IMPACT OF JOB SATISFACTION ON TURNOVER INTENTIONS AMONG TEACHERS IN PUBLIC SECONDARY SCHOOLS IN GATANGA DISTRICT, MURANG’A COUNTY, KENYA

BY

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JANUARY, 2015
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This research project is dedicated to the Creator, the Almighty God, who gave me the mental, physical and financial strength to accomplish the writing of the research project in time. It is also dedicated to my family and friends for their support during the writing of this project.
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<tr>
<td>BOM</td>
<td>Board of Management</td>
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<tr>
<td>NASDSE</td>
<td>National Association of State Directors of Special Education</td>
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<td>NCES</td>
<td>National Centre for Education Statistics.</td>
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<td>NGOs</td>
<td>Non Governmental Organizations</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences.</td>
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<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>TTCs</td>
<td>Teachers Training Colleges</td>
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### ABSTRACT
The role of a teacher in determining the quality of education that a student receives in school cannot be overemphasized. However, a large number of teachers in the country are exiting the teaching profession for various reasons other than natural attrition. The nation is thus facing a serious shortage of teachers as indicated in various media reports and government statistical records. Studies have also shown that relatively young teachers quit teaching within five years of employment. The main objective of the study is to examine critically the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District in Murang’a County, Kenya. This study also investigates the effects of some organizational factors in various schools that might have an effect on teacher turnover levels and in turn cause staffing problems of schools. The study also explores the significant differences in levels of teacher turnover intentions at different types of schools. The study has been guided by Hertzberg’s two-factor theory (1959) which also forms the basis of its theoretical and conceptual framework. The study used a sample of 145 randomly selected teachers from 60 public secondary schools in Gatanga District. A descriptive survey research design was adopted for the study. A research instrument titled Teachers job satisfaction and turnover intentions questionnaire (TJSTIQ) was used to gather data for the study. The instrument reliability was established using Cronbach’s alpha reliability co-efficient. A Cronbach’s Alpha of .771 was derived from the data collected through the piloted instrument. The instrument was thus considered reliable for the study. Instrument validity was established through consultation with lecturers from the School of Education at Kenyatta University. The data obtained was analyzed using both descriptive and inferential statistics. Data was analyzed using Statistical Package for Social Sciences (SPSS) version 20 for easy interpretation. The study established that most teachers in the district were not satisfied with most aspects of their work and were thus planning to quit teaching. Inadequate compensation was identified as the main reason for their intention to quit. Those planning to transfer from current schools cited dissatisfaction with type of leadership and motivation strategies adopted in their schools. The study recommends that the government should adopt policies aimed at retaining teachers in the classroom while school managers need to be well equipped with skills that can help instill intrinsic motivation to avoid unnecessary transfers. It is hoped that the findings of the study might have an important implication for both theory and policy concerning school staffing problems. It is also hoped that the findings of the study will inform the government and school administrators of the various ways they can use to enhance job satisfaction, improve retention and thus deal with perennial teacher shortages.
CHAPTER ONE
INTRODUCTION AND BACKGROUND TO THE STUDY

This chapter gives a general background to the problem being investigated. It includes statement of the problem, purpose and objectives of the study, theoretical and conceptual framework of the study, assumptions made, scope and limitations of the study and operational definition of terms.

1.1 Background of the Study
The importance of education as a powerful tool for bringing transformation in the society cannot be gainsaid. Education helps us to acquire knowledge, skills and attitudes that help to better understand and appreciate our immediate environment. The teacher is without doubt a very important element in the whole educational setup. Educational prosperity of our children largely depends on him or her. Nobody can effectively replace him or her in terms of influence he or she has on children.

Rao (1989) observed that for teachers to be more effective, they must be generally satisfied with their work. Studies regarding teachers’ job satisfaction have begun to receive more attention in recent times. This could be attributed to the fact teaching profession as whole has decreased in popularity and status compared to other careers (Gendin and Sergeeve, 2002). Another factor could be the high turnover rates among teachers that have been recorded in many countries in the past few decades (Buckley, Schneider and Shang, 2005). Change of education policies worldwide, the rise of advocacy on the rights of children and demands for better performance by parents has resulted in teachers becoming targets of criticism which in turn has led to high incidences of burnout and job dissatisfaction among teachers (Ingersoll, 2000).

Research on the experiences that teachers go through in the course of their work is becoming increasingly necessary owing to the effects of consistent demands from the society for teachers to produce better academic results. Luthans (1989) describes job satisfaction as an emotional response that can be ascertained by
how well expectations of employees are met at their work place. According to Saari and Judge (2004), job satisfaction comprises of several attitudes associated with job situation, such as salary, career development, and nature of the job, policies and procedures of the organization and working conditions.

Other factors such as interpersonal with colleagues, organization structure, as well as personal factors relating to individual needs and aspirations, can also influence job satisfaction. According to Judge (1997), employee’s job satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations. Job satisfaction when applied within the context of teaching profession refers to extent to which a teacher can meet his personal and professional needs as an employee.

Maslow (1970), Herzberg (1959), Higgins (1987) and others proposed various theories on job satisfaction. According to Maslow, a person’s satisfaction is determined by the fulfillment of his five levels of need. Herzberg motivation -hygiene theories assumes that two variables determine a person’s satisfaction.

(1) Internal factors such as achievement and recognition.

(2) External factors such as salary and relationships with colleagues.

Lartie (1975) observed that comparatively, the teaching profession seems to be somewhat constrained in terms of external motivation and therefore if job satisfaction among teachers is to be improved, much effort need to be made to improve their working conditions.

Turnover refers to the frequency with which an employer gains and losses staff (Dalton&Todor, 1993). An employer is said have a high turnover if his or her employees stay in the company for a shorter span of time compared to other companies. (Hackman & Oldham, 1975) revealed that job satisfaction can directly have an effect on turnover. Higher job satisfaction is closely associated with increase in productivity, low cases of absenteeism and low employee turnover in an organization. Wong, (1959) investigated the effects of job satisfaction on turnover intentions to among secondary school teachers in Hong Kong. His study revealed that teachers with low job satisfaction were likely to have a lower level of work commitment and productivity.
Furthermore, dissatisfied teachers were prepared to leave if an alternative job offering a better salary became available. In other words low teachers’ job satisfaction was identified as a significant predictor of teacher’s intention to quit the teaching profession.

A research by Ingersoll (2000) showed that as opposed to typical belief, the staffing challenges that schools in United States of America had been experiencing were not primarily due to teacher short falls occasioned by retirements and increased students enrolment, but teachers turnover where huge number of teachers were leaving teaching profession for myriad reasons, such as job dissatisfaction and pursuit of better jobs or careers.

In Kenya the enrolment of students in secondary school has increased tremendously in the last three years owing to free primary education and subsidized secondary education. In public primary schools the number has swollen from 5.9 million pupils in 2003 to 9.4 million in 2012. In public secondary school the number has risen from 1.1 million students in 2008 to 1.85 million in 2012 (Joe, 2012). This however has not been matched with commensurate recruitment of teachers. Coupled with this, the freezing of the hiring of teachers to public schools by Kenya government in 1998 created a teacher shortage in many secondary schools leading to increased workload. During the 35th Kenya Secondary Schools Heads Association (KSSHA) national conference, shortage of teachers was declared a national disaster. The KSSHA chairman then put the shortfall at 66000 (Siringi, 2009).

The problem has further been compounded by departure of teachers from the teaching profession for greener pastures. In 2008, Kenya Secondary Heads Association chairman reported that 600 teachers had left the classroom for the public service within that year. Most of the teachers who left were absorbed by the other ministries while others had been employed as quality assurance officers in the ministry of education. Others settled in private academies, financial institutions, media and non- governmental organizations (Machio, 2008). Kwamboka, (2008) observed that some districts expected to lose as much as 60% of their teaching staff in next five years due to retirements. Teachers have also migrated from one school to another for their own
convenience causing major staffing problems especially to schools in far flung remote areas and hard to staff schools. With young teachers rapidly leaving the profession, urgent retention strategies are required.

The issue of teacher attrition is increasingly becoming a matter of global concern. In Britain teacher turnover has been reported as a national crisis (BBC news online, 2001; BBC News 2001). In the USA teacher shortage occasioned by high turnover rates has also been widely reported in many states (Markey, 2001; Rohr & Lynch, 1995).

Kamara (2002) in his study shows that the scenario is not completely different in Africa. The president of the Gambia Teachers Union indicated that there was a massive exit from the profession due to among other reasons, inadequate pay, poor housing and lack of career progression. Mukumbira (2001) also reported that Zimbabwe had lost about two thousand newly qualified teachers who may have left for greener pastures in the year 2000.

Turnovers are affected by a mixture of pull and push factors, although the availability and quality of other job opportunities also plays an important role in making the final determination whether to quit or not. It is however crucial to note that employee attrition can be beneficial to an organization and that sometimes too little turnover in any organization may indicate stagnation. Highly effective organizations often benefit from some degree of turnover which sheds off low calibre performers and injects new blood to facilitate innovation. However, high level of employee turnover may suggest that an organization maybe having underlying problems. (Mobley, 1982). High employee turnover might have serious consequences in work places that require good interpersonal interaction and cohesion among employees for optimum productivity.

From this viewpoint, high turnover of teachers may not only cause staffing problems but may also raise concern about the quality of education provided in schools which rely heavily on staff stability (Ingersoll, 2003).


1.2 Statement of the Problem

Recruitment and retention of quality teaching staff is a growing concern that is facing leaders in educational institutions at all levels. Teacher job satisfaction is an important component in increasing retention rate whether we look at local, national or international level. Teachers usually quit the profession if they are not satisfied with experiences in their schools or work conditions as set by their employer.

The issue of secondary schools teacher job satisfaction and retention has been focus of academic research for sometime (Miller, 1974; Chapman, 1983; Cole, 1984). These studies identified teachers ‘personal characteristics, high workload, lack of recognition and schools’ administrative policy as common dissatisfaction factors that cause turnover among teachers.

In Kenya, the situation regarding teacher turn over and attrition appears complex owing to a variety of factors. The freeze in employment of teachers by government since late nineties has led to drastic decline in enrollment in teacher training colleges, thereby aggravating the shortage of teachers. Another worrying factor is the huge number of teachers leaving the teaching profession to other schools outside the country. Normal schooling is disrupted when teachers quit the profession during the academic year or while they are engaged in critical projects in the school. This affects continuity which in turn affects the performance and effectiveness of the school since the school as an organization has a production process that requires interaction among teachers. Schools are therefore likely to suffer when affected by high rates of turnover (Ingersoll, 2002).

Significant resources are spent on preparing and training people for the profession at various levels of educational institutions. It is paradoxical though that these resources are expended on individuals who are not likely to continue serving in profession. Turnover among teachers is very costly to the employer. It is cheaper to retain teachers than to keep on recruiting and therefore attempting to understand the factors associated with teachers’ job satisfaction and turnover is a fast step towards developing teacher retention strategies. The researcher therefore finds it imperative to investigate the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District, Kenya. Gatanga District has aptly been selected for
proposed study due to its geographical uniqueness. The lower part of the district is a gazetted hardship zone while the upper zone is a mixture of rural and peri-urban. Teachers in the lower zone enjoy hardship allowance which is not the case in the upper zone. The researcher hoped that the study would yield interesting, comparative and insightful data from the two zones for purposes of establishing turnover intention patterns in the area since this kind of study had never been carried out in the area.

1.3 Purpose of the Study

The purpose of the study was to critically analyze the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District. The continuing shortage of teachers in Kenya makes it crucial for policy makers and researchers in the field of education to continue finding ways to curb the flow of teachers from the profession and endeavor to retain highly qualified teachers in schools.

1.4 Objectives of the Study

The objectives of the study are:

1. To identify the demographic factors that distinguishes movers, stayers and leavers among teachers in public secondary schools in Gatanga District
2. To establish the overall level of satisfaction with specific job facets among teachers in public secondary schools in Gatanga District.
3. To indicate the overall level of turnover intentions among teachers in public secondary schools in Gatanga District.
4. To examine whether there are significant differences in levels of turnover intentions at different types of schools in Gatanga District.
1.5 Research Questions

The main objective of the study was to establish the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District in Murang’a County. The study was guided by the following questions:

1. What are the demographic factors that distinguish between movers, leavers and stayers among teachers in public secondary schools in Gatanga District?
2. What is the overall level of job satisfaction among teachers in public secondary schools in Gatanga District?
3. What is the overall level of turnover intentions among teachers in public secondary schools in Gatanga District?
4. Are there significant differences in levels of teacher turnover intentions at different types of schools in Gatanga District?

1.6 Significance of the Study

The study explored the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District. There is a conventional belief that lack of qualified teachers is the major factor behind staffing problems in most schools in Kenya. The government has been attempting to solve this problem by increasing the quantity of teachers supplied through various recruitment strategies. This strategy has not effectively helped to solve the problem of teacher shortage in schools due to the large numbers of teachers quitting their jobs for reasons other than retirement. It is the researchers’ feeling that recruitment of more teachers is not a sufficient strategy to solve staffing problems in schools if the government does not also address the issue of turnover among teachers. It is hoped that findings of the study will lead to improvement of the strategies aimed at enhancing job satisfaction among secondary school teachers in Kenya. The findings will hopefully inform the government and other policy makers of the various ways they can enhance job satisfaction among teachers in public secondary schools in order to control the mass exodus of teachers from the teaching profession and thus effectively deal with perennial teacher shortages.
1.7 Assumptions of the Study

The following assumptions were made in the study:

1. All the respondents would cooperate and provide reliable responses.
2. The respondents would be objective, accurate and devoid of bias in their responses to the questions in the questionnaire.
3. The responses would be a pointer towards the respondents’ attitudes towards their work.
4. The research instrument would be able to reliably measure the levels of job satisfaction of the respondents.

1.8 Limitations of the Study

The sample size of 200 teachers is relatively small and therefore the generalizability of the results would be limited. There are many factors that cause job satisfaction and dissatisfaction among teachers. However, due to time limitations it was not be possible to isolate these factors using an experimental design where factors are isolated and a control group chosen. The input of those who have left the profession would also have been valuable but it was not possible to trace them wherever they went due to various logistical constraints, for example time.

1.9 Delimitations of the Study

Only public secondary schools were studied. Privately owned schools were precluded in this study though their inclusion would have made the results of the study more representative and generalizable. The results of the study will therefore be generalized with caution to other schools in the country.

The study was done in only one district in the country. For a more conclusive result, more schools in the country should have been covered. However, this was not possible due to logistical and financial constraints.
1.10 Theoretical Framework for the Study

The study has been guided by Herzberg’s (1959) two – factor theory (also known as Herzberg’s motivation-hygiene theory). 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 Fredric Herzberg (1959) a psychologist who theorized that job satisfaction and job dissatisfaction act independently of each other. According to Herzberg, individuals are not content with satisfaction of lower order need at work, for example those associations with minimum salary level or safe and pleasant working conditions. Rather individuals look for the gratification of high level psychological needs having to do with achievement, recognition, responsibility advancement and nature of work itself. So far this appears to parallel Maslow’s (1943) theory of needs hierarchy.

However Herzberg added some new dimension to this theory by proposing a two factor model of motivation based on the notion that the presence of one set of job characteristics or incentive lead to workers satisfaction at their place of work. Thus satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes but are independent phenomena. This theory suggests that to improve job attitudes and productivity, administrators must recognize and attend to both sets of characteristics and not assume that an increase in satisfaction leads to decrease in dissatisfaction.

The two factor theory distinguishes between motivators – factors that give positive satisfaction arising from intrinsic conditions of the job itself such as recognition for achievements, personal growth, achievement, responsibility for tasks, interest in the job, advancement to higher level tasks, Job security and hygiene factors that do not give positive satisfaction though dissatisfaction results from their absence. These are intrinsic to the work itself and include aspects such as company policies, quality of supervisory practices, wage or salary, status, working conditions and good interpersonal relations with colleagues.

Having observed that the factors which cause job satisfaction were different from those that cause job dissatisfaction, he concluded that the two feelings cannot simply be treated as direct opposites of each
other. Therefore, the opposite of dissatisfaction is not satisfaction but rather no dissatisfaction. Similarly the opposite of satisfaction is not dissatisfaction but rather no satisfaction. Both hygiene factors and motivators are crucial albeit in diverse ways (Naylor, 1999). The principles of this theory can be applied to a school situation. For example, if a school endeavor to increase teacher motivation and capabilities, the management should focus on creating a good social, psychological and physical climate for teachers to achieve optimal productivity.

Nevertheless, it has been established that commitment to teaching work can be enhanced by extrinsic motivation, meaningful and varied work, involvement in decision making, positive feedback, teamwork, support by the administration, reasonable workload, sufficient resources, adequate salary and opportunities for career growth (Firestone & Pennel, 1993; Johnson 1990).

Hertzberg’s theory has been criticized in that it does not specify how motivating and hygiene factors can be measured. Furthermore the theory does not consider individual differences, conversely predicting that all employees will react in an identical manner to changes in motivating / hygiene factors. Other critics (King, 1970) argued that the two phenomena are observed because people naturally take credit for satisfaction and blame dissatisfaction on other extraneous factors.

However, despite its aforementioned shortcomings the theory has practical implications on human resources management practices on job satisfaction as illustrated here: combining the hygiene and motivation factors can result in four probable scenarios. High hygiene and high motivation—the ideal situation where employees are highly motivated and have few complaints. High hygiene and low motivation: employees have few complaints but are not highly motivated. A job is only valued as a source of income. Low hygiene and high motivation; employee are motivated but have a lot of complaints. An example is a situation where the job is demanding and challenging, but remuneration and work conditions are very poor. Low hygiene and low motivation; this is worst situation where we have unmotivated employees with lots of complaints. Depending on the level of satisfaction or dissatisfaction a worker, in this case a teacher can make a decision to leave the job or not. The researcher therefore considered this theory suitable for the study.
1.11. Conceptual Frame Work for the Study

The conceptual framework for the study was derived from Hertzberg’s 2-factor theory (1959). The underlying assumption is that when both motivating factors and hygiene factors are high within a working environment (school) the teachers will be satisfied and unless likely to leave. On the converse, if the hygiene and motivator factors are very low then the teacher will be dissatisfied and are most likely to leave the school or the profession altogether. That is turnover (migration or attrition).

**Figure 1: Conceptual Framework for the Study**

**Motivator factors**
- Work itself
- Recognition
- Personal growth
- Achievement

**Hygiene factors**
- Salary
- Working conditions
- Interpersonal relations
- Supervision

Source: Researcher
1.12 OPERATIONAL DEFINITIONS OF TERMS

**Attrition**  Teachers planning to leave teaching altogether.

**Confucius** An ancient Chinese philosopher whose teachings emphasized on morality, correct social relationships, justice and sincerity.

**Motivation:** Internal state or condition that energizes and directs goal-oriented behavior.

**Job Satisfaction:** Teachers’ level of contentment with his or her teaching work.

**Job turnover** Relative rate at which teachers schools are losing teachers through transfers and quitting the profession.

**Job retention** Relative rate at which teachers are willing to stay in their current schools or in the profession.

**Stayers** Teachers who indicate that they are not willing to leave the profession or transfer to other schools.

**Leavers** Teachers who indicate their willingness to quit the teaching Profession.

**Movers** Teachers willing to transfer to other schools and continue teaching.

**Migration** Teachers who move to teaching jobs in other schools.

**Turnover intentions** Propensity to leave the teaching profession.

**Dissatisfaction** Teachers not satisfied with the school, teaching as career, salary and benefits.

**Peri – urban schools** Schools found near major towns in the district.

**Public School:** A school funded by tax revenue collected by the government or its agency
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter presents the concept of job satisfaction and turnover. The section also critically examines other studies on job satisfaction and retention done in Kenya and outside the country.

2.2 Concept of Teacher Job Satisfaction and Turnover Intentions

Locke (1976) defined job satisfaction as pleasurable state that results from ones positive appraisal his or her experiences at work. Job satisfaction is as a result of employee perception of how well their job provides those things that are viewed as important. Mercer (1997) observed that job satisfaction is an individual’s emotional reaction to his or her work. According to a research by Choy (1993), teachers with a higher level of job satisfaction were more likely to remain working in their schools compared to their dissatisfied colleagues. Therefore it is imperative to understand teacher job satisfaction although it is not the only factor accounting for teacher turnover or retention.

Firth (2004) described turnover intention as an employee’s personal estimated likelihood that he or she has an intention to depart from the organization permanently in near future. Turnovers are categorized into voluntary or involuntary, as well as functional or dysfunctional turnover. Each one of them impacts on the organization in a different manner. Voluntary turnover is defined as a process in which an employee makes conscious personal decision on whether to continue serving or leave the organization (Wells & Peachy 2010). Mobley (1982) further observed that this kind of turnover is usually dysfunctional and is usually very harmful to any organization. He also indicated that the most talented and qualified employee within the organization were most likely to leave. As they quit, they also leave with their valuable experiences, talent, skills and knowledge resulting in impaired efficiency within organizations (Abbasi & Hollman, 2002).
2.3 Literature Review on Job Satisfaction Among Teachers in the United States of America

Since 1970s and early 1980s research shows teacher turnover to be a serious problem in the United States of America. Mark and Anderson (1978) and Murnane (1981) recorded that 25% of trained teachers never pursue a career in teaching or quit teaching within a few years. According to Heyns (1988), 25.2% of people who completed teacher training programs did not engage in teaching at either elementary or secondary schools. He also observed that first time teachers were twice likely to leave the profession compared to their more experienced colleagues. An additional 15% of beginning teachers would leave after their second year while another 10% would leave after third year of service. Hulling-Austin (1986) observed that 40 to 50% of newly recruited teachers who entered the profession left after serving for not more than seven years.

Gaede (1978) established that most beginning teachers quit the teaching due to inability to cope with challenges like indiscipline, difficult parents and lack of sufficient teaching and learning materials. After leaving the university or teacher training colleges, the novice teachers often get insufficient preparation before being posted to teach. It is then that realize that their teacher training programs did not prepare them adequately for real teaching experience (Huling, 1998).

Grissmer and Kirby (1997) review of earlier literature on teacher attrition indicates that there is no strong relationship between educational attainment and teacher turnover. The study revealed that whether a teacher attended a two year county teachers college or received a bachelor’s degree did not have an effect on his or her desire continue serving as a teacher. However, graduate teachers or those who had obtained a masters degree continued serving longer than other teachers. Probable explanation for of this finding is that high professional training in education enhances dedication to teaching.

According to the National Association of State Directors of Special Education (NASDSE) teacher turnover in special education is one of the most difficult challenges facing public schools education sector. Special Education teachers have been known to leave the profession at higher rates than general education teachers. An observation has also been made turnover rates were specifically high for teachers with emotional and behavioral
disorders. According to the National Centre for Education Statistics (NCES, 1997) both intrinsic and extrinsic factors have effects on teacher job satisfaction. Intrinsic factors such as classroom activities, student characteristics and perceptions of teacher control over the class, play a vital role in teachers’ motivation.

Extrinsic factors such as pay, security, support from school administrators, adequate material and physical school resources in the school, and relationship with colleagues influences teachers’ satisfaction and performance as well (Bobbit, 1994). However, results from some other researchers show that remuneration had little relationship with teachers’ retention (NCES, 1997). Marlow (1996) found that administrative, family conditions and emotional aspects ranked highest as the reasons for teachers leaving teaching career in Northwestern United States. Klecker and Loadman (1996) also carried out a study to explore the relationship between teachers’ general working conditions with regard to salary, opportunities for career growth, job autonomy, relationship with colleagues, interaction with students and teacher job satisfaction. They found that teachers were most satisfied with interaction with students but were least satisfied with working conditions.

The research by NCES (1997) analyzed teacher job satisfaction in terms of four clusters of variables namely:

School characteristics - for example type of school, type of community, and percent of students who were minorities.

Background characteristics of the teacher- for example sex, race / ethnicity, years of teaching experience, and level of education.

Conditions of work place–support by administration, behavior by student, support by family, and routine duties.

Teacher compensation – salary and benefits.

From the analysis it was generally noted that good work place conditions positively related to high level of job satisfaction, while remuneration was the least linked with it. Teachers in elementary schools, private schools, in urban areas, in low minority schools, with few years of teaching experience and with administrative and family
support, felt more satisfied than their peers. Moreover, female and younger teachers were more satisfied than male and older.

A research by Mertler (2001) found that 77% of the teachers were satisfied with their jobs. He also found that teachers who had taught for longer periods and those who had just joined teaching were more satisfied. Furthermore, middle and junior high school teachers indicated higher levels of job satisfaction compared to elementary and high school teachers. Mertlers’ research incomplete contrast to findings of other previous studies found that male teachers had a higher level of job satisfaction compared to females. This essentially contradicted findings of an earlier research carried by Chapman and Lowther (1982) which found that women teachers had higher levels of job satisfaction than men.

2.4 Literature on Teacher Job Satisfaction in China

Majority of research on teacher job satisfaction in China has in the past mainly focused on urban areas (Xiao & Li, 2003). Recent studies have however paid more attention to teacher job satisfaction in rural areas. This has been occasioned by government’s policy to put more emphasis on education in rural areas, where poverty is prevalent. Feng’s (1996) study was considered as an important stride in investigating teacher job satisfaction in China. The study took into account five important factors namely: self-fulfillment, job stress, income, relationship with administrators and colleagues.

Bao (2002) made a more encompassing study of teachers’ thoughts and feelings throughout the country while taking into consideration social and cultural contexts so that he could get a clearer comprehension of the issue of teacher job satisfaction. He generally found that teaching was considered as one of the best careers in China. Older primary school teachers with little education were more satisfied with teaching compared to their colleagues. In terms of life expectations, 40.2% of teachers preferred pursuing a rich and good life compared to 29.1% who asserted that they enjoy a simple and humble life. He also discovered that 78.6% of teachers who were young females living in urban areas but with little education teachers indicated that teaching work was
quite stressing. Most teachers were dissatisfied with prospects of teaching offering one opportunities for career progression.

Nevertheless, majority of the participants in the study were generally satisfied with their teaching responsibility, although they felt that they were not fully satisfied with some aspects of their work. This may be explained within the context of Chinese culture which is entrenched in Confucian where a teacher is highly regarded and accepted as a reliable source of knowledge.

According to Xiao and Li (2003) teachers working in urban areas in China felt less satisfied with their job security, working conditions and self-fulfillment. Ming, (2004) did an analysis on the challenges of retaining teachers in public high schools. He found that low salaries and benefits, job related stress, lack of career advancement and familial responsibilities were major causes of teachers’ turnover. A research by Sargent and Hannum (2005) conducted on teacher job satisfaction found that contrary to their supposition educators with larger workloads were more satisfied with their work. Moreover, economic development of the area was not in way associated with teacher job satisfaction.

Another research in rural areas in middle China by Liu and Tu (2005), showed that some of the major factors that caused teacher dissatisfaction were low salary, heavy duty, lack of in-service training programs and limited opportunity for career growth. A comparative analysis of literature regarding teacher job satisfaction in US and China indicates that most teachers in both countries were generally satisfied with their jobs.

Other studies have also been conducted in the education sector to establish the relationship between leadership style and job satisfaction among teachers (Sillins & Mulford, 2002 Blogler, 2002; Rossmiller, 2002). A research by Sillins, et al (2002) showed that there was a high level of job satisfaction among teachers in schools where transformational leadership was exercised. Some other similar investigation on teacher job satisfaction done previously indicated that lack of effective leadership skills among school administrators had a negative effect on teacher’s job satisfaction (Blogler, 2002). Another research done by Rossmiller (1992) established that teachers’ perception of their principal’s leadership style significantly impacted on their job satisfaction. He therefore
concluded that principals who practiced transformational leadership were more likely to nurture and augment job satisfaction among teachers compared to those who did not exercise transformative leadership style in their schools. From these studies it can be concluded that turnover intentions can be reduced if school administrators adopted transformational leadership style.

2.5 Job Satisfaction and Retention in South Africa

In South Africa, the context of teaching work is to some extent different from what is found in most other African countries because of the inequalities that had existed between the education sectors during the apartheid system where Africans were segregated.

Esterhuizen (1989) carried out research on the factors that affected job satisfaction among white teachers in South Africa. His study established that working conditions, leadership style, interpersonal relations with school administrators, colleague teachers and students and prospects for career advancement had a huge impact on teacher job satisfaction. Another study conducted by Van der Westhuizen & Du Toit (1994) on the factors affecting job satisfaction among female teachers in South Africa revealed that most factors concerning job satisfaction revolved around the teacher’s learners, her teaching work and her own personal security. It was also established that job satisfaction among female teachers was derived from having a conducive classroom environment. Good interpersonal relationships with colleagues also played an important role in determining job satisfaction.

In a study on the impact of job satisfaction and turnover among teachers in South Africa, Hall and Altman (2005) found that more teachers in urban areas (66%) wanted to leave their profession than those in the rural areas. Life in urban areas usually expose people to other careers, jobs with higher status and better financial prospects which could increase their aspirations to obtain enhanced social and economic gains.

Substantial differences were also found in terms of sex, race and level of qualification among teachers who thought about leaving the profession. More males than females considered leaving the profession (61% as
opposed to 51%). More male teachers (62%) were dissatisfied with their salaries as compared to females at 51% (P.10). Teachers who had obtained qualifications at a higher level (at least a diploma or a degree) were more likely to leave their jobs (P.7). The study established that young teachers with teaching experience of between 5 and 10 years had a higher likelihood to quit teaching and consider other available job opportunities. Such teachers quickly suffered burnout once the initial work-related enthusiasm fades. However, majority of teachers who had taught for a longer period (than 25 years) showed least intention to quit teaching. Perhaps they considered that they were too near to retirement age to contemplate changing their career.

Teachers who feel that they made a wrong career choice are most likely to quit. For 69% of the respondents, teaching was their first choice career. A smaller percentage of educators who considered quitting indicated that teaching was not their first career choice.

Most teachers were highly dissatisfied with the size of their remuneration package. About three quarters of the teachers said that the salary they earned was inadequate. This was particularly the case for male teachers where 62.3% of male teachers who believed that their salary was not sufficient and were therefore contemplating quitting.

Respondents were asked to comment on workload changes in the past three years as possible reasons for heavier workloads. About 70% of respondents had experienced an increase in workload over the past 3 years. Questions on class size and the number of hours spent on teaching per week provided more insight into the relationship between workload and attrition with 76% of those who considered their workload to be too heavy considering leaving the profession.

2.6 Job Satisfaction Studies among Teachers in Kenya

A number of studies on factors causing job satisfaction and dissatisfaction among teachers in Kenya have been conducted. Sifuna (1978) did his study on factors determining teaching effectiveness among primary school teachers in Kenya. Key dissatisfiers according to Sifuna were; few promotion prospects and working in remote
and isolated places of work. Kimengi (1983) conducted a study on commitment and non-commitment to teaching among primary school teachers in the Rift Valley Province. His findings were that salaries, promotional opportunities, supervision and co-workers relationship could cause satisfaction if adequately provided and dissatisfaction if not adequately provided.

The research findings of Ngalyuka (1985) on primary school teachers indicated common contributors to job satisfaction as working near home getting three holidays annually and good terms and conditions of the teaching service. He identified dissatisfiers as inadequate pay, lack of recognition, poor promotional methods, low chances of advancement and lack of fringe benefits. Muchira (1988) using the facet satisfaction to study job satisfaction in Teachers Training Colleges (TTC) found out that was no positive correlation between tutors job satisfaction and student achievement. He found out that tutors in TTCs were not satisfied despite good performance by students.

In a study of elementary school teachers, Shaaban (1991) found that teachers were generally not satisfied with their job as a whole. The respondents lamented lack of parental support, especially negligence in counseling their children on the importance of schooling. Shaaban noted salary as the least satisfying aspect of teachers’ job satisfaction in Garissa District. Immonje (1990) in a study of job satisfaction and dissatisfaction of teachers in public and private schools found out that the number of pupils in a class proved to be a satisfier in public schools. She noted that teachers in private primary schools were generally more satisfied than their counterparts in public primary schools. Gaya (2005) in a study of job satisfaction among deputy head teachers in private schools in Nairobi found out that majority of the deputy head-teachers were satisfied with various facets of their work e.g. work itself, pay received, job security and leadership styles in their schools. Collins and Enose (2011) study on factors influencing teacher transfer requests in Suba district, Kenya found out that some of the reasons why teachers requested for transfers from schools in the district included indiscipline among students, increased student enrollment and dislike for head-teacher’s management style. In addition, the location of their schools and lack of opportunities for further studies were other reasons that influenced their desire to request for transfer.
In a study of the perceived factors influencing job satisfaction among public secondary school teachers in Busia district Kenya, Lorna and Moses (2010) revealed that job satisfaction is still a challenge in the education sector in Kenya. The main perceived factors influencing teacher’s lack of job satisfaction were high workloads, inadequate in-service courses and poor interpersonal relationships. According to media reports quoting government sources, teacher shortage is projected to nearly double over the next three years. It has been projected that the country will need 114,747 teachers by 2015 up from the current shortage of 61,235 teachers. Currently, primary schools have a shortage of 35,930 teachers while secondary schools require an additional 25,305 teachers. These projections show that 67,329 teachers will be required for primary schools by 2015 unless an aggressive campaign is mounted to recruit staff each year. The shortage would rise to 47,419 in secondary schools by the same year (Siringi, 2012).

It is feared that the number could rise to 150000 due to the big number of teachers expected to retire in 2014 (Kirimi, 2012). The expected rise in retirements will be as a result of government’s policy to increase retirement age from 55 to 60 years in 2009. This may have adverse consequences to the education sector.

2.7 Summary and Discussion from Review of Related Literature

The first objective of the study was to identify the demographic factors that distinguish movers, stayers, and leavers among teachers in public secondary schools in Gatanga District in Murang’a County. From the foregoing review of literature, it has been noted that young newly employed teachers were more likely to leave the teaching profession. Most young teachers plan to quit the profession due to inability to cope with various challenges in the teaching profession. They feel that there is a disconnect between the ideals learnt at the university and the challenges of real teaching work. It is then that they start getting a feeling that perhaps the teacher training programs at colleges and universities did not prepare them adequately for real life teaching experience. Such teachers quickly suffer burnout once initial work related enthusiasm fades. It has also been observed that older teachers with low education qualifications were more satisfied with their work and showed
least turnover intentions. Female teachers were more satisfied with their work and showed lower turnover intentions compared to male teachers.

The second objective of the study is to establish the overall level of job satisfaction among teachers in the district with reference to specific job facets. Thereview of related literature in Kenya and other countries referred to in this study indicates the various job facets and their link to turnover intentions. The job facets were as follows:

**Job Satisfaction and Remuneration**

Low salaries is has been cited as a significant reason for high turnover rates among teachers (Carnegie, 1990; Ingersoll, 2001). According to equity theory employees feel satisfied when their contribution in an organization and work performance is rewarded with a good pay. If an employee feels that he or she is not well compensated for his or her effort, then it might result in the employee becoming hostile towards the organization and even co-workers. He or she may also consider quitting the job. Teachers have a feeling that compensation for their work is not adequate. One of the options teachers have when they feel that the salary and benefits they receive from the employer is not commensurate to the work they is to quit profession.

**Job Satisfaction and External Forces**

Teacher job satisfaction can be affected some outside forces that are beyond the control of the teacher. In reality some of these forces are actually beyond the control of the school environment. These external factors can impede teachers in the performance of their duty. Some of these factors include job security, social status of the profession, parental support, attitudes of the students towards learning and community support. Some these factors may influence teacher’s decision to leave or stay in the profession.

**Job Satisfaction and School Culture**

Darling – Hammond and Sclan(1996) defined school culture as the fundamental values embedded within the school organization, its ideals and everyday experiences of members of the school community. The kind of
school environment where a teacher works can have a major impact on job satisfaction (Chapman & Hutchenson 1982).

Some of issues found within the school that may affect teacher job satisfaction include administrative support accorded to the teachers when assigning duties and workload, administrative support in matters relating to students discipline, involvement in decision making and team work among colleagues. Generally, a conducive working environment for teachers should be part of the school culture. The principal’s leadership style has a direct bearing on the kind of culture found in a particular school. A teacher’s decision to leave or stay in a school depends on the kind of culture found in a particular school (Ingersoll, 2001)

**Job Satisfaction and Teaching Work Itself**

A teacher’s feeling towards his work can influence his job satisfaction. If a teacher likes his or her work and feels motivated to teach, then it is likely that his level of satisfaction will be high and propensity to quit will be low (Huberman, 1989). Conversely when teachers have a negative attitude towards their work they are more likely to quit. Teachers feel motivated in their work when they realize that teaching offers them opportunity for career advancement. Furthermore, they are motivated by positive societal perception of their contribution in the society. Teachers also derive joy and satisfaction in their work by helping the young to pursue their dreams in life.

Teachers who feel that their work is challenging but believe that they are equal to task have a greater sense of satisfaction in their employment (Chapman & Lowther, 1982). The belief that they can make a difference in the life of their students is what keeps them motivated to stay in the profession. Recent studies have shown a high level of commitment among teachers emanates from assisting children make a difference in life (Harris, 1992, Luekens & Fox, 2004).

**Job Satisfaction and Work Related Stress**
Job satisfaction among teachers depends largely on the mental health of a teacher. Negative emotional feelings can impede the general performance of a teacher and lower his or her job satisfaction. Positive feelings can make the teacher be very enthusiastic and do his or her work with a lot of energy when teaching in the classroom. However, negative emotions such as stress, burn out and anxiety can affect a teacher’s ability to create conducive environment for learning (Terry, 1997).

It is paradoxical though that burnout mostly affects teachers who are very dedicated and committed to their work. Newly employed teachers have very high expectations about their career and burn out quickly results when real life experiences are not tandem with the expectations they had while in college or university (Terry, 1997). Teacher burn out is a major cause of teacher turnover which should be dealt with to ensure teachers stay longer in the service (Berry, 1995).

**Job Satisfaction and Pre-service Training**

Pre-service training is those education programs received at teacher training colleges or universities that provide instruction for eligible persons willing to become teachers so that they can effectively facilitate the teaching and learning process (Darling – Hammond & Sclan, 1996). Pp. 67-101. Effective teacher training programs are crucial in ensuring that teachers are adequately prepared for their jobs and thus increase job satisfaction and retention of teachers in the profession. A lot of research on teacher education has endeavored to link the retention on the length of certification program.

Several studies (Adams & Dial, 1993; Darling – Hammond, Hudson & Kirby, 1989, Mantle – Bromley et al. 2000) have established a weak relationship between duration of training and retention rate among teachers. Allen (2003) reviewed ninety two research studies and found insufficient data to link length of training program and the rate of retention in teaching profession. A study by Andrew and Schwab (1995) explored the connection between the duration taken for teacher training and the retention rate. They established those teachers who underwent a five year training program teachers remained in the career longer compared to those who underwent a four year training program.
Job Satisfaction and In-service Training

In-service training is regular programs that are meant to equip serving teachers with requisite skills to handle emerging issues in the course of their work. In essence these programs formally socialize teachers into the teaching profession (Darling – Hammond and Sclan, 1996). Eberhard (2000) observed that in-service training towards helps teachers to be more effective in their work. Mentorship from an experienced teacher helps a new teacher connect between the ideals of college training and real work experience (Wolf, 1991). Real work experience can hardly be taught at teacher training colleges. Studies by Ingersoll and Kralik (2004) show that when teachers are accorded support during the first years of employment their job satisfaction is enhanced and retention levels are high.

The third objective of the study was to indicate the overall level of turnover intentions among teachers in public secondary schools in Gatangadistrict. From the review of related literature both in Kenya and outside the country, it has been established that most teachers are dissatisfied with various aspects of their work such as pay, lack of opportunity for career growth, heavy work load and poor administrative styles adopted by their principals. These are some of the factors that have ranked highest as reasons for teachers planning to quit the career or transfer to other schools.

The fourth objective was to examine whether there significant differences in levels of teacher turnover intentions at different types of schools in the district. The review of literature shows that teachersin small rural schools had least intentions to leave teaching compared to teachers in urban areas who had a higher propensity to quit teaching. This was as a result of better financial prospects found in urban areas. Good infrastructural facilities in big schools compared to small schools could also be a factor contributing to higher retention levels.
A review of literature indicates that there are two major categories of teacher turnover. The first one is known as teacher attrition and refers to those teachers who quit teaching career altogether. The second type of turnover is known as teacher migration and refers to teachers who transfer or move to different schools where they continue teaching.

The review of related literature indicates that research on teacher turnover has mostly put more attention on the first type with little emphasis on the second type. Teacher migration is assumed to be a less significant form of turnover because it does not decrease the overall supply of teachers in the labour market, compared to retirement and career shifts. It is therefore presumed that it does not contribute to the overall problem of staffing in schools in terms of teacher shortages. Nonetheless, from the point of view of those school managers, teachers’ migration and attrition have the similar effects. In both cases it causes a reduction in staff which must be replaced and therefore from the viewpoint of schools, teacher migration can indeed contribute to the problems of keeping schools staffed with qualified teachers.

For this reason the researcher endeavored to present data on both teacher migration and attrition. In this study the researcher referred to teacher migration as movers, teacher attrition as leavers and total turnover as departures. Those without intention of moving or leaving were considered as stayers.

Although the problem of teachers staffing and attrition has become among the most important issue facing school and subject of much research as evident in the literature review, (Murnane, 2000 & Ingersoll, 2001) there has scanty research from, sociological perspective and neither from human resources management perspective.

Specifically, not many studies have tried to explore the effect of organizational conditions in schools where staffing problems and turnover are prevalent. Many studies have endeavored to explain teacher turnover in relation to characteristics of individual teachers. This problem has further been compounded by dearth of research studies comparing the level of job satisfaction among teachers who wish to continue serving and those who have intentions leave.
This study attempts to extend the existing research on teacher turnover intentions while focusing more on an area that has been previously ignored by researchers; to look at teacher turnover as a function of organizational conditions in certain schools. It is the feeling of the researcher that teacher turnover cannot be clearly understood without a close examination of the characteristics of schools where teachers do their job. The researcher also felt that it was imperative to assess the level of job satisfaction of teachers who continue in profession and those with intentions to leave the profession and their perceived like or dislike for specific administrative practices in schools sampled for the study. The researcher endeavored to uncover the interplay between human resource management practices in schools, job satisfaction and turnover intentions among secondary school teachers in Gatanga District Murang’a County, Kenya. The human resources management practices referred to in this study include work policy, supportive environment, career development, compensation (salary), supervisor support and job in-service training. The above mentioned human resource management practices rhyme well with Hertzberg’s two factor theory which the research was anchored for its theoretical and conceptual framework.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter presents a detailed outline of the research methods that were used in this study. The research design, target population, sample and sampling procedure are explained. The research instrument, its validity and reliability have also been presented. Data collection methods, analytical procedures, logistical and ethical considerations have also been explained in this chapter.

3.2 Research Design

A descriptive survey research design was used to investigate job satisfaction and turnover intentions among teachers in public secondary schools in Gatanga District. Survey research deals with incidence, distribution and interrelations of educational variables. This kind of survey does not emphasize the diverse aspect of a single case but rather frequency or number of answers to the same question by different people (Orodho, 2009). Survey research design identifies the standards against which existing conditions can be compared. It also helps in determining the relationship that exists between specific events. The study is descriptive because it looks at various aspects of a phenomenon that already exists namely, teacher job satisfaction and turnover intentions. The researcher thus considered this method suitable for the study of the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District.

3.3 Target Population

The target population was 600 teachers in public secondary schools in Gatanga District in Murang’a County, Kenya.
3.4 Sample and Sampling Procedure

Mugenda and Mugenda (1999) contend that a sample must be large enough to represent the salient characteristics of the accessible population and hence the target population. According to Gay (1976) for descriptive research a sample size of 10% of the population is considered minimum. Cohen (1976) says that a sample size of 30 is the minimum when statistical analysis is to be used.

The researcher used simple random sampling to select a sample of 145 teachers from a target population of 600 teachers in 60 schools in Gatanga District. This type of sampling provided equal chance to every member in the population that was included in the study. The lottery system was used, where names of the 60 schools in the constituency were written on pieces of paper of equal size colour and texture. The papers were folded into equal size and shape, placed in a container and mixed well. Twenty one papers were drawn as a sample representing the 21 schools where the research was conducted. At least 7 teachers from each of the 21 schools were selected randomly to give a total sample of approximately 145 teachers.

3.5 Research Instrument

A research instrument titled Teachers Job Satisfaction and Turnover Intentions Questionnaire (TJSTIQ) was used to gather data for the study. The instrument offered considerable ease in administration to a large number of respondents. The anonymous nature of the instrument helped produce more candid answers than it would have been possible in an interview. The whole instrument contained 40 items. Out of these 35 were close ended items while 5 were open-ended.

3.5.1 Piloting the Research Instrument

The questionnaire was piloted with a small representative sample of five randomly selected teachers who were not included in the main study. This helped to check for insufficient spacing, vague instructions, ambiguous and
difficult items. It also helped in checking for the appropriateness of instrument layout. Any deficiencies noted in the instrument were corrected.

3.5.2 Instrument Validity

To validate the research instrument the researcher used the technique of face validity (content related evidence) which is the degree to which the sample of the test items represent the content that the test is designed to measure (Nachimias and Nachimias, 2003).

The researcher consulted with lecturers at the department of education at Kenyatta University who are specialists in the content being measured by the research instrument. A sample of the questionnaire was given to them for assessment. Their judgment and guidance on the appropriateness of the items in the research instrument and its format was considered sufficient.

3.5.3 Reliability Test for the Research Instrument

Reliability is the extent to which an instrument of measurement contains variable errors that vary each time a given unit is measured by the same instrument. According to Bramble and Mason (1997) instruments with a reliability index of 0.5 and above can be used to collect data. Brown (2006) further contends that a reliability index of a minimum of 0.6 is satisfactory for any research instrument. Sekeran (2003) considers Cronbach’s alpha type of reliability co-efficient of 0.7 or higher as being adequate.

Reliability test was done on the collected data using the piloted instrument. A Cronbach’s Alpha of 0.771 was derived from the data and it was thus considered reliable.
3.6 Logistical and Ethical Considerations

Logistical considerations

The researcher obtained a research permit from National Council for Science and Technology to collect data from teachers in selected schools in the district. With the permission of the head teachers in the sampled schools the researcher visited the sampled schools and administered questionnaires to the randomly selected teachers. The researcher agreed with the respondents to collect the filled questionnaires after two weeks.

Ethical considerations

Participation was voluntary and consent of the research participants was sought beforehand. Data collected was used for purposes of this research only and was treated with utmost confidentiality.

3.7 Data Analysis

The data from questionnaires was organised, coded, analysed and converted into quantitative summary reports for analysis using the statistical package for social sciences (SPSS) version 20. Data was entered into the program from which analysis was run to obtain descriptive statistics in the form of frequencies and percentages. Reliability of the variables was checked using the Cronbach’s alpha coefficient. Using content analysis technique, qualitative data was coded, put into themes and tallied in terms of the number of times it occurred and reported in summary form. Results from analysed quantitative data was presented by use of frequency distributions in form of graphs, pie charts, tables and percentages. Qualitative and quantitative data were linked to enable confirmation and elaborate analysis of variables.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction
This chapter presents findings, interpretations and discussions according to the objectives and research questions of the study. The general objective of the study was to critically examine the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District in Murang’a County, Kenya.

The analyzed data was organized according to the following research questions:

1. What are the demographic factors that distinguish between movers, leavers and stayers among teachers in public secondary schools in Gatanga District?
2. What is the overall level of job satisfaction among teachers in public secondary schools in Gatanga District?
3. What is the overall level of turnover intentions among teachers in public secondary schools in Gatanga District?
4. Are there significant differences in levels of teacher turnover intentions at different types of schools in Gatanga District?

4.2 Response Rate

Response rate in a research context refers to the extent to which the collected set of data includes all sample members of the targeted population (Fowler, 2004). Response rate is calculated by the number of questionnaires
collected or the number of people with whom interviews are completed divided by the number of the entire
sample. In this study, data was collected from public secondary schools in Gatanga District in Murang’a County
using questionnaires which were personally delivered to the respondents by the researcher in order to maximize
response rate.

A total of 145 questionnaires were distributed and 143 were returned. This represented 98.6% response rate.
According to Babbie (2002), a response rate of above 50% is adequate for analysis and therefore, a 98.6 %
response rate, was considered as being good for data analysis.

4.3 General and Demographic Information of the Respondents

This section presents general information of the respondents that also enriches the reliability and validity of the
data collected considering that it was collected from the intended respondents’ categories.

4.3.1 Age of the Respondents

Majority (73.4%) of the respondents were between 25 – 35 years, 21.6% were between 35 – 45 years while only
4.9% were between 45 – 55 years, as indicated in Figure 4.1. below.
The results from the data obtained show that majority of the respondents (95%) are relatively young teachers aged between 25-45 years. A review of literature shows that young teachers had the highest propensity to leave teaching. This data was thus important for this study as it helped to evaluate the level of job satisfaction among teachers in the district and their turnover intentions based on their age.

4.3.2 Gender of the Respondents

Most of the respondents, (58.7%) were female while 41.2% were male respondents as indicated in Figure 4.2 below.

![Figure 4.2: Gender of the respondents](image)

Previous research has shown variations of job satisfaction based on gender. Some studies have shown that females were more satisfied with teaching compared to males while other studies have indicated that males were more satisfied. The data obtained indicates that most of the teachers in the district were females. The data helped to establish the overall level of job satisfaction among teachers in the district based on gender.

4.3.3 Marital Status of the Respondents

The study sought to find out the marital status of the respondents. From Figure 4.3, 69.2% of the respondents were married and 30.8% were single.
4.3.4 Highest Academic Qualification of the Respondents

The study sought to find out the academic qualification of the respondents. 1.4% of the respondents were Diploma holders, majority (82.5%) had Bachelor of Education Degree, 12.6% had a Master Degree and 3.5% had other qualification, as is shown in Table 4.1 below.

Table 4.1: Academic qualification (n=143)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>1.4</td>
<td>1.4</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>118</td>
<td>82.5</td>
<td>83.9</td>
</tr>
<tr>
<td>Masters</td>
<td>18</td>
<td>12.6</td>
<td>96.5</td>
</tr>
<tr>
<td>Others</td>
<td>5</td>
<td>3.5</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>143</strong></td>
<td><strong>100.0</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Academic qualifications have a significant relationship with job satisfaction. Previous research has shown insignificant relationship between teacher mobility and higher academic qualifications. Other studies have shown that teachers with high academic qualifications were least satisfied with their jobs. Majority of the respondents (95.1%) in the district had high academic qualifications as shown in Table 4.1 below. The data was thus considered crucial for purposes of the study as it helped to evaluate job satisfaction among teachers with various academic qualifications.

4.3.5 Employer of the Respondents

The respondents were asked who their employer was and the findings were represented in Figure 4.4(n=143)


From the figure, a bigger majority (77.6%) were employees of Teachers Service Commission (T.S.C) while a minority of 22.3% was employed by the Board of Governors (B.O.G). The T.S.C is the biggest employer of trained teachers in the country and thus it is important to establish their level of satisfaction and turnover intentions. This is because large number of teachers quitting would definitely affect quality of learning in schools in the district and the country at large.

4.3.6 Duration the Respondents have been in the Teaching Profession

The research wanted to find out the length of time the respondent had been in the teaching profession. Majority (48.2%) of the respondent had in the teaching profession for between 5 – 10 years, 29.3% had been in the profession 5 years and below and 22.3% had been in the profession for over 10 years as indicated in figure 4.5.

n=143
Previous studies have shown that work related enthusiasm among newly recruited teachers led perceived high job satisfaction. Newly employed teachers have also been known to harbor higher turnover intentions. The data obtained was important in establishing the job satisfaction levels and turnover intentions among teachers in the district based on years of service.

4.3.7 Position of Responsibility the Respondents Currently holds in their Respective Schools
The respondents were asked positions of responsibility that they currently hold in the respective schools. Table 4.2 below summarizes the findings of the study.

Table 4.2: Position of responsibility

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class teacher</td>
<td>98</td>
<td>68.5</td>
<td>68.5</td>
</tr>
<tr>
<td>Head of department</td>
<td>23</td>
<td>16.1</td>
<td>84.6</td>
</tr>
<tr>
<td>Deputy head teacher</td>
<td>12</td>
<td>8.4</td>
<td>93.0</td>
</tr>
<tr>
<td>Others</td>
<td>10</td>
<td>7.0</td>
<td>100.0</td>
</tr>
<tr>
<td>--------</td>
<td>-------</td>
<td>------</td>
<td>-------</td>
</tr>
<tr>
<td>Total</td>
<td>143</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table, 68.5% were class teachers, 16.1% were heads of departments, 8.4% were deputy head teachers and 7% had other positions they held in their respective schools. Added responsibility has been indicated as source of work related stress burnout and consequently job dissatisfaction among teachers. The data obtained was crucial in establishing whether there was significant relationship between responsibility held in the school and levels of job satisfaction and intention to leave teaching.

### 4.4 Demographic Information of the Schools

The study sought to find out demographic information of the schools where the respondents were teaching. The sections that follow discuss the findings.

#### 4.4.2 Category of the Respondent’s School

The respondents were asked to state the category in which their schools belonged. Figure 4.6 shows the results

(n= 143)
From the figure, majority (71.3%) of the respondents’ schools belonged to the district category, 21.6% belonged to other categories such as divisional and zonal, 4.8% were in provincial school category and 2.1% were in the national school category. The purpose of this data was to establish if job satisfaction levels and turnover intentions varied among teachers in different types of schools in the district.

### 4.4.3 Location of the School

The research wanted to find out where the respondents’ school is located. Figure 4.7 below shows the findings. From data obtained, 66.4% indicated that their schools were located in rural areas while 33.5% said that their schools were located in urban areas, as indicated in the figure below. This data was important in trying to find out if there is any connection between teacher job satisfaction, turnover intentions and geographical location of their schools.

\[(n=143)\]
4.4.4 Gender of the Head teacher

The study also sought to find out the gender of the school’s head teacher. Figure 4.8 below shows the findings.

From the figure 50.3% of the respondents said that their school’s head teachers were female while 49.6% said their school’s head teachers were male.

\[(n=143)\]

4.5 Demographic Factors That Distinguish Between Movers, Leavers and Stayers Among Teachers in Public Secondary Schools in Gatanga district

The first research question sought to find out the demographic factors that distinguish between movers, leavers and stayers among teachers in public secondary schools in the district.

This section discusses the findings.
4.5.1 Cross tabulation between Planning to Transfer/Move Current school and Age of the Respondents

A cross tabulation between planning to transfer/move and age of the respondent indicated that 59 out of 105 respondents in the 25 – 35 years age bracket were planning to move/transfer from their current school while 46 respondents in the same age bracket said they were not planning to move or transfer. In the other two age brackets (35-45 and 45-55) none of the respondents were planning to move or transfer as is indicated in Table 4.3.

Table 4.3 : Cross tabulation between planning to transfer/move from current School and Age of the Respondents (n=143)

<table>
<thead>
<tr>
<th>Age of respondents</th>
<th>25 - 35 years</th>
<th>35 - 45 years</th>
<th>45 - 55 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you planning to No</td>
<td>46</td>
<td>31</td>
<td>7</td>
<td>84</td>
</tr>
<tr>
<td>transfer/move from your current school? Yes</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105</strong></td>
<td><strong>31</strong></td>
<td><strong>7</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

Just like other previous studies (Mark and Anderson, 1977), results of the study show that young teachers were most likely to make request for transfer. Beginning teachers often feel discouraged in their career. They feel unsupported by colleagues and administrators while others feel overwhelmed in their new assignment. They are therefore most likely to leave the profession or start to make transfer requests if not satisfied with certain conditions in the school (Ingersoll, 2001). This is also understandable taking in consideration that most of them have not yet settled in life. It is during these early years of employment that one makes personal decision on where he or she wants to get settled. This decision might prompt the teacher to request for transfer especially if where one wants to settle is far from the school where he or she has been posted or if the school does not meet his or her expectations harbored in college.
4.5.2 Cross tabulation Between Planning to Transfer/Move from Current School and Gender of the Respondents

Planning to transfer or move was cross tabulated against gender of the respondent and the findings were represented in Table 4.4.

**Table 4.4: Cross tabulation between planning to transfer/move from your current School and gender of the respondents (n=143)**

<table>
<thead>
<tr>
<th>Are you planning to transfer/move from your current school?</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>59</td>
<td>25</td>
<td>84</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>59</td>
<td>59</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59</td>
<td>84</td>
<td>143</td>
</tr>
</tbody>
</table>

From the table, all male (59) respondents said they were not planning to move or transfer while 59 female respondents said they were planning to move or transfer from current schools. Twenty five female respondents said they were not planning to move or transfer from their current schools as is indicated in the table. From the results of the study, it was noted that a similar number of male and female teachers were not willing to transfer from current school. Although the results of the study on this aspect did not reveal whether this was indicative of their job satisfaction levels, it can be concluded that there was insignificant relationship between gender and intention to transfer.

4.5.3 Cross tabulation Between Planning to Transfer/Move from Current School and Marital Status of the Respondent

A cross tabulation between planning to move or transfer from current and marital status of the respondent, indicated that 70 married respondents said they were not planning to move or transfer while 29 said they were planning to move or transfer from their current school. Majority (30) of the single teachers said they were planning to move or transfer while 14 said they were not planning to transfer from the current schools, as is indicated in Table 4.5 below.
Table 4.5: Cross tabulation between planning to transfer/move from current School and marital status of the respondents (n=143)

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Married</th>
<th>Single</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you planning to transfer/move from your current school?</td>
<td>No</td>
<td>70</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>29</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
<td>44</td>
<td>143</td>
</tr>
</tbody>
</table>

Although previous research (Ingersoll, 2002) has shown married teachers to be more satisfied with their work, the study did not discern the relationship between marital status, job satisfaction levels and intentions to transfer. Perhaps those who were married did not have intentions to transfer due to family commitments.

4.5.4 Cross tabulation Between Planning to Transfer/Move from current School and Highest Academic Qualification of the Respondent

Cross tabulation was done between planning to transfer or move from current school and highest academic qualification of the respondent. Table 4.6 presents the findings.

Table 4.6: Crosstabulation Between Planning to Transfer/Move from current School and Highest Academic qualification of the Respondent (n=143)

<table>
<thead>
<tr>
<th>What is your highest academic qualification?</th>
<th>Diploma</th>
<th>Bachelor of Education</th>
<th>of Masters</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you planning to transfer/move from your current school?</td>
<td>No</td>
<td>0</td>
<td>61</td>
<td>18</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>2</td>
<td>57</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>118</td>
<td>18</td>
<td>5</td>
<td>143</td>
</tr>
</tbody>
</table>

From table, 61 respondents with a Bachelor of Education Degree said they were not planning to move while 57 respondents with the same educational qualification said they were planning to move. Other respondents with educational qualifications such as Masters Degree and other qualifications said they were not planning to move and only 2 with Diploma qualification said they were willing to move. Grissmer and Kirby
(1997) review of earlier literature on teacher attrition indicates that higher educational attainment relates little with teacher mobility. The findings of the study agree with the research of Marso and Pigge (1995) which showed that teachers who completed graduate degree or obtained a Masters Degree continued teaching longer than other teachers. One interpretation of their finding could be that professional level of training in education produces greater commitment to teaching.

4.5.5 Cross tabulation Between Planning to Transfer/Move from the current School and Employer of the Respondent.

Planning to transfer from current school was cross tabulated against the employer of the respondent and the results were presented in Table 4.7.

Table 4.7: Cross tabulation between planning to Transfer/Move from current School and Employer of the Respondent (n=143)

<table>
<thead>
<tr>
<th>Are you planning to transfer/move from your current school?</th>
<th>TSC</th>
<th>BOM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>52</td>
<td>32</td>
<td>84</td>
</tr>
<tr>
<td>Yes</td>
<td>59</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>111</td>
<td>32</td>
<td>143</td>
</tr>
</tbody>
</table>

As indicated in the table above, 59 compared to 52 respondents employed by the TSC were planning to move and 32 respondents employed by the BOM said they were not planning to move. The results from the study can be attributed to the fact while teachers under the TSC can easily request for transfer, those under B.O.M can only leave if they are quitting or prospects of getting a job in another school are guaranteed but cannot transfer from one school to another.

4.5.6 Crosstabulation Between Planning to Transfer/Move from current school and Length of Time Served in the Teaching Profession by the Respondents

Crosstabulation was carried out between planning to transfer/move from your current school and length of time served in the teaching profession by the respondent. The findings were presented in Table 4.8.
Table 4.8: Crosstabulationbetween planning to Transfer/move from Current School and Length of time served in the teaching Profession by the Respondents (n=143)

<table>
<thead>
<tr>
<th>Are you planning to transfer/move from your current school?</th>
<th>For how long have you been in the teaching profession?</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Below 5 years</td>
<td>5</td>
<td>47</td>
<td>84</td>
</tr>
<tr>
<td>Yes</td>
<td>5-10 years</td>
<td>37</td>
<td>22</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td>over 10 years</td>
<td>32</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>42</td>
<td>69</td>
<td>143</td>
</tr>
</tbody>
</table>

Among those who had served for below 5 years, 37 respondents said they were planning to move or transfer while 5 respondents said they were not planning to move or transfer. In the category of those with 5 – 10 years of service, 47 said they were not planning to move or transfer while 22 respondents said they were planning to transfer or move. All the respondents who had served for over 10 years said they were not planning to move. This can be attributed to a sense of stability associated with serving in school for longer period of time. This could also perhaps be attributed to the fact that certain social bonds formed with colleagues, students and other staff could make a teacher reluctant to leave their familiar social backgrounds to unfamiliar spheres of life in their new stations.

4.5.7 Cross tabulation Between to Transfer/Move from your current School and Position of Responsibility held by the Respondents

Planning to transfer or move from current school was cross tabulated against position of responsibility held by the respondent and the results tabulated in Table 4.9.
Table 4.9: Cross tabulation between planning to transfer/move from current school and position of Responsibility held by the Respondents (n=143)

<table>
<thead>
<tr>
<th>Are you planning to transfer/move from your current school?</th>
<th>Class teacher</th>
<th>Head of department</th>
<th>Deputy Head teacher</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>39</td>
<td>23</td>
<td>12</td>
<td>10</td>
<td>84</td>
</tr>
<tr>
<td>Yes</td>
<td>59</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>23</td>
<td>12</td>
<td>10</td>
<td>143</td>
</tr>
</tbody>
</table>

From the table, 59 of the respondents who were class teachers said they were planning to transfer or move while 39 said they were not planning to transfer or move from their current schools. This can be attributed to the fact that increased responsibilities can be a source of job related stress which may lead to a teacher making a decision to transfer from one school to another. In other positions of responsibility, all the respondents said they were not planning to transfer or move from their current schools. However, the Deputy Head teachers and Heads of departments expressed low intentions to transfer from their current schools. This can be attributed to the fact that this is a deployment position which is not guaranteed on transfer.

4.5.8 Cross tabulation between Planning to Transfer/Move from Current School and Gender of the Head teacher

Planning to transfer was crosstabulated against gender of the head teacher and the results were presented in Table 4.10.
From the table, 59 respondents with male head teachers said they were planning to transfer while 12 respondents said they were not planning to transfer from their current schools. All (72) respondents with female head teachers said they were not planning to transfer from their current schools as shown. Previous research on the perception of female head teachers regarding their leadership style found that they preferred collaborative and participative practices which are linked to transformational leadership. This kind of leadership has been associated with high job satisfaction and low mobility among teachers (Bass, 1991). Perhaps this could explain why in this study more teachers in schools headed by females showed low intentions of transfers. One could also interpret without fear of contradiction that teachers in schools headed by females were more satisfied than those headed by males.

### 4.6.1 Demographic Factors Relating To Those Planning To Quit Teaching

The research sought to find out the demographic factors related to teachers planning to leave the teaching profession soon. The findings are discussed under this section.

### 4.6.2 Cross tabulation Between Planning to Leave Teaching Profession and Age of the Respondents

A cross tabulation between planning to leave the teaching profession and age of the respondents was done and presented in Table 4.11 below.

**Table 4.11: Cross tabulation between planning to leave teaching profession and age of the respondents**

<table>
<thead>
<tr>
<th>Are you planning to leave the teaching profession soon?</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>37</td>
<td>22</td>
<td>66</td>
</tr>
<tr>
<td>Yes</td>
<td>68</td>
<td>9</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>105</td>
<td>31</td>
<td>143</td>
</tr>
</tbody>
</table>

(n=143)
From the table, 68 of the respondents between the age brackets of 25 – 35 years said they were planning to leave the teaching profession soon while 37 respondents in the same age bracket said they were not planning to leave the teaching profession soon. Twenty two respondents in the age brackets of 35 – 45 years said they were not planning to leave the teaching profession soon while 9 respondents in the same age bracket said they were planning to leave the teaching profession soon. All respondents in the age bracket of 45 – 55 years said they were not planning to leave the teaching profession. The results of the study concurred with findings of previous study on the same subject matter (Ingersoll, 2002; Murnane 1991) where they reported that teachers often experience dissatisfaction in early years with attrition rates among teachers being reported to be as high as 50% of new entrants in the profession in United States.

4.6.3 Cross tabulation between Planning to Leave Teaching Profession and Gender of the Respondents.

Planning to leave teaching profession soon and gender of the respondent were cross tabulated and the results were summarized in Table 4.12.

Table 4.12: Cross tabulation between planning to leave teaching profession and gender of the respondents (n=143)

<table>
<thead>
<tr>
<th>Gender of respondents</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you planning to leave the teaching profession soon?</td>
<td>36</td>
<td>30</td>
<td>66</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>54</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>59</td>
<td>84</td>
<td>143</td>
</tr>
</tbody>
</table>

Fifty four female respondents said they were planning to leave the teaching profession soon while 30 said they were not. Thirty six male respondents said they were not planning to leave teaching profession soon while 23
male respondents said they were planning to leave the teaching profession soon, as is shown in table 4.14. The study contrasted findings of an earlier research carried by Chapman and Lowther (1982) which found women teachers to be more satisfied than men. However the results of the study agree with Mertler’s (2001) research which unlike other previous findings found that male teachers had a slightly higher level of job satisfaction than females did.

4.6.4 Cross tabulationBetween Planning to Leave Teaching Profession And Marital Status of the Respondents

Planning to leave the teaching profession soon and marital status of the respondents was cross tabulated. The findings were presented in Table 4.13 below.

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Married</td>
</tr>
<tr>
<td>Are you planning to leave the teaching profession soon?</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>47</td>
</tr>
<tr>
<td>Yes</td>
<td>52</td>
</tr>
<tr>
<td>Total</td>
<td>99</td>
</tr>
</tbody>
</table>

The results show that a slightly higher number of married respondents (52) indicated they were planning to leave the teaching profession soon while 47 said they were not planning to leave the teaching profession soon. Twenty five single respondents said they were planning to leave the teaching profession soon while 19 said they were not planning to leave the teaching profession soon, as indicated in Table 4.14. Previous research (Scott, 2005) has shown insignificant relationship between marital status and job satisfaction. The findings of this research agrees with a previous research by Marso et al (1995) which found that married persons often have a higher job satisfaction compared to their single counterparts and thus lower propensity for job turnover.

4.6.5 Cross tabulation Between Planning to Leave Teaching Profession and Highest Academic Qualification of the Respondents
Planning to leave teaching profession was cross tabulated against highest academic qualification of the respondents. The results were presented in Table 4.14 below.

**Table 4.14: Cross tabulation between planning to leave teaching profession and highest academic qualification of the respondents**

<table>
<thead>
<tr>
<th>Highest academic qualification</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>52</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are you planning to leave the teaching profession soon?</th>
<th>No</th>
<th>Yes</th>
<th><strong>Total</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>52</td>
<td>66</td>
<td>118</td>
</tr>
<tr>
<td>Masters</td>
<td>9</td>
<td>9</td>
<td>18</td>
</tr>
<tr>
<td>Others</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>66</td>
<td>77</td>
<td>143</td>
</tr>
</tbody>
</table>

Sixty six respondents with Bachelor of Education qualification said they were planning to leave the teaching profession soon while 52 said they were not planning to leave teaching profession soon. Nine respondents with a Masters degree said they were planning to leave the teaching profession soon while nine others said they were not planning to leave the teaching profession soon. Only two teachers with other academic qualifications said yes they were planning to leave the teaching profession soon. The findings contradict results of a study by Murnane,(1990) which found that teachers with a Bachelors degree remained in the profession at a higher rate than teachers with advanced degree. Those with advanced degrees showed the highest attrition rates. This perhaps could be attributed to availability of other employment opportunities once teachers upgrade their education.

### 4.6.6 Cross tabulation Between Planning To Leave Teaching Profession And Respondent’s Employer

Cross tabulation between planning to leave teaching profession soon and respondent’s employer was done. The results of the findings were presented in Table 4.15 below.
Table 4.15: Cross tabulation between planning to leave teaching profession and respondent’s employer

<table>
<thead>
<tr>
<th>Are you planning to leave the teaching profession soon?</th>
<th>TSC</th>
<th>BOG</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>48</td>
<td>18</td>
<td>66</td>
</tr>
<tr>
<td>Yes</td>
<td>63</td>
<td>14</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>111</td>
<td>32</td>
<td>143</td>
</tr>
</tbody>
</table>

The findings indicated that 63 respondents employed by TSC were planning to leave the teaching profession soon while 48 respondents with the same employer were not planning to leave the teaching profession soon. Eighteen respondents employed by the BOG said they were not planning to leave the teaching profession soon while 14 respondents with the same employer said they were planning to leave the teaching profession soon. The result of the study concurs with previous studies referred to in the review of literature which shows that teachers were rapidly leaving the profession in Kenya (Kwamboka, 2008; Machio 2008). The T.S.C is biggest employer of qualified teachers in the country. It is worrisome though to note that the current shortage of teachers in country could further be compounded by large number of teachers planning to quit soon voluntarily or through retirement as discussed earlier in literature review.

4.6.7 Crosstabulation Between Planning To Leave Teaching Profession and Respondent’s Duration in the Profession

Crosstabulation was done between planning to leave the teaching profession soon and duration the respondents have been in the teaching profession. The summary was presented in table 4.16.

Table 4.16: Cross tabulation between Planning to Leave teaching Profession and Respondent’s duration in the Teaching Profession

<table>
<thead>
<tr>
<th>Length of stay in the teaching profession</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>51</td>
</tr>
</tbody>
</table>
Thirty nine respondents who had served for between 5 – 10 years said they were planning to leave the teaching profession soon while 30 respondents with the same duration of service said they were not planning to leave the teaching profession soon. Twenty six respondents who had served for a period below 5 years said they were planning to leave the teaching profession soon while 16 respondents said they were not planning to leave the teaching profession soon. Twenty respondents who had served for over 10 years said they were not planning to leave the teaching profession soon while 12 respondents with the same duration of service said they were planning to leave the teaching profession soon.

The findings concur with a similar study done on job satisfaction among teachers in the United States of Americaby Hulling-Austin (1986) which showed that first year teachers are twice more likely to quit teaching compared to those who had served for longer periods. The study also revealed that 15% of newly employed teachers left after their second year and while another 10% would leave after third year. The study also revealed that more than two thirds of newly employed teachers left after four years of working while half of them would leave after seven years of service.

### 4.6.8 Cross tabulation Between Planning to Leave the Teaching Profession and Position of Responsibility Currently held by the Respondents

Planning to leave the teaching profession and position of responsibility currently held by the respondent were cross tabulated and the results were presented in Table 4.17.

**Table 4.17: Cross tabulation between planning to leave teaching profession and position of responsibility in school currently held by the respondent (n=143)**

<table>
<thead>
<tr>
<th>Are you planning to leave the teaching profession soon?</th>
<th>Below 5 years</th>
<th>5-10 years</th>
<th>over 10 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>16</td>
<td>30</td>
<td>20</td>
<td>66</td>
</tr>
<tr>
<td>Yes</td>
<td>26</td>
<td>39</td>
<td>12</td>
<td>77</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>69</td>
<td>32</td>
<td>143</td>
</tr>
</tbody>
</table>

Position of responsibility currently held in the school...
From the table, 66 respondents who were class teachers said they were planning to leave the teaching profession soon while 32 said they were not planning leave the teaching profession soon. Only one head of department said he or she was planning to leave the teaching profession soon and 10 other respondents hold other positions of responsibility said yes they were planning to leave the teaching profession soon. The results of the study on this aspect can easily be attributed to the fact that positions of responsibility like head of department or deputy headship gives one better prospect for career advancement.

### Cross tabulation between planning to Leave Teaching Profession and Location of the School

Planning to leave the teaching profession soon was cross tabulated with the location of the school and the results were presented in Table 4.18 below.

<table>
<thead>
<tr>
<th>Are you planning to leave the teaching profession soon?</th>
<th>Class teacher</th>
<th>Head of department</th>
<th>Deputy head teacher</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>32</td>
<td>22</td>
<td>12</td>
<td>0</td>
<td>66</td>
</tr>
<tr>
<td>Yes</td>
<td>66</td>
<td>1</td>
<td>0</td>
<td>10</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>98</strong></td>
<td><strong>23</strong></td>
<td><strong>12</strong></td>
<td><strong>10</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

From the table, 54 respondents from schools located in rural areas said they were planning to leave the teaching profession soon while 41 respondents from same school locations said they were not planning to leave the
teaching profession soon. Twenty three respondents from urban schools said they were planning to leave the teaching profession soon while majority (25) respondents from the same locations said they were not planning to leave the teaching profession soon. The results of the study contradictsa previous study in SouthAfrica (Altman, 2005) that found out that more teachers in urban areas wanted to leave the profession as compared to those in rural areas. The desire to quit teaching among teachers in rural based schools can be attributed to lack of social amenities and opportunity for personal advancement in rural and remote areas. This is especially so if they fail to secure a transfer.

4.6.10 Cross tabulation Between Planning to Leave teaching Profession and Gender of the Head teacher

A crosstabulation between planning to leave the teaching profession soon and gender of the head teacher was done and findings presented in Table 4.19 below.

Table 4.19: Crosstabulation between planning to leave teaching profession and gender of the Head teacher (n=143)

<table>
<thead>
<tr>
<th>What is the gender of your head teacher?</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you planning to leave the teaching profession soon?</td>
<td>No</td>
<td>24</td>
<td>42</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>47</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>72</td>
<td>143</td>
</tr>
</tbody>
</table>

From the table, 47 respondents with male head teachers were planning to leave the teaching profession soon while 24 respondents were not planning to leave the teaching profession soon. On the other hand, 42 respondents with female head teachers said they were not planning to leave the teaching profession soon while a minority of 30 respondents said they were planning to leave the teaching profession soon, as indicated in table 4.20. As
observed earlier female head teachers have been known to employ compassionate and transformational leadership hence endearing themselves to teachers and thus mitigating turnover intentions.

4.7 The Overall Level of Job Satisfaction among Teachers in Public Secondary Schools in Gatanga District

The second research question sought to establish to find the overall level of job satisfaction among teachers in public secondary schools in Gatanga District in various facets. The findings of the study are discussed under this section.

4.7.1 Remuneration

The respondents were asked to rate the level of their satisfaction in terms of compensation, in a range of 1 to 5 with 1 being the lowest and 5 the highest. The results were presented in Table 4.20 below.

Table 4.20: Job Satisfaction in terms of remuneration (n=143)

<table>
<thead>
<tr>
<th></th>
<th>Low levels of satisfaction</th>
<th></th>
<th>High levels of job satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not satisfied</td>
<td>Slightly satisfied</td>
<td>Satisfied</td>
</tr>
<tr>
<td>Your present salary</td>
<td>71</td>
<td>49.7</td>
<td>37</td>
</tr>
<tr>
<td>Allowances and other</td>
<td>60</td>
<td>48.3</td>
<td>46</td>
</tr>
<tr>
<td>Averages</td>
<td>70</td>
<td>49</td>
<td>41.5</td>
</tr>
</tbody>
</table>

From the table, 75.6% of the respondents felt that they were either not satisfied or slightly satisfied with their present salaries. The results from the study show that 80.4% of respondents said they were either not satisfied or slightly satisfied with allowances and other benefits. On average overall compensation, 78% of the respondents said they were either not satisfied or slightly satisfied. The study agrees with similar previous studies (Carnegie,
1990; Ingersoll, 2001) which have shown that most teachers were dissatisfied with low salary which was major source of high exit rate among teachers.

4.7.2 School Culture

The study sought to find out the level of job satisfaction in terms of the school culture. The findings of the study are presented in Table 4.21

<table>
<thead>
<tr>
<th></th>
<th>Low level satisfaction</th>
<th>High level of job satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not satisfied</td>
<td>Slightly satisfied</td>
</tr>
<tr>
<td></td>
<td>F  %</td>
<td>F  %</td>
</tr>
<tr>
<td>Administrative support in discipline of students</td>
<td>1  0.7</td>
<td>2  1.4</td>
</tr>
<tr>
<td>Administrative support in personal matters concerning teachers</td>
<td>1  0.7</td>
<td>6  4.2</td>
</tr>
<tr>
<td>Strategies adopted by the school to motivate teachers</td>
<td>39  27.3</td>
<td>34  23.8</td>
</tr>
<tr>
<td>Teachers involvement in decision making in the school</td>
<td>41  28.7</td>
<td>35  24.7</td>
</tr>
<tr>
<td>Team work amongst colleagues</td>
<td>17  11.9</td>
<td>21  14.7</td>
</tr>
<tr>
<td>Principals leadership style</td>
<td>56  39.2</td>
<td>44  30.8</td>
</tr>
</tbody>
</table>
From the table, 81.2% of the respondents said that they were either very satisfied or extremely satisfied with the administrative support in discipline of students, 65.8% of the respondents said they were either very satisfied or extremely satisfied by the administrative support in personal matters concerning teachers, 52% said that they were either not satisfied or slightly satisfied by the strategies adopted by the school to motivate teachers, 53.4% said they were either not satisfied or slightly satisfied with teachers involvement in decision making in the school, 35.7% said that they were satisfied by team work amongst colleagues, 70% of the respondents said they were either not satisfied or slightly satisfied by their principal’s leadership style and 34.3% said they were satisfied with student’s motivation to learn. Overall, 51.1% of the respondents said they were either very satisfied or extremely satisfied with the culture of their schools.

Chapman and Hutchenson (1982) established that existing culture within a school environment where a teacher works can have a major impact on his or her job satisfaction. Finding from this study are consistent with other previous studies which show that teachers who felt dissatisfaction over working conditions for example, administrative support, teacher autonomy, parental support, involvement in decision making are more likely to leave teaching while those teachers who worked in schools with better working conditions are more likely to be satisfied with their jobs and least likely to leave (Ingersoll, 2001). The study also agrees with a previous study (Blogger, 2002) on relationship between leadership style and job satisfaction among teachers. The study shows that lack of effective leadership skills among school administrators negatively affected teachers’ job satisfaction.

### 4.7.3 External Forces

The research wanted to find out the level of job satisfaction among teachers in the district in terms of the external forces. The results were presented in table 4.22.
Table 4.2: Job Satisfaction in terms of External Forces (n=143)

<table>
<thead>
<tr>
<th></th>
<th>Not satisfied</th>
<th>Slightly satisfied</th>
<th>Satisfied</th>
<th>Very satisfied</th>
<th>Extremely satisfied</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social status accorded to teachers in society</td>
<td>39</td>
<td>27.3</td>
<td>59</td>
<td>41.3</td>
<td>16</td>
<td>11.2</td>
</tr>
<tr>
<td>Parental support in your work as a teacher</td>
<td>33</td>
<td>23.1</td>
<td>45</td>
<td>31.5</td>
<td>29</td>
<td>20.3</td>
</tr>
<tr>
<td>Employers (TSC/BOG) handling of teachers’ personal issues</td>
<td>28</td>
<td>19.6</td>
<td>22</td>
<td>15.4</td>
<td>39</td>
<td>27.3</td>
</tr>
<tr>
<td>Averages</td>
<td>33.3</td>
<td>23.3</td>
<td>42</td>
<td>29.4</td>
<td>28</td>
<td>19.6</td>
</tr>
</tbody>
</table>

Majority (68.6%) expressed low satisfaction with the social status accorded to teachers in society, 54.6% said that they were either slightly satisfied or not satisfied by parental support in their work as teachers and 27.3% said they are satisfied by the employers (TSC/BOG) handling of teachers’ issues. Overall, 52.7% of the respondent said they were not satisfied by their jobs in terms of external forces, as indicated in table 4.23. The results indicate an overall low level of satisfaction in this aspect. Previous research has shown that low satisfaction with various aspects of a job hereby referred as external forces may have an effect on the longevity of a teacher in the profession (Harris 1992). It is therefore imperative to note that based on the findings of the study many teachers could leave teaching owing to dissatisfaction with external forces.

4.7.4 Teaching Work Itself

The study also sought to find out the level of job satisfaction in terms of teaching work itself. The findings were summarized in Table 4.23 below.

Table 4.23: Teaching Work itself (n=143)
From the table, 44.8% of the respondents said that they were either not satisfied or they were slightly satisfied by in-service training programs for teachers, 52.5% said that they were either very satisfied or extremely satisfied with potential for professional growth, 58.8% said that they were either very satisfied or extremely satisfied with the feeling of teaching is a prestigious career, 53.9% said that they were either very satisfied or extremely satisfied that teaching offers one an opportunity to fully utilize his/her potential, 73.5% said that they were either not satisfied or slightly satisfied that teaching offers opportunities for career advancement, 37.8% said they were satisfied with the current teaching load. On average, majority of the respondents (66.5%) were generally satisfied with teaching work. Gaede (1978) observed that new teachers needed some form of in-service training programs that formally socializes them to teaching. This helps them to become more effective in classroom which enhances their job satisfaction and thus impacting positively on retention rates (Ingersoll & Aslam, 1997).
4.7.5 Job Related Stress

The study sought to find out if stress emanating from their work affected the level of job satisfaction of the respondents. The respondents were asked whether they felt that their work is sometimes stressful and frustrating. Figure 4.9 shows the findings of the study.

![Figure 4.9: Job related stress](image)

Majority (62.2%) of the respondents said they felt that their work was sometimes stressful and frustrating while 37.8% said they did not feel that way. The results of the study are consistent with a previous study by Terry (1997) which found that most teachers suffer from work related stress which is a major cause of attrition.

4.7.6 Pre-service Training

The research sought to find out whether pre-service preparation affected job satisfaction level. The respondents were asked if they felt that the training in college adequately prepared them as teachers. The findings were presented in figure 4.10
Figure 4.10: Pre-service training

From the figure, 78.3% of respondents said they felt that the training in college prepared them as teachers, while 21.6% said it did not, as indicated in figure 4.10.

As noted earlier in review of literature, effective teacher education programs makes teachers to be well prepared for their work. Well prepared teachers have higher job satisfaction levels and lower attrition levels (Darling Hammond, 1999). According to Wolf (1991), receiving help from an experienced teacher through observations and conferences provides the new teacher with connections between what was taught at the university level and real teaching. Support through the first couple of years for new teacher’s profession can increase satisfaction levels and retention rates (Ingersoll & Kralik, 2004)

4.8 The overall level of Turnover Intentions among Teachers in Public Secondary Schools In Gatanga District.
The third research question wanted to establish the overall level of turnover intentions among teachers in public secondary schools in Gatanga District. The findings of the study are presented in this section.

4.8.1 Plans to Leave Teaching Profession Soon
The respondents were asked if they wanted to leave the teaching profession soon. Figure 4.11 below shows the findings of the study.

![Bar chart showing plans to leave the profession](image)

**Figure 4.11: Plans to leave the profession**

From the figure, 65.7% of the respondents said they were planning to leave the teaching profession soon while 34.2% said they were not planning to leave the teaching profession soon. The study further sought to find out factors that could have influenced decisions to leave. Table 4.24 shows the outcomes of the study.

**Table 4.24: Reasons for quitting teaching (n=143)**

<table>
<thead>
<tr>
<th>Reasons for quitting</th>
<th>Frequency</th>
<th>percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor remuneration</td>
<td>57</td>
<td>60.6</td>
<td>60.6</td>
</tr>
<tr>
<td>Minimum opportunity for growth in the profession</td>
<td>20</td>
<td>21.3</td>
<td>81.9</td>
</tr>
<tr>
<td>Too much workload</td>
<td>10</td>
<td>10.6</td>
<td>92.5</td>
</tr>
<tr>
<td>Pursue other career</td>
<td>5</td>
<td>5.3</td>
<td>97.8</td>
</tr>
<tr>
<td>Poor social status accorded to the teaching profession</td>
<td>2</td>
<td>2.2</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>94</strong></td>
<td><strong>100.0</strong></td>
<td></td>
</tr>
</tbody>
</table>
Majority (60.6%) of the respondents cited poor remuneration. 21.3% said that there was minimum opportunity for growth in the profession, 10.6% cited too much workload, and 5.3% said that they wanted to pursue other careers while 2.1% cited poor social status accorded to the teaching profession. The results of the study confirm previous reports referred to in this study which indicates that teachers are leaving the classroom in droves owing to various reasons such as the ones cited above. Gaede (1978) carried out a similar study and found that majority of beginning teachers leave the teaching field due to inability to cope with teaching problems like discipline, difficult parents and lack of sufficient or appropriate teaching materials. Once they leave the university setting, novice teachers often receive little or no support and find that their teacher education programs ill-prepared them for the realities of teaching, Huling (1998). Poor remuneration has been strongly been cited as a major reason for quitting among teachers in Kenya (Kimengi, 1983, Shaban, 1991).

4.8.2 Preferred Sector of Employment after Quitting

The respondents were asked if they left teaching, which other careers they would consider joining. Their responses were presented in Table 4.25.

<table>
<thead>
<tr>
<th>Employment sectors</th>
<th>Frequency</th>
<th>percentage</th>
<th>Cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil service</td>
<td>26</td>
<td>28.6</td>
<td>28.6</td>
</tr>
<tr>
<td>Self-employment</td>
<td>25</td>
<td>27.5</td>
<td>56.1</td>
</tr>
<tr>
<td>Business</td>
<td>23</td>
<td>25.3</td>
<td>81.4</td>
</tr>
<tr>
<td>N.G.Os</td>
<td>6</td>
<td>6.6</td>
<td>88</td>
</tr>
<tr>
<td>Insurance</td>
<td>5</td>
<td>5.4</td>
<td>93.4</td>
</tr>
<tr>
<td>Banking</td>
<td>3</td>
<td>3.3</td>
<td>96.7</td>
</tr>
<tr>
<td>Politics</td>
<td>3</td>
<td>3.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>91</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>
From the data obtained, 28.6% said they would join civil service, 27.5% said they would be self-employed, 25.3% said they would start their own businesses, 6.6% said they would join N.G.Os, 5.4% said they would join insurance companies, 3.3% said they would join the banking sector while 3.3% said they join politics. The choice of sector of employment after quitting can be attributed to perceived better working conditions and remuneration in those sectors. The findings of the study are consistent with a report in the media (Machio, 2008) which shows that teachers are leaving the profession in droves to join other sectors of the economy.

### 4.8.3 Plans to Transfer/Move from Current School

The research went out to find whether the respondents were planning to transfer or move from their current schools. The findings were represented using Figure 4.12.

(\( n=143 \))

![Figure 4.12: Plans to transfer/move from your current school](attachment:image)

From the figure 58.7% said they were not planning to transfer while 41.2% said they were planning to transfer or move from their current schools, as indicated in figure 4.12. The research wanted to further find out reasons given by the respondents who said they were planning to transfer or move from their current schools. The findings were presented in Table 4.26.
From the table, 39% of the respondents cited poor performance by students, 28.8% said it is due to personal reasons, 16.9% cited low motivation of students to learn, 6.8% mentioned students’ indiscipline, 5.1% said they were planning to move due to poor leadership style and 3.4% cited lack of administrative support. The findings of the study agree with a similar study by Collins and Enose (2011) in Suba district which found that the major reasons for teacher transfer requests were indiscipline among students, poor performance of students in exams and head teachers’ management style. Democratic and transformational kind of leadership has been cited as a key factor in reducing and mitigating turnover intentions (Bass, 1990).

4.9 Levels of Teacher Turnover Intentions at Different Types of Schools in Gatanga District

The fourth research question sought to find out if there were significant differences in levels of teacher turnover intentions at different types of schools in the district. The findings are discussed in this section.

4.9.1 Crosstabulation Between Planning to Leave Teaching Profession and Category of the Schools

A cross tabulation was done between planning to leave the teaching profession soon and the category of the school. The findings were presented in table 4.27 below.

Table 4.27: Crosstabulation between planning to leave the teaching profession soon and category of schools (n = 143)
<table>
<thead>
<tr>
<th>Are you planning to leave the teaching profession soon?</th>
<th>National</th>
<th>Provincial</th>
<th>District</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>3</td>
<td>7</td>
<td>39</td>
<td>17</td>
<td>66</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>0</td>
<td>63</td>
<td>14</td>
<td>77</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td><strong>102</strong></td>
<td><strong>31</strong></td>
<td><strong>143</strong></td>
</tr>
</tbody>
</table>

Sixty three respondents in the category of district schools said they were planning to leave the teaching profession soon while 39 respondents in the same category said they were not planning to leave the teaching profession soon. Fourteen respondents from other school categories said they were planning to leave the teaching profession soon. From the findings it can be concluded that teachers in high ranked schools such as nationals and provincial are more satisfied than their counterparts in low ranked schools such as district and other categories. Favorable physical environment in form of good schools buildings and other physical facilities found in higher ranked schools lead to job satisfaction. The results of this study confirm the findings of Choy (1993) who found that highly satisfied teachers in high ranked schools rather than their dissatisfied counterparts in low ranked schools are more likely to remain in their schools and keep on working.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, conclusions, recommendations and suggestions for further research based on the findings of the study.

5.2 Summary of the Study

The overarching objective of the study was to critically examine the impact of job satisfaction on turnover intentions among teachers in public schools in Gatanga District in Murang’a County. The sample was 145 randomly selected teachers from twenty schools in the district which were also randomly selected. Data was collected using a questionnaire. The following is the summary of major findings according to the objectives of the study.

The first objective of the study was to establish the demographic factors that distinguish those planning to stay in the profession, those planning to leave the profession, and those planning to transfer from current schools. Based on the data obtained, most of the respondents who intended to leave the profession or transfer from current schools were young teachers aged between 25-35 years who had served between one to ten years, while those aged between 35 – 55 years indicated least intention of leaving the teaching profession or transferring from current schools. Female teachers indicated higher intention to leave the profession or transfer from current schools compared to their male counterparts. A slight majority of those planning to leave were married while most of the teachers planning to quit or transfer were employed by the T.S.C. Most of the teachers planning to quit the profession had higher academic qualification that is Bachelors or Masters Degree. However, this
category of teachers also was also least likely to transfer from current schools. Majority of the teachers who showed least intention to either quit or transfer held various administrative responsibilities in their schools.

The second objective was to establish the overall level of job satisfaction among teachers in public secondary schools in Gatanga District. In order to do this, various facets of the teaching work were examined and various levels of job satisfaction determined. From the data obtained, majority of the teachers werenotsatisfied with salary and benefits given by their employer. Most of the teachers were generally satisfied with training received in college. They felt it was adequate and sufficient to help the cope with their teaching work at secondary school level.

In terms of teachers’ satisfaction with culture in their schools, majority of the teachers were generally satisfied with most aspects like teamwork among colleagues, administrative support in matters concerning discipline of students support in personal matters and teaching workload but were not satisfied with level of involvement in decision making, and strategies adopted by schools to motivate them.

External forces are factors that are beyond the control of the teacher or the schools but have a direct impact on teachers work at school. These factors include parental support, attitude of students towards learning, social status accorded to teachers in the society and employers handling of teachers issues. According to data obtained, most teachers expressed a general dissatisfaction with some specific aspects like social status accorded to teachers in the wider society and parental support in their work. They were however satisfied with their employers handling of various issues pertaining to them. Most teachers were dissatisfied with most aspects pertaining to teaching work itself. They were concerned that teaching did not offer one opportunity for professional growth or career advancement. They were also dissatisfied with in-service programs given to them.
in the course of their work. However, majority of the respondents were satisfied that teaching is a prestigious career. They also expressed satisfaction with their current teaching loads.

The third objective of the study was to establish the overall level of turnover intentions among teachers in public secondary schools in Gatanga District. Turnover intentions of teachers in the context of this study include those who are planning to quit teaching and those planning to transfer from their current schools. From the data obtained in the study, majority of the teachers were planning to leave the profession while a slight majority were also of the respondents were planning to transfer from current schools. The major reason cited for leaving was inadequate pay while some of the reasons for transfer were dissatisfaction with principals’ leadership style and motivation strategies adopted in their schools.

The fourth objective of the study was to establish if there were significant differences in levels of turnover intentions among teachers in different types of schools in Gatanga District. Results of the study shows that district schools based in rural areas were most likely to lose teachers through quitting and transfers.

5.3 Conclusions of the Study

This study examined the impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District Murang’a County. The results of the study concur with other previous studies (Markey, 2001; Mukumbira, 2001; Ingersoll 2002) which found that teachers job satisfaction levels were low and thus high probability of turnover intentions.

Based on the data analysis, it is logical to conclude that most teachers in the district were not satisfied with most aspects of their work and were therefore planning to quit teaching soon. They were mostly dissatisfied with their compensation which they cited as the major reason for planning to leave teaching. A similar job satisfaction survey among primary school teachers in Elgeyo Marakwet District by Kimengi (1988) also found that inadequate pay was the most crucial factor which would make teachers to consider leaving teaching.
Others cited lack of good prospects for career advancement and low social status accorded to teachers as major reason for planning to quit. Comparatively, majority of those who planned to stay in teaching were not planning to transfer from current schools. Teachers in schools located in rural and remote areas were also most likely to quit teaching or seek transfers.

Those planning to transfer cited poor performance by students in exams and perceived poor leadership style of their principal as the major reasons for seeking transfers. It is hoped that the findings presented in this study could be useful in the formulation, implementation and review of existing policies aimed at reducing teacher turnover in the district and Kenya at large. It is only when the right policies are implemented and appropriate measures are taken to attract and retain qualified teachers in the classroom that the country can achieve its educational goals.

5.4 Recommendations of the Study

It is clear that teacher turnover through its manifestation in teacher shortage is beginning to be a major concern in the country. However, it is instructive to note that the Teacher’s Service Commission seems not to have adequate policy on retaining teachers in classrooms where they are most needed. It is imperative that a clear understanding of teacher turnover in the country be fostered so as to address it at its sources. This study therefore makes the following recommendations:

(i) The Ministry of Education should have an accurate and updated data about how many teachers are leaving, reasons for leaving the profession and the demographic trends of those who quit. The government should also adopt a policy aim at ensuring teachers are retained in schools where they are needed most. This policy should acknowledge the fact that once teachers pursue further education which is a common trend nowadays, they become marketable and attractive to other sectors of the economy and in private and public universities where salaries and benefits are better than in teaching service. The policy should therefore aim at making teaching more attractive to highly educated staff.
(ii) School managers need to be well equipped with skills that can help them create conditions that instill intrinsic motivation for teachers at school level. This might help to curb transfers from one school to another which has been cited in this study a major reason for teacher shortages in some schools. This implies that the Ministry of Education must ensure support is proffered to schools through in-service training programs aimed at building capacity for school administrators on this aspect.

(iii) The study also recommends that government should endeavor to improve educational infrastructure and social amenities in all parts of the country and especially in rural and poor communities. Teachers are increasingly becoming reluctant to accept deployment to areas lacking social amenities and where opportunity for personal development is limited. Teachers who accept to be posted to such deprived communities do so only when all other options including leaving the teaching profession have not worked.

(iv) Alignment of teacher salaries and benefits with other fields in public service is an intervention that should be used to make teaching profession more attractive otherwise the Teachers Service Commission will continue to lose teachers to other sectors of the economy where salaries and benefits are more deemed to be more attractive.

5.5 Suggestions for Further Research

An empirical investigation on effects of some school organizational characteristics and their impact on turnover of teachers. Research could also be undertaken to determine knowledge and skills that school managers have to manage turnover in schools.
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US Department of Commerce.


APPENDICES

APPENDIX 1: INTRODUCTION LETTER
ALFRED MBURU N,
P.O BOX 73-10200,
MURANG’A.

TO ALL PRINCIPALS IN SCHOOLS
SELECTED FOR RESEARCH.

DEAR SIR/MADAM,

REF: PERMISSION TO COLLECT DATA.

I am a Master of Education Administration student at Kenyatta University main campus. I am carrying out a research project study and my topic is; The impact of job satisfaction on turnover intentions among teachers in public secondary schools in Gatanga District, Murang’a County. The purpose of this letter is to request you to allow me to collect required data from teachers in your school. All information provided will be confidential and will be used for purposes of this research only.

Yours faithfully,

Alfred Mburu N.

M.ED, STUDENT,
KENYATTA UNIVERSITY.
APPENDIX II: QUESTIONNAIRE

SECTION ONE– DEMOGRAPHIC DATA

Instructions

This section requires you to give your personal information and your work as a teacher. Please tick (√) in the space provided the response that is applicable to you.

a) PERSONAL DATA

1. What is your age (choose one category)

a) Below 25 years [ ]
b) 25 – 35 years [ ]
c) 35 – 45 years [ ]
d) 45 – 55 years [ ]
e) Above 56 years [ ]

2. Gender

Male [ ]
Female [ ]

3. Marital Status

a) Married [ ]
b) Single [ ]

4. What is your highest academic qualification? Tick (√)

a) Diploma [ ]
b) Bachelor of Education  [    ]

c) Masters  [    ]

d) Others. (Specify) ______________________

5. Are you employed by  TSC  [    ] or BOG  [    ]

6. For how long have you been in the teaching profession?

____________________ Years.

7. Have you ever worked in any other profession?

Yes  [    ]

No  [    ]

If yes please indicate which ______________________

8. Please indicate the position of responsibility that you currently hold in the school.

1) Class teacher  ____________

2) Head of department ____________

3) Deputy headteacher ____________

4) Others (specify) ____________

9. Please indicate your teaching subjects.

1. Major  _______________

2. Minor  _______________
10. **What is the category of your school?**

   a) National  [   ]
   
   b) Provincial [   ]
   
   c) District  [   ]
   
   d) Other (specify) ************

11. **What is the approximate number of students in your school?** _____________

12. **Is your school located in an urban or rural place?**

   a) Urban  [   ]
   
   b) Rural  [   ]

13. **What is the gender of your head teacher?**

   a) Male [   ]  b) Female [   ]

---

**SECTION TWO**

*This section aims to collect data on job satisfaction among teachers in six domains.*

**Instructions**
The level of satisfaction is represented by numbers 1 – 5. Please circle one number that appropriately shows the level of satisfaction for each of the domain shown.

1. Not satisfied
2. Slightly satisfied
3. Satisfied
4. Very satisfied
5. Extremely satisfied

A. **Compensation**

14. What is your level of satisfaction on the following (Please circle one number)

a) Your present salary

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

b) Allowances and benefits

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

B. **School culture**

Indicate the level of satisfaction on the following aspects of your work. (Circle one number as appropriate)

17. Administrative support in discipline of students

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

18. Administrative support in personal matters concerning teachers

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

19. Strategies adopted by the school to motivate teachers

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

20. Teachers involvement in decision making in the school

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

21. Team work amongst colleagues

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|

22. Principals leadership style

   | 1 | 2 | 3 | 4 | 5 |
---|---|---|---|---|---|
23. Student’s motivation to learn  

C. **External forces**

Please indicate the level of satisfaction on the following aspects. (Circle one number as appropriate)

24. Social status accorded to teachers in your society.  
25. Parental support in your work as a teacher  
26. Employers (TSC/BOG) handling of teachers issues

D. **Teaching work itself**

Please indicate your level of satisfaction on the following aspects. (Circle number as appropriate)

27. In-service training programs for teachers  
28. Potential for professional growth  
29. Feeling that teaching is a prestigious career

30. Teaching offers one an opportunity to

fully utilize his/her Potential.  

31. Teaching offers opportunities for career advancement

32. Current teaching load

F. **Emotional factors**

15. a) Do you feel that your work is sometimes stressful / frustrating [Yes] [No]  
   
b) Indicate one source of stress / frustration ____________________________

G. **Pre-service preparation**
16. Do you feel that the training in college adequately prepared you as a teacher? Tick one

[Yes]    [No]

If no, what do you think you should have covered but did not?
______________________________

SECTION THREE

*Please write your responses in the spaces provided and tick (√) as appropriate.*

33. What do you consider to be your principals’ leadership style?

i. Authoritative

ii. Democratic

iii. Laissez faire/free reign

34. Are you planning to leave the teaching profession soon?

[Yes]    [No]

If *yes* state factors that could have influenced your decision.

i) 

ii) 

iii)

36. Would you advise your own children take up teaching?

[Yes]    [No]

Indicate *one main reason* for the answer given above.

37. Is teaching your chosen career?
If you left teaching which other career would you consider joining?

Are you planning to transfer / move from your current school? (Tick one)

If yes what are the main reasons?

i) 

ii) 

iii)

Thank you for your responses

APPENDIX III: RESEARCH BUDGET
The following is the budget for the proposed study.

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<td>Stationery</td>
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<td>Typing and printing</td>
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<td>Internet</td>
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<tr>
<td>Data analysis</td>
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<td><strong>TOTAL</strong></td>
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## APPENDIX IV: TIME FRAME/WORK PLAN

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<td>Writing of the proposal</td>
</tr>
<tr>
<td>OCT 2012</td>
<td>Refining of draft proposal</td>
</tr>
<tr>
<td>Nov- 2012</td>
<td>Pre-testing research instrument</td>
</tr>
<tr>
<td>Nov-Dec 2012</td>
<td>Collection of data from the field</td>
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<tr>
<td>Nov-Dec 2012</td>
<td>Data analysis and interpretation</td>
</tr>
<tr>
<td>MAY 2013</td>
<td>Report writing</td>
</tr>
<tr>
<td>DEC 2013</td>
<td>Submission of the final report</td>
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<td>DEC 2014</td>
<td>Graduation</td>
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