INFLUENCE OF JOB SATISFACTION ON TURNOVER AMONG PRIMARY SCHOOL TEACHERS IN KASARANI DIVISION NAIROBI COUNTY, KENYA

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DECLARATION
This project is my original work and has not been presented for a degree in any other
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DEDICATION

This work is dedicated to my family—my dear husband Mwendwa and all the principals who endeavor to provide good government and accountability.
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ABSTRACT

Some teachers in Kenya are leaving the teaching profession in public schools citing dissatisfaction with their jobs. The main objective of the study was to analyze job dissatisfaction and turnover among primary school teachers in Kasarani division. Studies have not extensively focused on other factors that may affect teacher satisfaction other than the remuneration. This study sought to analyze the case of job dissatisfaction among primary school teachers working in an urban environment of Kasarani Division Nairobi District and its effect on teacher turnover. Specific objectives included i) to determine the levels of dissatisfaction among primary school teachers in Kasarani division, ii) to analyze the factors that lead to job dissatisfaction in Kasarani division, iii) To find out the opinions of teachers on how their dissatisfaction can be tackled, iv) To determine the turnover rates due to dissatisfaction in Kasarani division. The study was based on the Herzeberg et al.' two factor theory. The conceptual framework for this study was based on the factors that lead to job dissatisfaction and its interaction to affect performance. This study used the descriptive research design. The study was conducted in Kasarani division Nairobi north district. The target population of the study was the 25 public primary schools and the 315 teachers of the various subjects. Questionnaires were the main research instrument. Questionnaires were used because they enabled the researcher to gather data from many respondents simultaneously thereby saving time and cost of gathering data. Validity of the research instrument was done through piloting to detect any potential misunderstanding or biasing effects of different questions. The reliability of the instruments was tested using the test-retest method. The total sample size of the study was 69 teachers. The number of teachers interviewed from each school depended on the total number of teachers in the school (Sampling fraction was 0.2). Data collected was analyzed using descriptive statistics methods, especially the measures of central tendency (mean, mode and median and standard deviation). The study provided data on the factors leading to job dissatisfaction and subsequent performance of the teachers. (The findings were useful to the stakeholders notably the ministry of education in coming up with measures that can help improve on job satisfaction). Majority of the teachers who were two-thirds were satisfied with their job, however a third of the teachers were not satisfied with their job. The factors leading to dissatisfaction included the salary, the work load, distance from school to home and the process of promotions in the schools. Some teachers (40%) had left the teaching profession citing dissatisfaction. The study concluded that i) the teachers of Kasarani division were satisfied with many aspects of their teaching profession. There were however few aspects of their profession that were dissatisfying but they did not make a significant difference, ii) Several factors led to job dissatisfaction including: poor salary, the system of promotions, working environment and the distance from school, iii) To reduce job dissatisfaction the government should consider revising the scheme, post teachers near their homes and reduce the workload of teachers, iv) Due to dissatisfaction there is a considerable teacher turnover in Kasarani division.
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ABBREVIATIONS

FPE- Free Primary Education
EFA- Education for All
SPSS- Statistical Package for Social Sciences
P1- Primary 1
S1- Secondary 1
ATS- Approved Teachers
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CHAPTER ONE

INTRODUCTION

Background

Teacher motivation is determined by both pecuniary and non-pecuniary factors. Pay levels and other material benefits have to be sufficient to meet basic human needs (food, housing, clothing, transport, healthcare, education and training). However, overall job satisfaction among teachers is also strongly determined by higher order emotional and social needs, most notably professional self-esteem, job security, interpersonal relations at work (between teachers, education managers, pupils and parents/communities), opportunities for career progression, the working environment, the workload and productivity/learning outcomes (Okumbe, 1998). Okumbe further outlined another key related issue, which was the level of accountability of teachers to their school managers, pupils, parents and wider community.

The concept of intrinsic and extrinsic motivational factors relating to the experience of job satisfaction was first documented by Herzberg, et al. (1967). These authors' motivation factor theory distinguished two sets of work factors that determined job satisfaction. One set, namely, motivators (intrinsic factors), related to the actual performing of the work. These factors referred to matters such as recognition, responsibility, advancement, achievement, and the nature of the work. The second set, namely, hygiene factors, comprised extrinsic factors relating to the work environment and included matters such as company policies, supervision, interpersonal relations and working conditions.
There was a wide range of views about teacher motivation in Africa and South Asia, most of which were country specific. However, there appeared to be mounting concerns that unacceptably high proportions of teachers working in public school systems in many Low income countries (LICs) were poorly motivated due to a combination of low morale and job satisfaction, poor incentives, and inadequate controls and other behavioural sanctions. For example, the 2000 EFA Country Assessment for Pakistan noted that poor teacher motivation was a 'colossal problem', which was seriously compounded by 'political interference' (Kadzamira, 2006).

In Malawi studies had concluded that the overall levels of teacher job satisfaction and motivation in Malawi were low in both primary and secondary schools. In particular, teachers were highly dissatisfied with their remuneration and other conditions of service. There was also a broad consensus among other stakeholders, including community members and students, that poor incentives and conditions of service had resulted in low morale and thus poor performance among teachers. Teacher absenteeism and attrition in Malawi noted that absenteeism and attrition were largely influenced by teacher motivational factors with low salaries and poor working conditions coming out strongly as underlying causes of absenteeism and attrition. (Bennel 2004). The government of Malawi had however proposed to take the following measures; i) Giving priority to rural areas in the construction of teacher houses, ii) Hardship allowances for teachers working in the remote hard-to-reach rural schools in deprived areas, iii) The introduction of a new professional career path for teachers with transparent promotion criteria based on performance, iv) New deployment policies that
would ensure that rural schools were not disadvantaged, v) Increased provision of instructional materials and better support and supervisory services among others (Kadzamira, 2006).

In Nigeria teacher motivation in primary had been said to be in a crisis and subsequently it had affected job satisfaction. The Nigerian educational system appeared to be staffed by teachers with poor morale and low levels of commitment to their work. In terms of job context, job content and reward system for teachers, there was a kind of systematic motivation crises within the Nigerian Educational System. School buildings were largely dilapidated, schools were overcrowded, and reward systems in terms of salaries and emoluments appeared largely unsatisfactory. Improvements in recent years were not deep enough to record satisfactory improvement in teachers’ morale. However there had been consistent trend in the government’s efforts towards improving the morale of teachers (Adelabu, 2005) Development outside the school system, such as the increasing trend of globalization, the tendency towards the information-driven economy, the increased tempo of private sector participation in education, and the improved federal funding of education had all contributed to an appreciable improvement in teacher’s morale and commitment to work. If this trend continued before long, teachers’ motivation in Nigeria would witness significant and satisfactory improvement (Adelabu, 2005).

It was widely asserted that low teacher motivation was reflected in deteriorating standards of professional conduct, including serious misbehavior (in and outside of work), and poor professional performance. Teacher absenteeism was unacceptably high and rising, time on
task was low and falling, and teaching practices were characterized by limited effort with heavy reliance on traditional teacher-centered practices. Teachers were devoting less and less time to extracurricular activities, teaching preparation, and marking. The 2004 World Development Report neatly summarized these concerns about teachers. ‘Cases of malfeasance among teachers were distressingly present in many settings: teachers showed up drunk, were physically abusive, or simply did nothing. This was not low-quality teaching - this was not teaching at all’ (World Bank, 2004).

In rural China, the impoverished communities were facing challenges of retaining teachers. Several factors had been outlined that affected teacher satisfaction in rural primary schools. The factors included; community factors, school environment and teacher background (Sargent and Hannum, 2003).

In Pakistan education researchers and teachers highlighted many problems facing school teachers, in particular, low levels of motivation during a National Conference on Teacher Education held in December 2004 organized by Academy for Education Development (AED), USAID and Ministry of Education (MoE). Similarly, a UNESCO report on the ‘Status of teachers in Pakistan’, published in October 2003, pointed out that non-transparent appointment practices, politicization, poor management, lack of transport and security were amongst the major problems that were faced by teachers. Policy makers and other stakeholders were well aware of the motivation crisis in teaching, but to date had been unable to take effective action to address teacher motivation and incentive needs.
In Ohio State a study had revealed a general job satisfaction in primary school teachers. Female and male teachers of agriculture in Ohio were slightly satisfied with their jobs and did not differ significantly in terms of overall job satisfaction. Over the past five years, teachers of agriculture in Ohio had remained relatively satisfied with their jobs. The age, years in current teaching position, total years teaching, degree, and tenure of female and male agriculture teachers were not significantly related to overall job satisfaction (Castillo et al., 1999).

There were growing concerns on teacher retention and recruitment in Secondary in Britain. Too many teachers were resigning from their posts, a third had expressed a desire to leave the profession over the next five years and recruitment had declined dramatically. There were a number of specific problems which posed very real difficulties for those school which were affected (House of Commons educational and skills committee, 2004).

Primary school education development in Kenya had been one of the main concerns of the government since independence. Recommendations had been made by education reports, starting from the Ominde report (1964), on provision of sufficient and well trained teachers in the Kenyan schools. Besides supply of teachers there had also been efforts to retain and motivate them in the teaching profession so as to provide quality education.

Mwamwenda (1995) found that a lack of job satisfaction resulted in high frequent teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from the teaching profession, and psychological withdrawal from the work in Kenya.
Mwamwenda also highlighted the cost implications that resulted from high absenteeism, not only for the employer, but also for society as a whole.

In Kenya, Free Primary Education (FPE) was introduced in 2003 in an effort to achieve the international goal of Education for All (EFA). After the introduction of FPE (from January 2003) in Kenyan schools, huge increases in enrolment were officially reported. Teachers had been de-motivated with handling large classes and being overworked. The teacher pupil ratio in Kenya now stood at 1:45 and teachers were handling classes of more than 60 (Sirima and Poipoi, 2010). According to Sirma and Popoi (2010) a de-motivated and dissatisfied teacher did not perform well in class hence the students performance was affected.

1.1 Problem Statement

Teachers’ attitude towards their work and pupils, their classroom management and their interaction with pupils has great impact on the academic achievement and the retention in school of their pupils, particularly girls (Abagi & Odipo, 1997). A study by Sargent (2003) indicated that students generally perform better if taught by well qualified, trained and motivated teachers. Recruiting better qualified young people is a prerequisite to improving the quality of educational provision. However, in Kenya some teachers are leaving the teaching profession in public schools citing dissatisfaction with their jobs (Bennel, 2004). Remuneration has been mentioned as the primary factor that is affecting the job satisfaction among the primary school teachers. However, other factors namely work content, remuneration, work environment, recognition, and interpersonal relations also influence job satisfaction (Lukuyani, 2004). The government and other key stakeholders have recognized the crucial importance of improving the living and working conditions of teachers. The
government has in the past improved the remuneration packages of the teachers through pay increases. For example in 2008, all teachers in Kenya got a pay increase between 35-120 percentage. The increase has however not put teachers at per with their counterparts in other professions. There is much literature regarding the satisfaction levels of teachers in Kenya (Karuga, 2002; Kimengi, 1990 and Lukuyani, 2004). However the available literature focuses on teachers working in rural environments and in most cases the secondary school teachers. Studies have not extensively focused on other factors that may affect teacher satisfaction other than the remuneration. This study sought to analyze the case of job dissatisfaction among primary school teachers working in an urban environment of Kasarani Division Nairobi District and its effect on teacher turnover.

1.2 Purpose of the study

The purpose of this study was to analyze job dissatisfaction and turnover among primary school teachers in Kasarani division, Nairobi district.

1.3 Objectives of the study

The objectives of the study were to:

i) Determine the levels of dissatisfaction among primary school teachers in Kasarani division

ii) Analyze the factors that lead to Job dissatisfaction in Kasarani division

iii) Find out the opinions of teachers on how their dissatisfaction can be solved

iv) Determine the turnover rates due to dissatisfaction in Kasarani division
1.4 Research questions

i) What are the levels of dissatisfaction among primary school teachers in Kasarani division?

ii) Which are the factors that lead to job dissatisfaction in Kasarani division?

iii) What are the opinions of teachers on how their dissatisfaction can be tackled?

iv) How does the job satisfaction influence teacher turnover in Kasarani district?

1.5 Assumptions of the study

i) The primary school teachers in are exposed to nearly similar conditions of working as other teachers in the country which are important in determining job satisfaction.

ii) The teachers will voluntarily give genuine information concerning their feelings about their jobs.

1.6 Delimitation of the study

The study was only restricted to the Kasarani division of Nairobi district which however acted as a representative sample for the whole country. This therefore limited the generalizability of the study but some lessons were drawn from the results. The study only focused on the primary school teachers and did not tackle the case of secondary school teachers. The study did also not include teachers working in private schools. This is because private schools have different working conditions compared to public schools.

1.7 Limitations of the study

The issue of job satisfaction involves many stakeholders; however the study was only able to deal with the teachers. Hence it did not cover the opinions of other stakeholders such as
parents the government officials and the Teachers Service commission (TSC). This is because reaching them requires considerable time and other logistics.

1.8 Justification of the study

It is generally agreed by scholars that motivated and well qualified teachers can make students perform better than de-motivated teachers. Studies (Towse, et al., 2001) have reported high performance with well qualified and satisfied teachers. In Kenya it has been noticed that the operation of primary education system faces the problem of inefficiency. Several factors have been attributed to the inefficiency. These include: Education policies and management processes-mis-allocation of resources to educational levels; school based factors – teachers attitudes, time utilization, school environment; and household based factors - poverty, socio-cultural factors, and gender issues (Abagi and Odipo, 1997). Addressing job dissatisfaction among teachers will go a long way in ensuring performance in curriculum delivery. There was a shortage of teachers in Kenya and their retention was important to ensure adequate staffing. Inadequate staffing has been characterized with poor performance. Findings of the study will be useful in policy formulation to help retain the teachers. The ministry of education will be informed on the plight of the teachers and this will help them come up with measures to address their grievances.

1.9 Theoretical framework

This study was based on the Herzeberg et al.’s two factor theory. Herzberg, Mausner and Snydermans (1959) two-factor theory is heavily based on need fulfillment because of their interest in how best to satisfy workers. The theory states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction. It was developed by Frederick Herzberg, a psychologist, who theorized that job satisfaction and
job dissatisfaction act independently of each other. They carried out several studies to explore those things that cause workers in white collar jobs to be satisfied and dissatisfied. The outcome of their studies showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus they saw job satisfaction and dissatisfaction as independent. They referred to those environmental factors that cause workers to be dissatisfied as Hygiene Factors. The presence of these factors according to Herzberg *et al.* does not cause satisfaction and consequently failed to increase performance of workers in white collar jobs. The hygiene factors are company policy and administration, technical supervision, salary, interpersonal relationships with supervisors and work conditions; they are associated with job content.

These factors were perceived as necessary but not sufficient conditions for the satisfaction of workers. They further identified motivating factors as those factors that make workers work harder. They posited that these factors are associated with job context or what people actually do in their work and classified them as follows: achievement, recognition, work itself, responsibility and advancement. Achievement is represented by the drive to excel, accomplish challenging tasks and achieve a standard of excellence. The individuals need for advancement, growth, increased responsibility and work itself are to be the motivating factors. This theory was important in analyzing the factors that affect job satisfaction. The theory was also important in developing the research instruments by proving suggestions of the variables to be included.
1.10 Conceptual framework

The conceptual framework for this study was based on the factors that lead to job dissatisfaction and its interaction to affect performance.

Figure 1: Conceptual framework showing the elements that lead to dissatisfaction and subsequently poor performance
The independent variables in the figure above are those factors that influence the job dissatisfaction of teachers. The factors include background of the teacher, school environment, remuneration competence and available opportunity for the teachers. The background of the teacher includes the economic well being of the family, whether having been brought up in urban or rural setting and the educational background. Teachers who were brought up in urban setting and are now working in non-urban setting may find it difficult to cope with the conditions in the working environment. Teachers hailing from economically well to do backgrounds find it hard to be satisfied with the pay they are given as a teacher. They may prefer to drop the job and engage in business or any other lucrative activities. Educational background has been found to greatly influence the dissatisfaction of teachers. The teachers who have been highly education above graduate level tend to be dissatisfied with the teaching job. Some go back for studies as an avenue of getting out of the teaching career. The school environment refers to the type of students the teachers are dealing with as well as the local community surrounding the school. These factors influence the perception of the teacher on the teaching job and hence the dissatisfaction. Most teachers have had low opinion towards the teaching job. Remuneration has been the major factor causing dissatisfaction among teachers. Most teachers are dissatisfied due to the amount of pay they are getting as teachers. They hope to get a better job where they will earn more. These factors influence the job dissatisfaction of teachers, which subsequently influence performance of students as well as teacher turnover. This conceptual framework was used to assess which factors above affect the performance of the teachers. The factors that affect teacher motivation and consequently performance are those related to quality of pre-service training,
conditions of the school itself, local management, policy in terms of recruitment and postings.

1.11. Definition of Operational terms

**Job satisfaction**- the degree to which people are happy with their careers. It is an emotional affective personal response, which is as a result of the estimation of the degree to which some facts of career reality is congruent or incongruent with values

**Motivation**- Work motivation refers to the psychological processes that influence individual behavior with respect to the attainment of workplace goals and tasks.

**Teacher retention**- Effective teacher retention is a systematic effort by employers to create and foster an environment that encourages current teachers to remain employed by having policies and practices in place that address their diverse needs.

**Job dissatisfaction**- describes how content an individual is with his or her job. The happier people are within their job, the more satisfied they are said to be. Logic would dictate that the most satisfied ("happy") workers should be the best performers and vice versa.

**Teacher turnover**- Teacher turnover refers to the rate at which the employer (government) gains and loses teachers. The loss is through the quitting of teachers to join other professions or sectors.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction
Literature reviewed in this chapter includes the following; job satisfaction and dissatisfaction, factors influencing teacher's job satisfaction and dissatisfaction and studies on job satisfaction.

2.1 Job satisfaction
The concept of job satisfaction has received much attention in the past 65 years. Maslow's (1954) hierarchy of needs theory forms the basis of many researchers' discussions and assessments of job satisfaction. Researchers have found a direct correlation between job satisfaction and a sense of self-actualization and fulfillment. From this basis a variety of dimensions are focused on, which are primarily related to physical, psycho-social, emotional and economic factors that collectively link to the employee's overall experience of satisfaction within the work environment (George, et al., 2008).

The concept of intrinsic and extrinsic motivational factors relating to the experience of job satisfaction was first documented by Herzberg et al (1967). This author's motivation factor theory distinguished two sets of work factors that determined job satisfaction. One set namely, motivators (intrinsic factors), related to the actual performing of the work. These factors referred to matters such as recognition responsibility, advancement, achievement and the nature of work. The second set, namely, hygiene factors, comprised extrinsic factors relating to work environment and included matters such as company policies, supervision, interpersonal relations and working conditions (George, et al., 2008).
Job satisfaction is an emotional affective personal response, which is as a result of the estimation of the degree to which some facts of career reality is congruent or incongruent with values (Akiri and Ugborugbo, 2009). Research on workplace attitudes has identified three primary determinants of job satisfaction to be, individual attributes or demographic variables, characteristics of the career itself, and organizational characteristics (Gosnell, 2000). The extent to which these factors are satisfied will determine the extent to which worker's career satisfaction is enhanced (Akiri and Ugborugbo, 2000).

2.2 Factors influencing Teachers' job satisfaction and dissatisfaction

Teacher's satisfaction and performance is dependent on incentives to teachers. However teacher satisfaction is in most cases due to the school's ability to provide adequate basic necessities to its staff (Sargent and Hannum, 2003). There is a widespread perception that when teachers' pay is low, this is the greatest obstacle to attracting motivated and highly competent people to the profession. Since deficient teachers pose one of the most severe constraints on the provision of a quality education, the perception is that if teacher remuneration were to rise, higher quality education could be provided. Education has always been a weak point of any region's development equation when there are no fillers that attract teachers to love their profession (Sikiwu, 2009). For example in 2006, United Nations Education Scientific and Cultural Organization (UNESCO) noted that "enrolment has increased recently in many Latin countries, but overall teaching quality remains very poor which is attributed to poor teacher pay and the lack of incentives structures to retain teachers."
Significantly, job dissatisfaction is very essential to the continuing growth of educational systems around the world and it ranks alongside professional knowledge and skills, competencies and educational resources as well as strategies in genuinely determining educational success and performance (Ololube, 2007). Job dissatisfaction among teachers is determined by many factors.

Teachers are poorly motivated due to a combination of low morale and job dissatisfaction, poor incentives, and inadequate controls and other behavioral sanctions. Consequently, standards of professional conduct and performance are low and falling in with low motivation. In terms of behavior, low motivation translates into high absenteeism and poor quality teaching. In the private sector, there is evidence of high attrition amongst primary school teachers whereas among public sector teachers, the problem is high absenteeism due to weak accountability systems (Bennel, 2004).

Job dissatisfaction may manifest itself in frustration for the teacher and defense mechanisms for the employer. Previous research suggests that unfulfilled needs, goals, and value expectations, as well as the lack of achievement of outcomes, account for job dissatisfaction. Other variables include demography, disillusionment with life, lack of participation in decision-making, and absence of considerate leader behavior (Robert 1987).

In the United States of America (USA) the shortage of teachers is greater at certain grade levels and in certain subjects. Cities and poor urban areas have a significant deficit of teacher. Many teachers leave the profession within the first five years. First year teachers
leave at a rate of about 15 percent, while in second and third year, teachers leave at a rate of 10 percent (National Education Association, 2004). Kirby and Grissmer (1993) reported that approximately one-fifth of the teachers leave after the first year of teaching, one-third leave after two years of teaching, and by the end of the fourth year of teaching a little more than one-half have left the field. They reported that the annual attrition rate is highest for young teachers of ages 20-24 years. The National Education Association's figures are the most recent, and they reported that about 20 percent of new teachers leave the profession during the first three years. Too many young people who start a career in the teaching profession end up leaving, and this attrition adds to the already short supply of teachers.

Khan (2003) observed the teachers' dissatisfaction in Pakistan. Most of the teachers interviewed did not think very highly of the profession and would leave teaching if they found a better job. They wanted to opt for a profession, which is financially more rewarding, secure and has good prospects for career development. They were dissatisfied with the infrastructure of schools and unhappy with the high workload, remuneration package and other benefits that teaching offered. They had entered teaching because they could not find appropriate jobs for their level of qualification. However, they were prepared to teach at international level schools and colleges because of better remuneration packages and benefits. This study covered schools in the rural areas of Pakistan. It did not look at schools in the urban settings. The conditions could be different in the rural and urban settings.

In Bangladesh both male and female teachers (100%) are highly dissatisfied with poor salary structure. It is found that the primary schools teachers' salary is highly poor in comparison to the existing daily commodity prices. It does not motivate them to be dedicated to the
profession. Most of the female teachers choose this profession willingly. On the other hand a big number of male teachers do not like this profession and some male teachers are doing this job waiting to get better jobs, (Tasnim, 2006).

In South Africa studies have revealed the factors that lead to job dissatisfaction among white teachers. The factors include working conditions; interpersonal relations with managers, colleagues and learners; professional development; management style and community involvement, (Steinberg, 1993).

George and Badenhorst (2008) studied job satisfaction among urban secondary-school teachers in Namibia. The study revealed significant levels of dissatisfaction pertaining to intrinsic factors of work and more especially, those factors relating to school area and rank. There was significant correlation between burnout and job dissatisfaction, particularly in respect to exhaustion.

Sabry (2010) studying the effect of pay rise on teachers in Egypt, revealed that there was no significant effect of pay increase on teacher’s job satisfaction. Teachers’ feelings on the rating of their job satisfaction did not differ significantly before and after applying for new pay-increase. The study explained that teachers in elementary schools still feel underpaid compared to other teachers at higher levels in Egypt. The impact of pay increase was lower in teachers with high qualifications compared to teachers of low qualification. The study also revealed that male teachers were more satisfied with their profession compared to female teachers.
According to Towse et al. (2001), teaching in Tanzania has suffered tainted image. Most teachers in the profession choose to be teachers when they have no any other job. In this study only a small percentage of diploma teachers but not degree teachers considered staying in their chosen career. Significant proportions of student teachers in Tanzania do not plan to stay in, or even enter, teaching. This situation is not unique to Tanzania but it signals the need to re-examine the recruitment policy, the process of teacher training and the reasons for leaving teaching. Not only is there concern at the cost to the government of training people for alternative employment, but there is also the increasingly poor perception, in parents, of teachers caused by such an exodus. At the same time, it must be recognized that reforms in the recruitment and training of teachers alone will not lead to improvements in the classroom. Attention must also be paid to the conditions of service and the social welfare of teachers.

Ngalyuka (1985) revealed several factors that lead to job dissatisfaction among rural primary school teachers in Kenya. Some of the factors included poor salary, being overworked, poor supply of school equipment, unfair means and limited opportunities for promotion, leave allowances not being paid, lack of recognition for teacher and unnecessary salary deductions. The teachers’ attributes were also found to influence their perceptions and hence influence job dissatisfaction. The teachers’ attributes include sex, age, professional grades, teaching experience and status of the teachers in their schools.

In Kenya it has been noticed that the operation of primary education system faces the problem of inefficiency (Chepkwony, 2010). Completion rates have remained very low (less than 50 per cent) for the last five years. Besides, national pupil-teacher ratio is also low,
about 31:1. Teaching-learning time is not utilized efficiently in primary schools. Several factors are behind such inefficiencies. These include: Education policies and management (processes and mis-allocation of resources to educational levels); school based factors – teachers attitudes, time utilization, school, environment; and household based factors - poverty, socio-cultural factors, and gender issues (Abagi and Odipo, 1997).

Mungunyu (2010) revealed that high enrolment, overstretching of physical facilities and learning resources all factors attributed to FPE, affected teachers' job satisfaction among teachers. It was also found that teachers were not prepared before the introduction of FPE which caused them to have low job satisfaction. Further findings showed that teachers were highly dissatisfied with the number of pupils they had in the class. It was revealed that overall satisfaction among teachers was low. Lastly, teachers were not satisfied with aspects of FPE which affected teaching and learning. Based on the findings of the study it was concluded that it was important to address issues of large enrollment, overstretching of physical facilities and learning resources and other factors that affected teachers' job satisfaction among teachers. It was also concluded that teachers needed regular in service training because they were not prepared before the introduction of FPE which caused them to have low job satisfaction. This study provides insight on a major problem that is contributing to job dissatisfaction among teachers. Such factors like enrollment, continue to be contentious in Kenya since the introduction of FPE. Enrollment has been increasing over years and the satisfaction of teachers has not been addressed. However these are only factors related to FPE but there could several other factors outside FPE that influence the job satisfaction of teachers.
Chepkwony (2010) explored the factors that influence turnover of primary teachers in Rongai division in Nakuru. The study revealed several factors that cause turnover due to job dissatisfaction. The factors included remuneration, work conditions, the teachers background and availability of better paying job. The study however did not directly look at the factors that cause dissatisfaction. However this study will explore the factors that lead to dissatisfaction of the teachers.

2.5 Conclusion

Studies (Mungunyu, 2010, Abagi and Odipo, 1997) have been carried out in many parts of the world on teacher’s job satisfaction. The studies have been based on several factors namely; remuneration, understaffing leading to overworking and factors related to promotion. The studies have however not considered other factors such as working conditions and the background of the teacher. The studies have also largely considered the rural areas which have been the areas worst hit by understaffing (Ngalyuka 1985, Khan, 2003 and Ololube, 2007). Most teachers are not willing to work in the rural areas. However only a few studies have assessed the case of the urban areas where teachers face somehow different problems compared to the rural areas (Chepkwony, 2010). This study will focus on the factors that lead to job dissatisfaction of teachers in Kasarani division.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter was organized under the following subsections: the research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis.

3.1 Research Design

This study was based on the descriptive research design. According to Orodho (2009) descriptive research design entails collecting information by interviewing or using a questionnaire to a sample of individuals. It is used when collecting information about people’s attitudes, opinions, habits or any of the variety of social issues (Orodho and Kombo, 2002). The questionnaires were used to collect qualitative data.

3.1.1 Variables

The independent variables of the study included factors such as the background of the teachers, the school environment and other factors like remuneration. The dependent factors of the study were the motivation and subsequently job dissatisfaction and teacher turnover. The dependent variables were affected by the independent variables which in turn caused job dissatisfaction.

3.2 Study locale

The study was conducted in Kasarani division Nairobi north district. Nairobi North District is located in the central part of the Province between longitudes 36° 50’ and 37° 00’ east and
latitudes 1° 15' and 1° 10'south. It lies at an altitude of 1,700 meters above sea level. The district, which has a total area of 108km$^2$ is the smallest in the province. Kasarani is the largest division with an area of 85.7km$^2$ while Central is the smallest with an area of 10.6km$^2$. The Kasarani division was chosen because its centrally placed and it covers an urban setting which is the interest of this study. The teachers of the district lived in an area that exposed them to many opportunities of better paying jobs both in private teaching and other sectors. The teachers also lived in a more challenging environment compared to those working in rural areas.

3.3 Target population

Kasarani division had a total of 25 public primary schools and 315 teachers of various subjects. The teachers were deployed depending on the staffing needs of each school. The teachers formed the target population of the study. Hence the total target population for the study was 315 teachers. Head teachers were also included in the study to give information on the behavior of teachers when they were not satisfied with their jobs.

3.4 Sample and Sampling techniques

3.4.1 Sampling techniques

25 public primary schools in the division were included in the study. However simple random sampling was used to select teachers into the study. The random sampling was accomplished by the use of papers that had yes and no answers. Those who picked yes were included in the study. The head teachers of the schools that were sampled were all included in the study.
3.4.2 Sample size

According to Kothari (1985) a sample of 10% to 30% is appropriate for descriptive studies. Hence the sample size of the study was 69 teachers which was 20% of the total population. The number of teachers to be recruited from each school depended on the total number of teachers in the school. The sampling fraction to be used is shown below

\[
\frac{69}{315} = 20\%
\]

3.5 Research instruments

Questionnaires were the main research instrument. Questionnaires were used because they enabled the researcher to gather data from many respondents simultaneously thereby saving time and cost of gathering data. Questionnaires also gave respondents freedom to express their views or opinions and make suggestions (Orodho, 2009). The questionnaire for teachers had three sections. The first section gathered demographic data of the teachers including gender and level of education. The second section gathered data on their attitudes towards the teaching profession. The third part contained information on the factors that affected their job dissatisfaction and the appropriate recommendations.

3.6 Piloting

Piloting was done on a small representative sample of teachers (5 teachers) which was not included in the final sample of the study. One of the schools in the Kasarani division was used as the piloting site. The piloted questionnaire was assessed for clarity and those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its validity. Teachers in the school where piloting was done were given questionnaires which they were asked to fill. The questionnaires were evaluated on the
basis of the answers given. The questionnaires were reviewed and retested using the same sample.

3.7 Validity

Orodho (2009) defines validity as the accuracy and meaningfulness of inferences which are based on the research results. In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity of the research instrument was done through piloting to detect any potential misunderstanding or biasing effects of different questions. It also helped test the feasibility of the study techniques and to perfect the questionnaires concept and wording. Convergent and discriminatory validity was estimated in order to test if the questionnaire would measure what it was intended to measure. The Validity was determined using the multitrait-multimethod correlations (MTMM). MTMM involved the construction of a matrix or table correlations arranged to facilitate the interpretation of construct validity (Orodho 2009). This yielded the interval estimates of the coefficients which were used to establish the correlations. The correlation coefficients were used to determine the validity by considering their significance. Correlation coefficients above 0.05 were considered significant. Hence the questions of this study recorded a p of 0.04 and hence considered significant.

3.8 Reliability

Orodho (2009) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The stability of questions was assessed in terms of test-retest reliability. The questionnaires were administered twice to the same pilot study group of respondents. The second questionnaire administration were done after a two weeks lapse time to check whether the same results could be obtained. Spearman rank
correlation was used to compute the correlation coefficient which was used to determine the extent to which the contents of the questionnaire were consistent in producing the same response every time the instrument was administered. A correlation coefficient (r) of r=0.87 was obtained for this study and hence the instrument was highly reliable.

3.9 Data Collection procedure
The study sought approval from the Kenyatta University graduate school. A permit was also sought from the Ministry of Higher Education, Science and Technology National Council and Technology and City Education Department before the study was conducted. Consent was sort from individual respondents and the institutions that were included in the study. Then an advance letter was given to the sample respondents explaining the purpose of the study. The respondents were guided through the questionnaires by the researcher.

3.10 Data analysis and presentation
The gathered raw data was edited, coded and then tabulated. Tabulation was done in order to transfer classified data from data gathering tools to the tabular form in which the data was systematically examined. The quantitative data collected was analyzed using descriptive statistics methods, especially the measures of central tendency (mean, and standard deviation). The spearman rank-order correlation was used to test the influence of specific factors on job satisfaction. All statistical analysis was carried out at 0.05 level of significance.
CHAPTER FOUR

DATA ANALYSIS, RESULTS INTERPRETATION AND DISCUSSION

4.0 Introduction

This study sought to: determine the level of dissatisfaction among the teachers at Kasarani division; analyze the factors that led to job dissatisfaction; find out the opinions of teachers on how their dissatisfaction could be tackled and determine the turnover rates due to dissatisfaction in Kasarani division. The study was conducted in five schools within Kasarani Municipality. The subjects included 5 Head teachers and 69 Teachers. Questionnaires were used as the main research instrument. The respondents were asked questions on the whether they were satisfied with being teachers including all the attitudes towards the teaching profession. Most of the respondents answered questions promptly, however some respondents left some questions unanswered and were considered as non-respondent. All questionnaires were returned hence 5 for Head teachers and 69 for teachers were analyzed. Data was analyzed using descriptive statistics techniques. This chapter presents data analysis results, and discussions in line with the research objectives.

4.1 Demographic Characteristics of the Respondents

Several demographic factors were considered which were important in interpretation of the responses given. The factors included; sex, age, marital status, academic qualifications, their grades and the number of years they had been in the profession. Table 4.1 represents the results obtained.
The demographic characteristics of the respondents were considered to provide a basis of explaining certain patterns of the results. Among the teachers who were recruited 7.2 percent were males and 87 percent were female however 5.8 percent did not respond. This very high

<table>
<thead>
<tr>
<th>Demographic factor</th>
<th>Categories</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Male</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>Female</td>
<td>60</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>NR</td>
<td>4</td>
<td>5.8</td>
</tr>
<tr>
<td>Age</td>
<td>Below 30</td>
<td>7</td>
<td>10.1</td>
</tr>
<tr>
<td></td>
<td>30-35</td>
<td>10</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>36-40</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>41-45</td>
<td>24</td>
<td>34.8</td>
</tr>
<tr>
<td></td>
<td>46-50</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Above 50</td>
<td>8</td>
<td>11.6</td>
</tr>
<tr>
<td>Marital status</td>
<td>Married</td>
<td>53</td>
<td>76.8</td>
</tr>
<tr>
<td></td>
<td>Single</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Divorced</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td>Academic</td>
<td>NR</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>qualification</td>
<td>S1 teacher</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Diploma</td>
<td>15</td>
<td>21.7</td>
</tr>
<tr>
<td></td>
<td>PI</td>
<td>28</td>
<td>40.6</td>
</tr>
<tr>
<td>Grade at which one is serving currently</td>
<td>Other</td>
<td>13</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>NR</td>
<td>4</td>
<td>5.8</td>
</tr>
<tr>
<td>Number of years one has served as a teacher</td>
<td>1-5</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>7</td>
<td>10.1</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>13</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>17</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Above 20 years</td>
<td>23</td>
<td>33.3</td>
</tr>
</tbody>
</table>
difference in gender was a clear indication that the females were more than males. This study agrees with Tasnim (2006) finding that there were more female teachers in primary schools and that most of the female teachers choose this profession willingly. Tasmin's study concludes that, it is possible that a big number of male teachers do not like this profession or some male teachers are doing this job waiting to get better jobs.

The sample size of teachers that were recruited per school was based on the total population of the teachers in the school. Among the teachers recruited 10.1 percent were below 30 years in age, 14.5 percent were between the age of 30 and 35 years, 13 percent between 36-40 years, 34.8 percent which counted as the majority were between 41-45 years, 15.9 percent between 46-50 years and 11.6 percent were at 50 and above years. This indicated that at younger age many took the opportunity but later in life some moved to other fields reducing the number of those between 36-40 years but still latter at 41-45 years the number increases again when other fields seem not productive but others still move from the profession to be in other jobs especially businesses. This could be an early indication that most teachers were not satisfied with their jobs. The teachers' marital status was also considered where 76.8 percent were married, 13 percent were singles and 2.9 percent were divorced. However 7.2 percent did not respond. The study also sought to know the Academic qualifications of the teachers which revealed that 13 percent were S1 teachers, 21.7 percent had diplomas, 40.6 percent had P1 and 18.8 percent had others which included degrees. This shows that they were highly qualified. The level of academic qualification as compared to the grade at which the teacher is serving affects the satisfaction. A trend was observed of teachers getting more academic qualifications; hence future trends of satisfaction may also change. The grades at
which the teachers were serving included 16.4 percent at ATS2, 29.5 percent at ATS4, 9.8 percent at K, 29.5 percent at ATS1 and 3.3 percent at SI. The number of years that the teachers had served in the profession was as follows 13 percent had been teachers for a period between 1-5 years, 10.1 percent had been teachers between 6-10 years, 18.8 percent had served in this profession for a period between 11-15 years, 24.6 percent have been in the profession for a period of 16-20 years while 33.3 percent have served for more than 20 years. The demographic characteristics reveal that most of the teachers are males. The teachers are mostly in their middle ages and married. The teachers were highly qualified and had great experience because they had all served for more than five years.

The demographic factors of the teachers are also important in providing explanations to the observations in the study. The attributes of the teachers such as age and experience of the teachers may directly affect the performance of the students. Studies such as Obiero, (2010), have revealed that the professionalism of teacher’s behavior and management affects the performance of the pupils. The teachers of the schools under study seem to be middle aged and have worked for a couple of years. It is therefore expected that the schools had the right staff to ensure performance. This is however coupled with other factors that are explored below.

4.2 Levels of Dissatisfaction among Primary School Teachers in Kasarani Division
The study sought to know whether the teachers were dissatisfied with their profession. It also sought to know whether if given an opportunity they could leave the profession. Data was analyzed into percentages and frequencies. The Table 4.2 below presents the results.
Majority of the teachers, 63.8 percent were satisfied with being teachers, however another considerable portion, 34.8 percent of the teachers were not satisfied. The teachers were further interrogated on what would make them leave the profession. Majority of the teachers, 54.4 percent would leave the profession due to the poor salaries they received. Hence salaries is depicted here as the main reason for dissatisfaction. This is indeed the paramount reason for turnover of employees in the teaching profession. Salaries have further been the reasons for industrial actions in the recent past especially in the hard economic times.

Salaries and remuneration has been the main reason of dissatisfaction identified in various studies. According to Sikiwu, (2009) the perception is that if teacher remuneration were to rise, higher quality education could be provided. This was clearly depicted in this study. Other factors as depicted from the study were also very significant since workers need a lot of motivation and teachers are not an exception. In a study conducted in Nakuru, Chepkwony (2010) reported that the higher teacher turnover was caused by among other factors low

### Table 0.2: Satisfaction towards the Teaching Profession

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you satisfied</td>
<td>Yes</td>
<td>44</td>
</tr>
<tr>
<td>with being a teacher?</td>
<td>No</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>None Respondent</td>
<td>1</td>
</tr>
<tr>
<td>What would make you leave the profession?</td>
<td>Poor salary</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td>Retirement</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>None Respondent</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Interdiction</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Failure to rectify</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Higher learning</td>
<td>2</td>
</tr>
</tbody>
</table>
remuneration. Surprisingly in Egypt a study by, Sabry (2010) reported that salary increase will not improve on the teacher satisfaction. The teachers had different issues which they wanted addressed for them to be satisfied. Salary did not seem to be a major issue in their dissatisfaction.

The study further sought to know if the teachers were satisfied with the choice of being a teacher. The teachers were hence asked to state whether it was their choice to be teachers and what led to the choice they made. Figure 4.1 and Table 4.3 shows their results.

![Figure 2: Choice to be a teacher](image)

Majority of the teachers 65.2 percent had chosen the teaching profession out of their free will, 33.3 percent joined the career because they were influenced by other people to do so, but 1.4 percent did not respond. Those who had chosen teaching as their career were asked who motivated them and if it was not their profession of choice how they ended up being teachers. The answers to these questions are as shown in the Table 4.3.
Table 0.3: Influence to join the Teaching Profession

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who/What motivated you to join teaching</td>
<td>25</td>
<td>36.2</td>
</tr>
<tr>
<td>Myself</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>My role model</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td>If you didn’t like the profession how did</td>
<td>8</td>
<td>11.6</td>
</tr>
<tr>
<td>Being desperate</td>
<td>8</td>
<td>11.6</td>
</tr>
<tr>
<td>you end up becoming a teacher</td>
<td>15</td>
<td>21.7</td>
</tr>
<tr>
<td>First opportunity</td>
<td>15</td>
<td>21.7</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100</td>
</tr>
</tbody>
</table>

The teachers who had chosen teaching as their profession did that from their own personal motivation, while others had been motivated to choose the career by their role models. However, those who did not choose the career had ended up being teachers as a result of being desperate or because teaching came up as the first opportunity available for them. Indeed, this second category could be the ones who left the profession early when other opportunities arose. This is in tandem with the situation as it is in Kenya today. In that in the scarcity of training opportunities one jumps into the first and only available opportunity. However this is coupled with the influence from parents and peer pressure. One ends up being coerced into a profession that they will not be satisfied later. Kithyo and Petrina (2002) explored how students choose career programs in technical colleges in Kenya. In other cases students chose career programs under pressures from parents, guardians, parents and peers.

4.3 Factors Contributing to Job Dissatisfaction in Kasarani Division

The study sought to know whether the general school environment motivated the teaching staff and whether the school administrators gave them satisfactory treatment. Those who expressed dissatisfaction were asked to give reasons. The table 4.4 below shows the results.
Table 0.4: Influence of the School Environment on Satisfaction

<table>
<thead>
<tr>
<th>Question item</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The general school environment</td>
<td>Disagree</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Strongly disagree</td>
<td>7</td>
<td>10.1</td>
</tr>
<tr>
<td>motivates me to work as a teacher</td>
<td>Agree</td>
<td>39</td>
<td>56.5</td>
</tr>
<tr>
<td></td>
<td>Strongly agree</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Are you satisfied with the treatment from the school administrators?</td>
<td>Yes</td>
<td>43</td>
<td>62.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>24</td>
<td>34.8</td>
</tr>
</tbody>
</table>

The work environment encompasses several factors that have been found to influence satisfaction in many organizations. These may include for example; the nature of the office, available supportive facilities, the nature of the workmates, availability of incentives among others. This study findings shows that 39 percentages agreed that they were not dissatisfied with the school environment. Another portion of the respondents (20 percent) did not agree with the statement that the school environment was motivating them to work as teachers whereas others strongly disagreed with the statement. Another factor that influence satisfaction in a work environment include interpersonal relations and especially with administrators. The study also sought to know whether the staff was satisfied with the treatment from the administrators and most (62.3 percent) of the respondents were satisfied. However another portion 34.8 percent reported being dissatisfied with the treatment from administrators.
A study by Sargent and Hannum (2003) has revealed that teacher’s satisfaction and performance is dependent on incentives to teachers. However, teacher satisfaction is in most cases due to the school’s ability to provide adequate basic necessities to its staff. Most of the teachers in the present study seemed to be satisfied with the incentives given to them from the general school environment to the treatment they received from the administrators.

The study further explored the influence of the relationship with the workmates on the satisfaction of the teachers. The figure 4.2 below presents the responses of the teachers.

Figure 3: Satisfaction of Interpersonal Relationship between the Workmates

The study shows that majority (81.2%) of the teachers were satisfied with the relationship that they had with the co-workers. However, 10.1% were somewhat satisfied, 7.2% were extremely satisfied and 1.4% not satisfied with their relationship. They cited the reasons for their dissatisfaction with the fellow workmates as receiving bad treatment and being
underrated by fellow staff members. Internal staff wrangles can greatly reduce efficiency and satisfaction as well. This may even lead to turnover as some members may wish to leave the staff because of the poor interpersonal relations. Good interpersonal relationship promotes team work and a sense of belonging in an organization. However from this study having observed that most of the teachers were satisfied with their relationships, we can conclude that it was not a major factor contributing to dissatisfaction.

Several studies have expressed the influence of interpersonal relations on job satisfaction. Okumbe (1998) reported the need for accountability to school administrators and fellow staff mates are key factors that affect both motivation and satisfaction. In Herzberg’s (1967) theory this is one of the important intrinsic factors that affect motivation and satisfaction. Lukuyani (2004) outlines the interpersonal relations between work mates as important factors that are affecting satisfaction in most rural schools in Kenya.

Performance in class was also considered in the study as a factor that affects motivation as well as dissatisfaction of the teachers. The study sought to know from the teachers whether the performance level in class of the pupils motivated them to work as teachers. Figure 4.3 represents the results.
Figure 4: Influence of Class Performance on Dissatisfaction of the Teachers

Poor output can demoralize workers and hence lead to dissatisfaction. The figure above indicates that majority (70.6 percent) of the teachers were motivated by the students' good performance to work as teachers and (29.4 percent) of them indicated that they were not motivated by the learners' performance whether it was good or bad. Students' performance may directly affect the performance of teachers and hence dissatisfaction, since good results acts as a motivation.

The teachers were further requested to state whether they were satisfied or dissatisfied with some factors such as salary, work itself, how they were treated, promotions, working conditions and the responsibilities entitled to them. Table 4.4 presents the results as were received from the study.
Table 0.5: Factors Affecting the Teachers’ Well Being as Stated by the Teachers.

<table>
<thead>
<tr>
<th>Question item</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td>Dissatisfied</td>
<td>64</td>
<td>92.8</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>5</td>
<td>7.2</td>
</tr>
<tr>
<td>Work itself</td>
<td>Dissatisfied</td>
<td>17</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>32</td>
<td>46.4</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Dissatisfied</td>
<td>12</td>
<td>17.4</td>
</tr>
<tr>
<td>interaction with</td>
<td>Satisfied</td>
<td>24</td>
<td>34.8</td>
</tr>
<tr>
<td>administration</td>
<td>NR</td>
<td>33</td>
<td>47.8</td>
</tr>
<tr>
<td>Promotions</td>
<td>Dissatisfied</td>
<td>53</td>
<td>76.8</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>14</td>
<td>20.3</td>
</tr>
<tr>
<td>Working conditions</td>
<td>Dissatisfied</td>
<td>58</td>
<td>84.1</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td>Responsibility</td>
<td>Dissatisfied</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>47</td>
<td>68.1</td>
</tr>
</tbody>
</table>

The findings from the study clearly indicate that 92.8 percent of the respondents were dissatisfied with the salaries they received while only a small portion 7.2 percent were satisfied. Salaries have been the most contentious issue in most professions in Kenya. The teachers have constantly been depicted as lowly paid compared to their counter-parts in other professions. In the recent past though, the government embarked on a scheme to improve on the salaries in all levels of schooling. On the contrary, 46.4 percent were satisfied with the work itself but 24.6 percent were not satisfied with their work.

The study further sought to determine whether the teachers were satisfied with how they were treated. Majority 34.8 percent of the teachers were satisfied with the treatment they got at the work place. Among the respondents interviewed, 76.8 percent were dissatisfied with
promotions, whereas 20.3 percent were satisfied and 2.9 percent did not respond. The issue of promotion has also featured in the various complaints raised by the teachers.

Majority of the teachers, 84.1 percent were dissatisfied with the working conditions (the work load, timeliness and the number of students each was handling) but 15.9 percent were satisfied. The study further sought to know the satisfaction of the teachers with the responsibilities accorded to them. Among the teachers, 68.1 percent were satisfied, 29 percent were dissatisfied while 2.9 percent did not respond.

The influence of the local community to the teachers job satisfaction and also the conditions within their job- or work environment that would make them more satisfied was studied (Table 4.5).

**Table 0.6: Influence of the Community on their Job Dissatisfaction**

<table>
<thead>
<tr>
<th>Question item</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Influence of the community to the teachers job satisfaction</td>
<td>No influence</td>
<td>9</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Conflict</td>
<td>14</td>
<td>20.3</td>
</tr>
<tr>
<td></td>
<td>Positive</td>
<td>19</td>
<td>27.5</td>
</tr>
<tr>
<td>Factors that would make teachers more satisfied</td>
<td>Cooperation from parents</td>
<td>17</td>
<td>24.6</td>
</tr>
<tr>
<td></td>
<td>Better salary</td>
<td>22</td>
<td>31.9</td>
</tr>
<tr>
<td></td>
<td>Lessen the workload</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Distance reduced</td>
<td>1</td>
<td>1.4</td>
</tr>
</tbody>
</table>

The teachers' job satisfaction in relation to the community's influence was investigated and majority 39.1 percent did not respond to the question, 27.5 percent stated that it was positive, 20.3 percent stated that there was a conflict between them and their immediate community.
while 13 percent stated that there was no influence whatsoever emanating from the community around. Among the teachers 24.6 percent stated that they would be more comfortable if the parents of the students cooperated with them and 31.9 percent expressed that they will be more satisfied if salaries were increased. Among the respondents, 15.9 percent felt that the work load should be minimized and 1.4 percent stated that reduction of the distance from home to school would make the conditions more favorable.

In Kenya it has been noticed that primary education system faces the problems of inefficiency, teachers’ attitudes, time utilization, school environment; and household based factors. Poverty, socio-cultural factors, and gender issues are among other factors that lead to poor performance as depicted by the other studies (Chepkwony, 2010). Learners who experience such challenges in their schooling normally show poor performance as they are affected by these factors such as Poverty.

The general working conditions were determined while rating them to the teacher’s job satisfaction. The study thus looked into the hours worked each week, flexibility in scheduling, location of work, and the amount of paid vacation or sick leave offered. The table 4.7 represents the results obtained.
Table 0.7: Teachers' Satisfaction with the General Working Conditions

<table>
<thead>
<tr>
<th>Question item</th>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hours worked each week</td>
<td>Not satisfied at all</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Not satisfied</td>
<td>22</td>
<td>31.9</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>25</td>
<td>36.2</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Flexibility in scheduling</td>
<td>Not satisfied at all</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Not satisfied</td>
<td>8</td>
<td>11.6</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>19</td>
<td>27.5</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>30</td>
<td>43.5</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>1</td>
<td>1.4</td>
</tr>
<tr>
<td>Location of work</td>
<td>Not satisfied at all</td>
<td>11</td>
<td>15.9</td>
</tr>
<tr>
<td></td>
<td>Not satisfied</td>
<td>10</td>
<td>14.5</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>12</td>
<td>17.4</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>29</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>7</td>
<td>10.1</td>
</tr>
<tr>
<td>Amount paid when on leave, sick or</td>
<td>Not satisfied at all</td>
<td>25</td>
<td>36.2</td>
</tr>
<tr>
<td>vacation</td>
<td>Not satisfied</td>
<td>18</td>
<td>26.1</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>6</td>
<td>8.7</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>14</td>
<td>20.3</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>2</td>
<td>2.9</td>
</tr>
<tr>
<td></td>
<td>NR</td>
<td>4</td>
<td>5.8</td>
</tr>
</tbody>
</table>

The results clearly indicated that most 36.5 percent of the teachers were satisfied with the number of hours they worked. However, some 31.9 percent of them were not satisfied while 15.9 percent were not satisfied at all. The other portion of respondents 15.9 percent were somewhat satisfied with the number of hours they worked. The study further showed that 43.5 percent of teachers were satisfied with the flexibility in scheduling, 27.5 percent were somewhat satisfied, 15.9 percent were not satisfied at all, 11.6 percent were not satisfied and 1.4 percent were extremely satisfied with the flexibility in scheduling. The location of work was also considered as a factor. Majority 42 percent were satisfied with the location of their work, 10.1 percent were extremely satisfied, however 15.9 percent were not satisfied at all and 14.5 percent were not satisfied but 17.4 percent were somewhat satisfied. The study also
sought to know whether the amount of money the teachers were paid during their sick leave was satisfactory, and 36.2 percent were not satisfied at all, 26.1 percent were not satisfied, 8.7 percent were somewhat satisfied, 20.3 percent were satisfied, 2.9 percent were extremely satisfied and 5.8 percent did not respond to the question.

Most of the general factors considered were found to significantly affect the performance of the teachers. For example the flexibility in class scheduling affects the personal life of the teachers, the number of hours that they worked in a week also affected them and mostly the amount of money they were paid while on leave, sick or on vacation affected them socially. According to (Bennel, 2004), teachers are poorly motivated due to a combination of many factors low morale and job dissatisfaction, poor incentives, and inadequate controls and other behavioral sanctions. Such factors are seen to highly affect the teachers' performance since they feel demotivated.

The study was also carried out to learn more about social economic factors and how they affect the teacher's dissatisfaction. Table 4.8 shows the results obtained.
Table 0.8: Teacher's Satisfaction on Issues to do with Social Economic Factors

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefits (health insurance, life insurance etc)</td>
<td>Not satisfied at all</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>Not satisfied</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>1</td>
</tr>
<tr>
<td>Job security</td>
<td>Not satisfied at all</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Not satisfied</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>6</td>
</tr>
<tr>
<td>Recognition for work accomplished</td>
<td>Not satisfied at all</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Not satisfied</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>Somewhat satisfied</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Satisfied</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>Extremely satisfied</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>NR</td>
<td>1</td>
</tr>
</tbody>
</table>

Considering the benefits received, most of the respondents 47.8 percent were not satisfied at all with the benefits such as health insurance and life insurance, 36.2 percent were not satisfied, but 8.7 percent were somewhat satisfied, 5.8 percent were satisfied and 1.4 percent was extremely satisfied. The study findings further revealed that 10.1 percent were not satisfied at all with job security, whereas 7.2 percent were not satisfied. Another portion of respondents 23.2 percent were somewhat satisfied while the majority 50.7 percent was satisfied and 8.7 percent were extremely satisfied. Most of the teachers 34.8 percent expressed their lack of satisfaction for the recognition of the work they had accomplished, in fact 21.7 percent were not satisfied at all but 23.2 percent were somewhat satisfied, while 15.9 percent were satisfied and 2.9 percent were extremely satisfied but 1.4 percent did not
respond to the question. The teachers seem not to be satisfied with all the socio-economic factors associated with their work. The health cover has been a subject of debate for a long time and the teachers expressed their dissatisfaction. However when it came to job security the teachers expressed their satisfaction on this matter. Most of the teachers are satisfied with their job security.

Teachers are poorly motivated due to a combination of low morale and job dissatisfaction, poor incentives, and inadequate controls and other behavioral sanctions (Bennel, 2004). According to this study the benefits which include health insurance and life insurance are quite de-motivating when the majority states that they are not satisfying at all. Lack of such incentives easily affects the teachers’ performance.

**4.4 Teacher Turnover Rates in Kasarani Division**

The study further sought to know whether there were teachers who had left to join other professions, how many and the reasons behind their leaving. The table 4.1Q represents the results.
It was evident from the responses that there is teacher turnover in the division. However, majority of the head teachers (60 percent) had not experienced the turnover. Those who had experienced the turnover indicated that about three to four teachers had left the profession. The main reasons for the teacher turnover were said to be mistreatment by the management which comprised 20 percent. The other reason was frequent transfers which comprised of 20 percent.

Teacher turnover has been reported in Kenya in the past couple of years (Bennel, 2004). The teachers leave the teaching profession in public primary schools to take up jobs in the private sector and other government institutions. The teacher turnover has been said to occur due to
poor remuneration, poor working conditions, mistreatment and problems related to promotions (Lukuyani, 2004). The teacher turnover can therefore be blamed on lack of satisfaction. This is because most of these factors are the ones that promote job satisfaction. Teacher turnover and job satisfaction has led to inefficiency in most primary schools (Chepkwony, 2010).

The turnover rate in the division is seen to be more than 50 percent which has immensely affected the performance of the learners and the teachers’ workload.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the study

The study endeavored to determine the job satisfaction among teachers is Kasarani Division. The study included teachers from five out of twenty five different schools in the Kasarani division. The larger percentage of the teachers in the schools was found to be females. Most of the teachers were of the age 41-45 and were married. The larger percentage of these teachers had a qualification of P1. The objectives of the study were i) to determine the levels of dissatisfaction among primary school teachers in Kasarani division, ii) to analyze the factors that lead to Job dissatisfaction in Kasarani division, iii) to determine the turnover rates due to dissatisfaction in Kasarani division. iv) to find out the opinions of teachers on how their dissatisfaction can be solved and Questionnaires were the main research instrument for the study. The study was based on a descriptive research design. Data was presented in percentages and frequency distributions in tables and charts.

5.2 Summary of the study findings

The study has revealed that most of the teachers in the division are satisfied with their teaching profession and they had chosen to be teachers. However they were not highly satisfied with the salary. However a small percentage of the teachers did not choose to be teachers, but only opted to become teachers as that was the only option available.

Most of the teachers noted that the general work environment motivated them to work as teachers. The teachers were also satisfied with their inter-relationship with their workmates.
However, those who were not satisfied with the general school environment complained of a lot of work. They also cited bad treatment from work mates as a source of dissatisfaction. Some factors led to most importantly the teachers getting motivated such as student’s performance in their classes. The teachers were motivated to work when their students performed well in their subjects. However, whenever the students performed poorly the teachers felt de-motivated.

The teachers were also satisfied with several other factors including work itself, treatment from managers at the work place and responsibilities. However they were dissatisfied with salary, promotions, and working conditions. The local community within which the teachers worked was found to influence the teachers in different ways (no influence, conflict and positively). The teachers cited several conditions that would make them more satisfied. This included co-operation from parents, better salaries, less work load and reduction of the distance to the school.

A teacher turnover was evident in the study because most respondents indicated that a number of teachers had left the profession. The study has revealed several reasons why the teachers leave the teaching profession. The teachers noted that mistreatment from the management was one of the reasons why they wish to leave. The teachers also took issue with the frequent transfers that they receive. They were dissatisfied because of these transfers which are often not communicated early enough. The turnover rate in the division is seen to be more than 50 percent which has immensely affected the performance of the learners and the teachers’ workload.
5.3 Conclusions

Based on the findings of the study the following are the conclusions;

i) Teachers in Kasarani are dissatisfied with many aspects of their teaching profession. Some of this includes promotion procedures and remuneration packages.

ii) Several factors lead to job dissatisfaction including; poor salary, the system of promotions, working environment and the distance from school.

iii) Due to dissatisfaction there is a 40% teacher turnover in Kasarani division.

5.4 Recommendations

5.4.1 Recommendations of the study

Based on the findings the following are the recommendations of the study

i) The government should consider new methods of improving the job motivation and improve the working conditions in order to reduce job dissatisfaction among teachers.

ii) The promotion scheme of the government should be revised to address the dissatisfaction of the teachers. The scheme needs remove the impediments like the number of years one should work in one job group to allow them move to next levels. The government should also review the current remuneration packages of teachers in line with the changing economic upheavals.

5.4.2 Recommendations for further study

i) The study was conducted in public primary schools, hence there is need to explore the case of the private school teachers.
ii) The study was conducted in schools of Kasarani district, which is in an urban setting. Further study needs to be conducted in schools of divisions within the rural areas. This is because teachers in the rural areas may be having different expectations.
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Appendix I: Letter of introduction

Mainga M. Augustinah
Kenyatta University
P.O BOX 43844-00100
Nairobi

To

Mr. ............................................

........................................ Primary school

P. Box..................

Nairobi

Dear sir/Madam,

RE: REQUEST TO PARTICIPATE IN THE STUDY AS A RESPONDENT

I am hereby writing to request to participate in this study. I am a Kenyatta University student pursuing a Master of education (Administration) in the school of Education. I am currently carrying out a research entitled “JOB DISSATISFACTION AND TURNOVER AMONG PRIMARY SCHOOL TEACHERS IN KASARANI DIVISION NAIROBI DISTRICT

Information which you will give will be treated confidentially and will only be used for the purpose of this study. Your contribution will go a long way in assisting me complete my study. Thank you in advance.

Yours sincerely

Mainga M. Augustina
Appendix II: Questionnaire for teachers

Instructions: The information given in this questionnaire will be treated as very confidential, please give your opinion as honestly and accurately as possible.

Demographic data

1. Age  
   i) Below 30  ii) 30-35  iii) 36-40  iv) 41-45  v) 46-50  vi) Above 50

2. Sex  
   i) Male  ii) Female

3. Marital status  
   i) Married  ii) Single  iii) Divorced

4. Academic qualification  
   i) S1 teacher  
   ii) Diploma  
   iii) P1  
   iv) P2  
   Any other specify

5. Grade at which you are serving currently

6. How long have you served in the grade

7. How many years have you served as a teacher  
   i) 1-5  
   ii) 6-10  
   iii) 11-15  
   iv) 16-20  
   v) Above 20 years

Attitudes towards the teaching profession

1. Are you satisfied with your being employed as a teacher?  
   Yes  No

2. What would make you leave the teaching profession?
3. i) Did you choose to be a teacher?
   Yes ☐   No ☐

   ii) If yes what motivated you to become a teacher?

   iii) If no how did you end up becoming a teacher

4. The general school environment motivates me to work as a teacher. State how you agree with this statement
   Disagree
   Strongly disagree
   Agree
   Strongly disagree

5. i) Are you satisfied with the treatment you get from the school administrators?
   Yes ☐   No ☐

   ii) If no what makes you dissatisfied with the treatment of the school administrators?

6. i) How can you describe your relationship with workmates
   Satisfied with it ☐
   Dissatisfied with it ☐

   ii) If dissatisfied what makes you dissatisfied with the relationship with workmates?

7. Does the performance level of the pupils motivate you to work as a teacher?
   Yes ☐   No ☐

8. State whether you are satisfied with the following work factors

<table>
<thead>
<tr>
<th></th>
<th>Dissatisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work itself (Teaching in a high school and the subject you are handling)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
9. What is the influence of the community within which you work in your job satisfaction?
10. What conditions or factors within your job or work environment would make you more satisfied?

RATING YOUR JOB SATISFACTION

1. not satisfied at all
2. Not satisfied
3. somewhat satisfied
4. Satisfied
5. extremely satisfied

Using the scale shown above, rate your level of satisfaction with the following aspects of your job.

GENERAL WORKING CONDITIONS
- Hours worked each week
- Flexibility in scheduling
- Location of work
- Amount of paid vacation time/sick leave offered

PAY AND PROMOTION POTENTIAL
- Salary
- Opportunities for Promotion
- Benefits (Health insurance, life insurance, etc.)
- Job Security
- Recognition for work accomplished

WORK RELATIONSHIPS
- Relationships with your co-workers
- Relationship(s) with your supervisor(s)
- Relationships with your subordinates (if applicable)

USE OF SKILLS AND ABILITIES
- Opportunity to utilize your skills and talents
Opportunity to learn new skills
Support for additional training and education

WORK ACTIVITIES
Variety of job responsibilities
Degree of independence associated with your work roles
Adequate opportunity for periodic changes in duties

Appendix III: Questionnaire for head teachers

Instructions: The information given in this questionnaire will be treated as very confidential, please give your opinion as honestly and accurately as possible.

Demographic data

1. Age
   i) Below 30
   ii) 30-35
   iii) 36-40
   iv) 41-45
   v) 46-50
   vi) Above 50

2. Sex
   i) Male
   ii) Female

3. Marital status
   i) Married
   ii) Single
   iii) Divorced

4. Academic qualification
   i) S1 teacher
   ii) Diploma
   iii) P1
   iv) P2
   Any other specify

5. Grade at which you are serving currently
6. How long have you served in the grade
7. How many years have you served as a teacher
   i) 1-5
   ii) 6-10
   iii) 11-15
   iv) 16-20
   v) Above 20 years

Attitudes towards the teaching profession
1. How can you describe your satisfaction with the teaching profession?
2. How can you describe the job satisfaction of your teachers?

3. i) Are there teachers in your school who have left to join other professions?
   ii) If yes how many?
   iii) If yes what were their reasons

4. For the teachers who are not satisfied what are the major indicators in their work performance?

5. In your opinion what are the factors that lead to job dissatisfaction?

6. In your opinion what should be done to improve the job satisfaction of the teachers?

RATING YOUR JOB SATISFACTION

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>not satisfied at all</td>
</tr>
<tr>
<td>2</td>
<td>somewhat satisfied</td>
</tr>
<tr>
<td>3</td>
<td>extremely satisfied</td>
</tr>
</tbody>
</table>

Using the scale shown above, rate your level of satisfaction with the following aspects of your job.

GENERAL WORKING CONDITIONS

- Hours worked each week
- Flexibility in scheduling
- Location of work
- Amount of paid vacation time/sick leave offered

PAY AND PROMOTION POTENTIAL

- Salary
- Opportunities for Promotion
- Benefits (Health insurance, life insurance, etc.)
- Job Security
- Recognition for work accomplished

WORK RELATIONSHIPS

- Relationships with your co-workers
- Relationship(s) with your supervisor(s)
- Relationships with your subordinates (if applicable)

USE OF SKILLS AND ABILITIES

- Opportunity to utilize your skills and talents
- Opportunity to learn new skills
- Support for additional training and education

WORK ACTIVITIES

- Variety of job responsibilities
- Degree of independence associated with your work roles
- Adequate opportunity for periodic changes in duties
CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2) / four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.