

ABSTRACT

SPIRITUALITY, WORK CONDITIONS, AND THE JOB SATISFACTION OF EXTENSION STUDIES PERSONNEL IN KENYA'S CHRISTIAN HIGHER EDUCATION

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The purpose of this study was to explore the relationships among spirituality, work conditions, and job satisfaction of extension studies personnel in Kenya's Christian higher education. The study employed a mixed method approach to answer 3 research questions. Data were collected, using a survey instrument, from 150 administrators and faculty of extension studies from 6 selected Christian universities in Kenya. Statistical tests, carried out using the Statistical Package for the Social Sciences (SPSS), included ANOVA/Kruskall Wallis, Tukey HSD/Mann-Whitney U, t test, univariate, and regression analysis.

With regard to demographic profiles, work conditions, and job satisfaction, the findings of this study indicated significant differences between faculty and administrators in their global job satisfaction mean scores based on level of education, job rank, level of work involvement, monthly salary, and job title. There were differences in their satisfaction with work itself based on age, level of education, job rank, level of work involvement, monthly salary, and job title. Faculty reported higher satisfaction than administrators. Significant differences in satisfaction with promotion opportunities were based on years of service, level of work involvement, and job title. There were also significant differences between faculty and administrators in their job autonomy, with faculty reporting more autonomy than administrators.

Regarding spirituality, the results of this study indicated there were significant relationships between global job satisfaction scores, and awareness of God and emotional instability scores. Additionally, there were significant differences between faculty and administrators in their grandiosity mean scores. Faculty reported higher grandiosity than administrators. However, administrators reported significantly higher disappointment with God scores than faculty.

The qualitative paradigm was also applied in this study to substantiate the findings of quantitative data. Specifically, the grounded theory approach was applied. Qualitative data were collected from 20 purposefully selected respondents using semi-structured interviews. Emerging categories were analyzed using NVIVO 9 until a theme was reached, to facilitate the generation of grounded theory.

Results of qualitative analysis indicated that personnel's job satisfaction was influenced by multidimensional and multilayered factors. Four main categories emerged as factors: Organizational, Relational, Personal, and Spirituality.

Key Words

Job Satisfaction, Spirituality, Work Conditions, Christian Higher Education, Faculty, Administrators