoritism, and due certain sources of stress from the immediate supervisor, demands of work on private life and from domestic responsibilities. These negative experiences contributed to lower levels of satisfaction among women than among men. Sloane and Williams (2000), in another highly cited paper, suggest an alternative explanation to the “expectations hypothesis”. They show that the determinants of job satisfaction for women and men differ. Faced with similar job characteristics as men, women’s job satisfaction would decline, indicating that the gender satisfaction gap relates to sorting into particular jobs based on different preferences.

Hakim (2009) also examined extensively on the gender pattern in work attitudes. The study analyzed two groups of women in the labour market, that's, full time career women whose work orientations similar to those of men and women in part-time jobs who want to combine work and family. Despite the poor employment conditions, women part-timers often report higher levels of job satisfaction than full-time men and women workers. This was because women part-timers usually prefer jobs with flexible work arrangements and the observed high job satisfaction is a consequence of the match between what they want and what the part-time jobs offer. Clark (2005) studied gender differences in job satisfaction in Britain where it was found that Women report greater job satisfaction than men. Clark suggested that this may be explained by women having lower career expectations as a result of gender pay differentials, discrimination and reduced promotion prospects. Therefore, despite occupying jobs which may be “objectively worse” than men’s, lower expectations may translate into higher job satisfaction for women. Zou (2015) studied the gender gap in job satisfaction and argued that the observed gender difference was a consequence of the heterogeneity in work orientations between men and women. The study findings showed that women, either in full-time or part-time employment, reports significantly higher levels of job satisfaction than men. Secondly, work orientations were closely associated with one’s job satisfaction and their relationships vary significantly across men, women full-time and part-time workers.

In contrast, other studies found that male employees were more satisfied with their jobs than females. For instance Aydin et al., (2012); Chiu, (1998): and Dalton & Marcis, (1987) in their studies concluded that male employees experience higher levels of job satisfaction than females. Also a study conducted by Crowley (2013) found that men feel more dignified at work than women. Men hold jobs that provide more worker dignity, autonomy, and feelings of purpose and productivity in comparison to women; all variables that are linked to job satisfaction.

However, several other studies ended without any important gender disparity. Metle (2018) examined the levels of Job Satisfaction of male and female faculty members in the Public Authority for Applied Education and Training (PAAET) in Kuwait and found no difference between male and female faculty members in relation to overall job satisfaction and facets of job satisfaction. A study conducted by Johnson et al. (1999) examined job satisfaction among male and female directors and concluded that both gender were satisfied with their jobs. Kiefl and Kler (2007) conducted a study on relationship between gender and job satisfaction suggested that found that wages, job security, and hours worked are part of the facets in determining job satisfaction among the employees. The study found out that only wages had no difference between men and women. Both were found to be satisfied with their wages. However, satisfaction with job security seemed to be different in terms of longer working hours (for male) and higher hourly wages (for female). The male employees tend to be less satisfied with their hours worked rather than the females, since the males were the part-time employees, and they were interested in having full-time jobs, while the female employees were comfortable with their current positions. Al-Ajmi (2006) examined the consequences of gender disparities on job satisfaction and found out that there are no important disparities based on gender. Frye and Mount (2007) investigated the job satisfaction of top management directors and concluded that there were not much gender dissimilarities in overall job satisfaction, with females showing just slightly higher levels of job satisfaction than males.

RESEARCH METHODOLOGY

The study employed a mixed method approach research design that characterized a combination of both qualitative and quantitative research components (Creswell, 2013).. The study population consisted of 1176 support staff and 76 principals (CDE's Office, Homa Bay County, 2021). The support staff were the main respondents of the study. The required sample size of support staff that was representative of the entire population was calculated at 30% of 1176 giving 353. Orodho (2014) and Gay (2010) observe that 30% of a given population is a representative sample. The sample size of 353 was then distributed proportionately to the 8 sub counties within Homa Bay county using cluster sampling formula (Hemming, 2011). Simple random technique guided by table of random numbers was employed to select 353 support staff.

Principals were included as key respondents in the study since they perform the role of supervision of support staff in the schools, Simple random sampling technique was used to select 8 principals from the public county secondary schools to participate in the study, making the total sample size to be 361 respondents. . Manson (2010) noted that a sample of within 8-20 is appropriate for qualitative interviews.

Face and content validity of the research instruments were ascertained based expert judgment of supervisors and experts in the Department of Educational Foundations and Management of Rongo University. However, the reliability of the questionnaires was determined using the Cronbach's Alpha coefficient formula based on data collected from a pilot study; a Pearson correlation coefficient of 0.73 was obtained and considered sufficiently reliable (Mugenda & Mugenda, 2013). Quantitative data was analyzed using descriptive statistics in the form of frequency counts, percentages and means while inferential statistics in the form of t-test and the set hypothesis was tested. Qualitative data was analyzed thematically using deductive approach to corroborate the quantitative findings. Thereafter, data was summarized and presented in the form of tables and narratives form. Relevant ethical considerations were observed; confidentiality, anonymity and respect to respondents.

RESULTS AND DISCUSSION

In order to determine whether there were the gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, an analysis of job satisfaction among support staff based on their gender was first carried out by the responses of the support staff to questionnaire items. The results are as shown in Table 1.

Table 1: Descriptive Statistics of Gender Differences on Job Satisfaction (n=328)

Job Satisfaction Statement	Gender	Freq	%	MR	Overall MR
Always present on duty	Males	172	52.5	4.24	4.29
	Females	156	47.5	4.34	
Normally report for duty in time	Males	172	52.5	4.02	4.08
	Females	156	47.5	4.14	
Feels positive most of the time in school	Males	169	52.2	4.04	4.05
	Females	155	47.8	4.06	
Feel recognizes and appreciated at work	Males	171	52.3	3.83	3.91
	Females	156	47.7	3.99	
Feel involved in decision making in school	Males	172	52.6	3.22	3.53
	Females	155	47.4	3.84	
Overall Job Satisfaction					3.97

Interpretation of mean rating:

1.00-1.44=Very Low 1.45-2.44=Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

Table 1 shows that all the job satisfaction indicators showed gender differences in job satisfaction with always present on duty, (males $M=4.24$, females $M=4.34$) with an overall mean rating ($M=4.29$); normally report for duty in time, (males $M=4.02$), females $M=4.14$) with an overall mean rating $M=4.08$; feel positive most of the

time they are working in school, , (males $M=4.04$, females $M= 4.06$) with an overall mean rating ($M=4.05$); feel recognized and appreciated at work in school, (males $M=3.83$, females $M= 3.99$) with an overall mean rating ($M=3.91$); and feel involved in decisions that affect the school, (males $M=3.22$, females $M= 3.84$) with an overall mean rating ($M=3.53$). Since all the items had mean rating ranging from 3.22 to 4.34 with an overall mean rating ranging from 3.53 to 4.29, therefore it can be observed that there were gender differences in relation to job satisfaction among support staff in public county secondary schools in Homa Bay County. Table 1 also indicates a high overall mean rating of 3.97 indicating that there were high gender differences in job satisfaction among the support staff.

Hypothesis testing

To find out whether the gender differences were statistically significant, the corresponding null hypothesis was tested. The null hypothesis tested was: There are no statistically significant gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya.

In order to test the null hypothesis, the overall mean ratings for male and female respondents were subjected to t-test and hypothesis testing was done. Table 2 shows the results.

Table 2: Inferential Statistics of t-test on Gender Differences on Job Satisfaction (n=328)

Job Satisfaction Statement	Gender	MR	Overall MR	t-test-Sig (2 tailed)
Always present on duty	Males Females	4.24 4.34	4.29	$t(328)=-85.939$, $p=.000$
Normally report for duty in time	Males Females	4.02 4.14	4.08	$t(327)=-78.478$, $p=.000$
Feel positive most of the time in sch	Males Females	4.04 4.06	4.05	$t(324)=-41.423$, $p=.000$
Feel recognized and appreciated at work	Males Females	3.83 3.99	3.91	$t(327)=-56.748$, $p=.000$
Feel involved in decision making in school	Males Females	3.22 3.84	3.53	$t(328)=-46.531$, $p=.000$
Overall Mean Rating			3.97	$t(327)=-61.824$ $p=.000$

Interpretation of mean rating:

1.00-1.44=Very Low 1.45-2.44=Low 2.45-3.44=Moderate 3.45-4.44=High 4.45-5.00=Very High

From Table 2, it can be observed that all the observed p values are .000 for all the variable groups. Since this is below the critical p value (.05), there is enough statistical evidence to reject the null hypothesis. It was therefore concluded that there were statistically significant gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya. Test of significance showed that there was statistical significant difference in favor of female gender.

These findings were corroborated by the findings from the qualitative data where majority of the respondents concurred that gender differences exist in job satisfaction. A principal said:

“Female workers generally seem to be satisfied with their jobs compared to their male counterparts. This you can observe this even in their level of commitment. For example, you may realize that a number of male workers work with I don’t care attitude which is uncommon with most female support staff.” [Principal 03, Female]

Similar sentiments were also mentioned during the focus group discussions where a discussant said:

“There are gender differences in job satisfaction among the support staff. I say this because in our school, female support staff seem to be more satisfied with their jobs compared to male support staff. On some

occasions, I have heard some male workers raising complaints concerning their job which to me indicates less job satisfaction.”[Participant 03, Female, Focus Group Discussion 4]

Qualitative data from male respondents also revealed similar findings. For example during the interviews one principal said:

“In my opinion, there are gender differences in job satisfaction. For example in my school, I can confirm that I have observed that female support staff seem to be satisfied with their jobs compared to the male support staff. For instance, they really seem to conduct their assigned tasks with more dedication and comment” [PP5, Male]

From the findings, it is clear that there were gender differences in job satisfaction among the support staff in public county secondary schools. The differences in job satisfaction were in favor of the female gender. This could be due to the fact that women have lower expectations than men, and therefore report higher satisfaction, even in jobs that may be objectively worse. The preferences of intrinsically liking the work and having a good work-life balance have been argued to be associated with greater job satisfaction and women place a greater emphasis on both of these factors than men. Controlling for these preferences causes the gender gap in job satisfaction to disappear. Hakim (2009) argues that women tend to experience higher job satisfaction due to their work orientation. Women who do part-time jobs view this as giving them flexible work arrangements and this allows them to combine work and family, and by achieving their desired work-balance preferences, this enhances their job satisfaction. Women could also be argued to have higher job satisfaction due to certain cultural norms. As observed by Gullerova & Zincicove (2020) women seem to derive their work expectations from their weaker position in the job market thus they tend to be satisfied with their jobs despite earning lower pay, having rewards, and less opportunity for career advancement. In certain instances, women experience higher job satisfaction compared to males simply because they seem to have lower career expectations as a result of their gender, pay differentials, discrimination in society and reduced promotion prospects in organizations where they work (Clark, 2005). In certain instances, the level of satisfaction differences between males and females may be due to certain negative work experiences such as gender discrimination, tribalism and racism, nepotism and favoritism, and due certain sources of stress from the immediate supervisor, demands of work on private life and from domestic responsibilities. However, the negative experiences when experienced, normally contribute to lower levels of satisfaction among women than among men (Thabo & Stofel, 2009).

The findings are consistent with previous studies by Mocheche et al. (2017); Fabby et al. (2022); Clark (2005); Bender et al (2005); Kim (2005); and Ishitani, 2010; which indicated that there were significant gender differences in job satisfaction. Fabby et al. (2022) conducted their study on complex relationship between gender, job quality and job satisfaction among agro-industry workers in Senegal with the study revealing higher satisfaction in women workers than their male counterparts despite earning lower wages and receiving fewer non-wage benefits, while Mocheche et al. (2017), examined the influence of gender on job satisfaction of secondary school teachers in Kenya. Bender et al., and Kim, 2005 however argue that the factors causing these disparities need to be explored. For instance, some studies contradictorily conclude that female employees experience higher levels of satisfaction at work than males despite their lower payment and limited chances of advancement.

However, the findings are inconsistent with previous studies of Aydin et al, (2012); Chiu, (1998) which revealed that males experience higher levels of job satisfaction than females. The findings are also inconsistent with findings of Al-Ajmi (2006); Metle & Alali (2018), which concluded that there are no important disparities based on gender. Gracia-Bernal et al. (2005) conducted an in-depth investigation and found that societal interrelationships influence male employees more than their female counterparts, except that working conditions were more important for females than males. According to Campbell et al., (1976), the only adequate justification for what has been stated in many studies regarding gender disparity in relation to job satisfaction level is that females have different expectations about their job than males. The essential issue is that, despite the fact that females obtain less from their jobs than males, they perceive same level of satisfaction as males do because they have lower expectations. Since Job satisfaction, is considered to be the distinctive difference between what is anticipated and what is obtained by an employee, it therefore depends on what an employee anticipates from his or her job and what he or she actually obtains from it. This implies

that higher expectations met with higher job outcomes have strong effects on increasing job satisfaction, while lower expectations met with lower job outcomes have strong effects on decreasing job satisfaction. (Kinman, 1998).

CONCLUSIONS

The findings presented in the study, indicate that there were gender differences in job satisfaction among support staff in public county secondary schools in Homa Bay County, Kenya. The gender differences were in favor of females. This implied that females had comparatively higher job satisfaction compared to males. The study therefore concluded that for the gender disparity in job satisfaction to be narrowed, there is need for the school management to involve males more in decision making in the school in schools.

RECOMMENDATIONS

The results indicated that there were gender differences in job satisfaction among support staff in public county secondary schools. The study therefore recommended that for the gender gap in job satisfaction among the support staff to reduce, school management should include job preferences during employment as women place greater importance on work-balance and the intrinsic desirability of work. School administrators should also engage male support staff in decisions that affect the school in order to reduce gender gap in their job satisfaction.

REFERENCES

1. Al-Ajmi, K., & Rashed, A. (2006). The effect of gender on job satisfaction and organizational commitment. *International Journal of Management*, 23(4), 838-844.
2. Ali, S. B. (2012). A study of job satisfaction among non-teaching staff of Punjabi University Patiala (Published Master of Business Administration thesis). Punjabi university, Patiala /India.
3. Aydin, A., Uysal, S., & Sarier, Y. (2012). The effect of gender on job satisfaction of teachers: A meta-analysis study. *Procedia Social and Behavioral Sciences*, 46, 356-362.
4. Armstrong, M. (2023). A book of human resource management practice (10th ed.): London: Kogan page
5. Azeem, M. A., & Quddus, M. A. (2014). Job satisfaction among non-teaching employees of universities in India – a comparative study. *Indian Journal of Education*, Vol 8, 71-80.
6. Berry, J.W. (1997). Immigration, acculturation, and adaptation. *Applied Psychology*, 46(1), 5- 34.
7. Bodla, M.A., & Naeem, B. (2008). Relevance of Herzber's theory to pharmaceutical salesforce in Pakistan. *The International Journal of Knowledge, Culture, & Change Management*, 8, 140-149.
8. Bonteand, W., & Krabel, S. (2014). You can't always get what you want: Gender difference in job satisfaction of university graduates. *Schumpeter discussion papers*, No. 2014-007, university of wuppertal schumpeter. School of Business & Economics.
9. Brown, M. (2007). Unequal pay, unequal responses? Pay referents and their implications for pay level satisfaction. *Journal of Management Studies* 38, 879 –896.
10. Campbell, A., Converse, P., & Rogers, W. (1976). *The quality of American life*. Russell Sage, New York.
11. Champoux, J.E. (2000). *Organizational Behavior: Essential tenets for a new millennium*. International Thompson Publishing: Europe.
12. Chen, H., Yang, C., Shian, J., & Wang, H. (2006). The Development of an employee satisfaction model for higher education. *TQM magazine* Vol. 18, No 5.
13. Chiu, C. (1998). Do professional women have lower job satisfaction than professional men? Lawyers as a case study. *Sex Roles*, 38(7-8), 521-537.
14. Clark, A.E. (2005). Job satisfaction & gender. Why are women so happy at work? *Labour Economics*, 4(4): 341-372.
15. Creswell, J. W. (2013). *Qualitative Inquiry and Research Design: Choosing among Five Approaches* (2nd ed.) Thousand Oaks, CA, US: Sage Publications, Inc.

16. Dalton, A., & Marcis, J. (1987). Gender differences in job satisfaction among young adults. *Journal of Behavioral Economics*, 51(1-2) 21-32
17. Donhue, S. & Heywood, J.(2004). Job satisfaction, comparison income and gender: evidence from NLSY. *International Journal of Manpower*, 25(2), 211-224
18. Ehrenberg, R. G. (2003). Studying ourselves; the academic labor market. *Journal of Labor Economics*, 21(2), 267-287.
19. Eshete, A. (2004). Job satisfaction and its implication to secondary teacher management. *Journal of Education*, Vol 9, 131-140.
20. Fabby, A., Goedel, B. & Martens, M., (2022). Gender Inequality and Job Satisfaction in Senegal: A Multiple Mediation Model. *Journal of Happiness Studies*, Springer 23(5), 2291-2311. DOI:10.1007/s10902-022-00498-2.
21. Frye, W., & Mount, D. (2007). An examination of job satisfaction of general managers based on hotel size and service type. *Journal of Human Resources in Hospitality & Tourism*, 6(2), 109-134
22. Gay, G. (2010). Acting on beliefs in teacher education for cultural diversity. *Journal of Teacher Education*, 61(1–2), 143–152.
23. Gullerova, C., & Zincicova, H. (2020). The effect of gender on job satisfaction & organization Commitment. *International Journal of Management*. 33(4). pp. 838-943.
24. Hakim, C. (2009). *Work-life choices in 21st century: Preference Theory*. Oxford University Press.
25. Hemming, K. (2011). *Sample Size Calculations for Cluster Randomized Controlled Trials with a fixed Number of Clusters*. National Library of Medicine.8600 Rockville Pike.
26. Jenine A. Mitchell, Talia Esnard (2014). Socio-economic factors and job satisfaction among public health care registered nurses in Trinidad. *Journal of Business*. org/ index.php/site/article/view/538.
27. Johnson, J., McClure, D., & Scheneider, K. (1999). Job satisfaction of logistics managers: female versus male perspectives. *Transportation journal*, 39(1), 5-19.
28. Kaiser, L. C. (2007). ‘Gender-job satisfaction differences across Europe: An indicator for labour market modernization’, *International Journal of Manpower*, vol. 28, pp. 75-94.
29. Khan, R.I., Aslam, H. D., & Lodhi, I. (2011). Compensation management: A strategic conduit towards achieving employee retention and job satisfaction in banking sector of Pakistan. *International Journal of Human Resource Studies* Vol, 1(1), 2162-3058.
30. Khan, N. A., & Parveen, S., (2012). Are salary and promotion, predictors of job satisfaction? A comparative study of public and private sector banks in India. *The Journal of Global Commerce Research*, 3(5), 37-47.
31. Kifle, T. & Kler, P. (2007). Gender and Job Satisfaction: Evidence from Australia. Paper presented at HILDA Survey Research Conference 2007, in Melbourne Institute, University of Melbourne from 19 to 20 July.
32. Kim, S. (2005). Gender differences in the job satisfaction of public employees: A study of Seoul metropolitan government. *Sex roles*. 52(9/10), pp. 667-681.
33. Kinman, G. (1998). *Pressure points: A survey into the causes and consequences of occupational stress in UK academic and related staff*. Association of University Teachers, London.
34. Mabekoje, S. O. (2009). Gender differences in job satisfaction among secondary school teachers in Ijebu North Education Zone of Ogun State, Nigeria. Olabisi Onabanjo University. *African Journal of Research in Personnel and Counseling Psychology (AJRPCP)* 2009, 1 (1), 99-108. <https://www.researchgate.net/publication/214503851>
35. Mason, M. (2010). Sample size and saturation in PhD studies using qualitative interviews. *Qualitative Social Research*, 11(3) [Article No. 8].
36. Metle, M.K. (2018). Education, job satisfaction & gender in Kuwait. *International Journal of Human Resource Management*, 12: 311-332.
37. Metle, M., & Alali A. A.(2018). Gender disparity and its impact on job satisfaction: A comparative field study. *Business Studies Journal*, Volume 10, Issue 1, 2018.
38. Miao, Y. & Bian, Y. (2017). Gender differences in Jjb quality and job satisfaction among doctors in rural western China. Miao et Al. *BMC Health Services Research* (2017) 17:848. DOI 10.1186/s12913-017-2786-y.

39. Mocheche, E. K., Bosire, J. & Raburu P. (2017). Influence of Gender on job satisfaction of secondary school teachers in Keya. *International Journal of Advanced & Multidisciplinary Social Science* 2017, 3(2): 40-48. DOI: 10.5923/james.2017.302.02
40. Muchinsky, P. M. (2008). *Psychology applied to work: An introduction to industrial psychology* (2nd ed.). Chicago: The Dorsay Press.
41. MOE. (2013). *Basic Education Act*: Government Printers, Nairobi.
42. MOE. (2019). *County Education Annual Report: Current Trends in Education*. Homa Bay County, Kenya.
43. Mugenda, O., & Mugenda, A. (2013). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi Act Press:
44. Mwangi, H. N. (2013). *Strategies Head Teachers use to improve Work Performance of Support Staff in Public Primary Schools in Gatanga District Murang'a County* (Published MED thesis). Mt Kenya University.
45. Newstrom, J. W. (2007). *Organizational Human Behavior at Work*: New York: McGraw-Hill.
46. Ngeny, P. K. (2016). *Effect of Working Environment on Job Satisfaction among Non-Teaching Staff in Secondary Schools in Keiyo South Sub-County, Kenya*. Retrieved from <http://library.kisiiuniversity.ac.ke:8080/xmlui/handle/123456789/338>.
47. Nyaboga, N. E., Ondieki, O. P. & Ajowi, J.O. (2015). *Analysis of Working Conditions of Support Staff in Public Secondary Schools in Nyamira County, Kenya*. file:///C:/Users/Guest/ Downloads/403-Article%20Text-667-1-10-20170207.pdf.177-190.
48. Omidifar, R. (2013). "Leadership Style", *Organizational commitment and job satisfaction: A case study on high school principals in Tehran, Iran*. *American Journal of Humanities and Social Sciences* 1(4) 2013, 263-267.
49. Orodho, J. A. (2044). *Elements of Education and Social Science Research Application in Education and Social Sciences*: Masola Publishers: Nairobi Kenya.
50. Rashid, U., & Rashid, S. (2011). The effect of job enrichment on job satisfaction: A case study of faculty members. *Interdisciplinary Journal of Contemporary Research in Business*, 3(4), 106-114.
51. Saari, L.M & Judge, T.A., (2004) *Employee attitudes and job satisfaction*. *Human Resource Management*, Vol. 43(4), 54-63.
52. Shajahan, D. S. & Shajahan, L. (2004). *Organization Behaviour*. India: New Age International Publications.
53. Singha, P., Raychaudhuri R. (2016). Gender differences in job satisfaction & its relation to subjective sense of well-being & level of happiness in medical doctors of west Bengal. *International Journal of Indian Psychology*, 3(56), DIP.18.01.018/20160304.
54. Sloane, P. J. & Williams, H. (2020). Job satisfaction, comparison earnings and gender, *Journal of Labor*, 14(3), 473-502
55. Thabo, T.F., Stoffel, R.T. (2009). Gender differences in satisfaction with the type of work university employees: Evidence from the university of Botswana. *Journal of Service Science & Management*, 2009, 2:404-417. doi:10.4236/jssm.2009.24049. www.SciRP.org/journal/jssm.
56. Zou, M. (2015). Gender, work orientation and job satisfaction. *Work, Employment Society*, 29(1). Pp.3-22. ISSN 0950-0170. <https://doi.org/10.1177/0950017014559267>. <https://centaur.reading.ac.uk/82776/>