FACTORS CONTRIBUTING TO JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NYAMARAMBE DIVISION, SOUTH KISII DISTRICT: IMPLICATIONS FOR COUNSELLING

BY

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DECLARATION

This research project is my original work and has not been submitted for a degree in any
other university.

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DATE

This research project has been submitted for examination with my approval as the
university supervisor.

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DEDICATION

This work is dedicated to my wife Milka, daughters Sylvia, Winnie, Faith and parents for their tender care and support while I wrote this project report.
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I wish to sincerely thank my supervisor Professor Augustine Nwoye of Psychology Department, Kenyatta University for his diligence in guiding me throughout the various stages of this work, by giving me professional advice. Indeed I owe him a great deal for his encouragement and insightful enunciations during the didactic phase of the whole guidance and counselling course.

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ABSTRACT

The major purpose of this study was to investigate the factors contributing to job satisfaction among secondary school teachers in Nyamarambe Division, South Kisii District and explore their implications for counselling. The study also investigated whether there was a relationship between teacher's overall job satisfaction and personal characteristics of age, gender, educational level and teaching experience. The teachers were asked to state key facets, which they think, had contributed most positively or negatively to their overall job satisfaction.

The study utilized the survey research method with an application of descriptive research design. The study sample comprised of 80 teachers from a total of 210 teachers in Nyamarambe Division. This consisted of 38% of the total population. Random sampling was used to obtain a representative sample.

The research utilized a questionnaire technique in data collection. The obtained data were subjected to both descriptive and analytical statistical procedures using the Statistical Package for Social Sciences (SPSS). A chi-square test was used to establish whether there was any relationship between teachers' overall job satisfaction and their personal characteristics of age, gender, educational level and teaching experience. A 95% significant level (probability of 0.05) was utilized to determine the significance of the relationship.

Results were discussed in relation to the research questions investigated. Their implications for counselling were thereafter drawn. It is hoped that these findings will inform educational planners and policy makers in formulating viable policy guidelines geared towards solving the psychological problems that teachers face due to job dissatisfaction. Educational administrators, school authorities and more so teachers in charge of guidance and counselling programs could use these findings to plan and employ appropriate interventions in helping to prevent psychological problems of teachers.
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CHAPTER ONE

INTRODUCTION

1.1 Background of the problem

Most adults spend half of their working time in job related activities, and the satisfaction they get from their job is an important consequence of coming to work as well as a major determinant of their behavior both on and off the job (Dessler, 1982, p.36). Lawler (1973) observes that “What happens to people during the work day has profound effects both on the individual employee's life and the society as a whole, and thus these events cannot be ignored if the quality of life is to be high (p.63).

The growing incidence of teacher burnout suggest that many teachers have difficulty satisfying their needs and deriving satisfaction from teaching (Fratianneia & Hennington, 1982). And with critical teacher shortages being projected in many countries and the competition from business organizations increasing, the importance of attracting and retaining teachers cannot be ignored (Mutie, 2000). Studies of job satisfaction, though not a panacea for all the problems inherent in different educational systems, can suggest ways and means by which educational experts can collaborate to facilitate opportunities for teacher career satisfaction. Studies show that in many countries there is increasing attention being directed towards improving quality of the working experience of employees (Holdaway, 1978).
The teaching profession plays a critical role in the social-economic development of Kenya. Teachers have the responsibility of implementing educational policies and programmes, which lead to manpower development. A more efficient and effective working force is therefore key to the well being of society. In Kenya the teaching profession that was considered noble before independence has degenerated to such low levels that are no longer attractive to the most gifted people. According to Thiongo (1987) "the teacher has become a caricature, the object of constant ridicule and ribald jokes by both the pupils and the public" (p.3)

Researchers have indicated that overwork has created a lot of despair amongst teachers. The adoption and implementation of the 8.4.4 system of education increased the workload: subject, content and coverage. This means that teachers’ workload was increased without adjusting payment to match the same. Mwangi [2000] notes that the syllabus is so wide and calls for teachers to work even during holidays, Saturdays besides teaching very late in the evening when they are supposed to rest. Such long working hours cause stress to teachers, on the other hand, teachers’ children miss parental care and guidance as the house girls usually care them. Due to the above, juvenile delinquency is on the increase.

Teaching is a highly demanding job, which is, however, poorly remunerated. Ndegwa report [Republic of Kenya, 1971] emphasized the need to improve teachers’ salaries to attract the best people into the profession, but this only helped to create a scheme of service for those teaching in teachers training colleges and completely ignored those in
secondary schools. The Kenya National Union of teachers has been agitating for implementation of salary increments agreed upon in 1997 as reported by Daily nation of April 15, 1998. The union also planned demonstrations to protest against salary delay. In general, the teachers are dissatisfied with their salaries. The low salaries not only affect teachers but also the students, their children, family and the society as a whole. This means that most teachers are not able to feed their families, pay fees, cloth their families, and pay medical bills among other requirements. At the same time, teachers with such problems suffer from stress, panic and consequently cannot teach and guide students properly.

Teachers’ shortage has plagued most countries (Coombs, 1987) but the problem appears more acute in the developing countries. In Kenya many trained teachers have been leaving teaching to seek for jobs, which are better, paying and prestigious. According to the Sunday times 16th, 2000, many qualified teachers from developing countries were recruited to fill positions in U.S.A and European schools. The salaries in these countries are up to four times higher than in their original countries, Kenya inclusive. In most cases, these teachers are the most qualified and eloquent English speakers in their fields. Kimengi (1991) observed that the teaching profession would likely continue losing qualified and committed teachers and also fail to attract younger and diverse manpower for education.

A study conducted by Foster (1965) of secondary schools in Ghana found that students ranked teaching 18 among the 25 occupations in terms of prestige. The attitude of the
young people is generally unfavorable. The attitude which has been there is that the young people join teaching because they have failed to meet the requirements needed in medicine, law and engineering. While this may be debatable, it is pertinent that those who take up the teaching job remain in it and this can only be attained when teachers have job satisfaction and hence free from stress.

The Ominde Report [1964] expressed in its findings that the teachers were put in classes which were unsuitably equipped and then were expected to give good results. Many teachers find themselves in schools which lack laboratories, libraries, and sometimes even the basics such as textbooks; pens etc. This hampers effective teaching and leads to frustrations and stress.

The Waruhiu Commission Report (Republic of Kenya, 1980) observed that teachers were not satisfied with their jobs vis-à-vis those working in other fields because “Teachers see no clear promotion prospects… a situation that stifles initiative and leads to frustration. (Pg. 47). At the moment, teachers stagnate at one grade for long until they start to look elsewhere for greener pastures. It is therefore necessary to look for ways of encouraging teachers to develop within the profession by helping them reduce frustration and stress.

Omamo (1971) observed that majority of the teachers work in the rural areas in Kenya because 80% of the populations live there. It is also true that most secondary schools are found in rural areas in Kenya. In such areas the working conditions and environment are relatively poor and not conducive for the best performance of teachers who trained in
decent public universities with pleasant living conditions. In such areas, there are no good libraries, good housing, banking, clean tap water, telephone, Internet services and electricity. The absence of the above basic amenities has left most of the teachers frustrated and unable to diligently discharge their duties thus lowering their performance in school.

Teachers always lament on lack of parental support, especially negligence in counseling their children on the importance of schooling and life in general. Due to this, student strikes are on the increase and when asked, the main reasons they state are lack of devotion among teachers, absenteeism and laxity in the performance of teaching related tasks. This means that teachers are not satisfied with the behavior of some parents and this has far reaching consequences on the side of students, teachers and the society as a whole.

1.2 Statement of the problem

Parks (1983) summed up the problem of the teaching profession thus: 'how does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance, increased duties and the lowest salaries paid to highly educated personnel in a nation? How does one lead a group in which morale is so low that high numbers of teachers would not again select teaching as a profession and would definitely leave the teaching profession in case something better comes along or are in the profession half heartedly?' Although Parks posed these questions in 1983, it appears that similar levels of dissatisfaction still prevail. In Kenya teachers have always
shown lack of devotion at their places of work. This is clearly seen in their instability in the teaching profession, absenteeism, laxity, great use of sick-offs and low morale in performing the teaching tasks and consequently unsatisfactorily performance in their daily duties and responsibilities. Teachers keep on always searching for greener pastures and they are never keen on the teaching profession as they view their fellow graduates who have jobs in the private sector and parastatals as being given better remuneration and working environment. A reasonable number of secondary school teachers work in the rural areas which lack basic infrastructure such as electricity, clean piped water, housing, banking, medical facilities, libraries and communication facilities like telephone. Such teachers are among the highly dissatisfied professionals in the country. As Ngalyuka (1985) notes, such amenities are good and yet may not be available in rural areas.

The problem of recognition is also apparent. The status of the teacher in Kenya is still low. There is a general feeling that those who join teaching are failures. At the same time people take teaching as their last resort. Teachers have to be satisfied for them to care for their families and contribute to the general development of the society. Having a valued position is a basic human need and lack of it is a source of low self-esteem, stress and heart disease, which cause death to many teachers.

Most schools in Nyamarambe Division do not excel in their examinations and this is partly attributed to the fact that most of the teachers are not devoted to their work due to job dissatisfaction and therefore high levels of stress, absenteeism, tardiness, mental and physical illness and marital conflicts.
This study therefore intends to investigate the specific and unique factors which contribute to job satisfaction among secondary school teachers and their implications for counseling, in order to enhance performance and consequently raise academic standards in Nyamarambe Division and other related areas in Kenya, being a rural area, it is expected that factors that contribute to job satisfaction in Nyamarambe Division will be different from those that contribute to the same, in the urban centres of Kenya.

1.3 Objectives of the study

The key objectives of the study were:

i. To determine the overall job satisfaction of secondary school teachers within Nyamarambe Division.

ii. To determine whether the overall job satisfaction of secondary school teachers is influenced by personal variables of age, gender, educational level and experience.

iii. To determine the aspects of their job facets in which Nyamarambe Secondary School teachers feel satisfied.

iv. To determine the factors that the teachers consider most important in contributing positively or negatively towards their overall job satisfaction.

1.4 Research questions

The research questions for the study were:

i. To what extent are the teachers satisfied with their job as a whole?
ii. To what extent are the teachers satisfied with the various facets associated with their job?

iii. What is the relationship between overall satisfaction of teachers and personal characteristics?

iv. What factors do the teachers list as most important in contributing positively or negatively to their overall job satisfaction?

1.5 Assumptions of the study

The study assumed that:

i. The study is based on the assumption that there exists a problem related to job satisfaction in teachers, which needs to be addressed and managed.

ii. The rural secondary school teachers can identify the job factors that contribute most positively or negatively to their job satisfaction.

iii. The information to be given by the participants in the study will be true and free of any outside influence.

iv. The instruments to be used in collecting and measuring the teacher’s attitudes are valid and reliable.

1.6 Conceptual framework.

Fig 1.1: Researcher’s Conceptual Framework

The conceptual framework in this study was based on Lawler’s theory of facet/overall satisfaction. It shows teachers who were considered to have ideal factors that enhance job
satisfaction and the consequences of having better working conditions, salary, quality supervision, administrative policies, achievement and responsibility.

High/ Good
- status
- technical supervision
- pay
- job security
- working conditions
- achievement
- recognition
- advancement
- work itself
- opportunity for growth

Increased:
- Longevity
- Tenure
- Mental and physical health
- Family stability

Decreased:
- Absenteeism
- Fattiness and apathy
- Sick offs
- Stress and negligence
- Turnover
- Juvenile delinquency and crime
- Job burnout
- Teachers’ strikes and suicide

1.7 Significance of the study

Herzberg, Mausner and Snyderman (1959) observed, “work is one of the most absorbing things men can think and talk about. It fills the greater part of the working day for most of us. For the fortunate it is the source of great satisfaction; for many others it is the cause of grief” (p.3). One of the major reasons for studying and measuring job satisfaction is to answer the question “what does the worker want from his/her job”. The answers to this question are important to the organization, community, counselors, and the individual. For managerial and administrative parties, the answers offer clues to their search for ways and means of motivating their employees. For the counselors, it helps them understand the kind of problems facing their clients (teachers) and how they can be resolved.
Locke (1976) writes that there are two reasons for being concerned with job satisfaction. First, it can be viewed, as an end in itself, since happiness, after all, is the goal of life. Second, it needs to be studied because it contributes to other attitudes and outcomes. In this regard Locke remarks that, “job satisfaction ... has a variety of consequences for the individual. It can affect his attitude towards life, toward his family and towards himself” (p.1334).

Holdaway and Johnson (1990) have identified three reasons in support of the continuation of research into job satisfaction. First, low job satisfaction seems to be associated with absenteeism and turnover and if measures can be taken to improve satisfaction, the undesirable outcomes can be minimized (Davis, 1997). Second, job satisfaction may be viewed as a desirable condition in itself, especially in its close relation to the overall quality of life (Lawler, 1973). Third, the nature of modern work with its increasing emphasis on technology and accountability, its higher stress levels and feelings of alienation call for greater attention to job satisfaction (Fraser, 1983).

A part from contributing to the already existing literature, the findings of the present study will form the basis for guiding policy making and counseling in schools and in the teaching profession, which in turn, may increase career satisfaction and probably reduce stress among teachers in Nyamarambe in particular, and Kenya in general.
1.8 Scope and delimitations of the study

This study was only conducted among teachers employed by the Teachers Service Commission in secondary schools. This was so because the teachers employed by school board of governors were not trained for the job.

The study was carried out in Nyamarambe Division in south Kisii District. This Division is found in a rural area and the factors that contribute to job satisfaction there may be different from those in urban areas. This study excluded the subordinate staff in the secondary schools. This was because they fall under a very different category of employment and the factors that cause their job satisfaction were not the same.

1.9 Definitions of operational terms.

Absenteeism: Refers to voluntary decision not to come to work as opposed to other cases, for example illness and accident, which can prevent someone who wants to come to work from doing so.

Job satisfaction: "Is the pleasurable emotional state resulting from the perception of one’s job as fulfilling or allowing the fulfillment of one’s job values, provided this values are compatible with one’s needs" (Locke, 1983).

Job factors: This term refers to things affecting teachers in their place of work, which they express feelings about. These may include; the pay, working and living conditions, achievement, status, recognition and other related things.
Motivate: It is used to refer to the act of causing someone to behave in a particular way.

Rural area: Used here to refer to an area that is far removed from urban influence.

Secondary school: Refers to a post primary institution in which students receive regular instructions for four years from form one to form four.

Secondary school teachers: Refers to the employees of the Teachers Service Commission who are trained for the teaching job.

Overall satisfaction: Is the perceived overall satisfaction as rated by each respondent (Gunn, 1984). This indicates a person’s affective reactions to his/her total job role (Lawler, 1973).

Facet satisfaction: People’s affective reactions to particular aspects of their job (Lawler, 1973, p.64).

Job facet: Each aspect or dimension of a job (Holdaway, 1978).

Turnover: Refers to quitting employment.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The relevant literature was reviewed under the following subtopics: job satisfaction, theoretical framework, job satisfaction in the teaching profession and the influence of personal characteristics on job satisfaction.

2.2 Job satisfaction

Job satisfaction is a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998). It refers to a set of favourable feelings with which employees' perception of how well the job, which they do give them those things, which they view as important both to themselves and the organization.

Employees in an organization develop a set of attitudes about the work, administrative policies, salary, supervision and working conditions. According to Szilagyi and Wallace (1980). This set of attitudes constitutes job satisfaction. Job satisfaction constitutes of cognitions (beliefs, knowledge or expectations, emotions, feelings, sentiments, likes and dislikes) and behavioral tendencies (Mumo, 2000).

As can be seen from above, job satisfaction being an emotional response to a job situation, could only be inferred and not be seen (Okumbe, 1998). Job satisfaction can
also be determined by how well outcomes meet expectations; for instance if teachers feel that they are working much harder than others with similar or comparable qualifications, in other sectors of the economy but are receiving fewer rewards they will most likely be dissatisfied with their job. By the same token, if teachers perceive their rewards as being equitable then they will feel satisfied with their teaching job.

The aspects of work that lead to job satisfaction or dissatisfaction and that motivate people were well drawn by Hertzberg in the late 1950s. Hertzberg emphasized the difference between those factors that lead to dissatisfaction if not maintained (referred to as motivators) and maintenance or hygiene factors. Factors such as physical conditions, security, pay and relationships were put forward as hygiene factors while aspects of the workplace such as job growth, responsibility and achievement were classified as motivators. The result of job satisfaction is increased commitment to the institution/organization. This increased commitment will however, normally results in a decrease in such problems as absenteeism, tardiness, turnover, strikes, negligence and accidents. It also increases tenure, longevity, physical and mental health and productivity.

2.3 Theoretical framework

To understand better the concept of job satisfaction, it is important to look at approaches advanced about them. Adler (1991) says that these theories attempt to explain why human beings behave in the way they do and what managers/administrators can do to encourage certain types while discouraging others. These are theories like Maslow’s hierarchy of needs (1954), Hertzberg’s two-factor theory (1979), Adam’s equity theory.
2.3.1 Maslow’s Hierarchy of Needs

In 1954, Abraham Maslow’s studies in human motivation led him to propose that there is a general pattern of needs recognition and satisfaction that people follow in generally the same sequence. He came up with a hierarchical model with basic needs at the bottom and higher needs at the top. He theorized that a person couldn’t recognize or pursue the next higher need in the hierarchy until her or his currently recognized need is substantially or completely satisfied, a concept called prepotency.

Abraham Maslow classified human needs into five categories starting from the lower to the higher need in the pyramidal ascending way:

i) Physiological needs

They are the primary or basic needs of people such as food, shelter, drinks, air, sex, sleep, clothing and relief from pain. These are normally unlearned at the place of work. Such may concern the basic salary and working conditions.

ii) Safety and security needs

The need for freedom from threat/danger. This need consists of both the emotional and physical safety needs. The security needs relate to the desire for a peaceful, smoothly run

and stable environment. This means there is need for protection against murder, fire, accident, etc and economic safety against unemployment, theft, sickness and disability.

iii) Social needs

It is sometimes referred to as love, belonging or affection needs. These love needs are concerned with affectionate relation with others and status with a group. These needs are concerned with such aspects as friendship, affiliation and satisfying interaction with other people. And since employees spend most of their time at work place, belonging needs should be satisfied there.

iv) Esteem needs

These are the needs for power, achievement, competence, recognition and status. Successful completion of a particular task, recognition by others of a person's skills and acquisition of organization title make employees to be satisfied.

v) Self actualization

This is the need to maximize the use of one's abilities, skills, and potential. In other words it means to be what one wants to be. It is also called the need for self-fulfilment or self-realization.

This theory states that a satisfied need is no longer a motivation. Although it is also known at times that individual needs are never fully satisfied as a result of a single act or behavior and human beings will perpetually want more.
Applied to the present study, this theory implies that for teachers to be satisfied, they have to be well paid, have good working conditions, be protected against murder, fire, accident, disability, have good relationships, high level of achievement, recognition and status.

2.3.2 Herzberg’s Two – Factor Theory

Fredrick Herzberg (1959) proposed a two dimensional theory of factors affecting people’s attitudes about work. According to Hertzberg man has two categories of needs, which are essentially independent of each other and affect his behavior in different ways.
When people are dissatisfied about their jobs, they are particularly concerned about the environment in which they are working on the other hand, when people feel good about their job, this has to do with the work itself. Hertzberg calls the first category of needs hygiene factors because they describe man’s environment and serve the primary purpose of the second category of needs as motivators since they are effective in motivating people to superior performance.

Hygiene factors include company policies, administration, supervision, working conditions, interpersonal relations, wages/salaries and allowances, status and security. Motivation or job content factors include achievement, recognition, increased responsibility, challenging work growth and development. According to Hertzberg both sets of factors work in one direction only. Further the theory explains that, the absence of hygiene factors creates job dissatisfaction, but their presence does not motivate or create satisfaction.

Herzberg’s theory and observation have been criticized for the following reasons. It is based on information collected by him and his colleagues by interviewing 200 engineers and accountants in the late 1950s at Pittsburgh U.S.A in order to access what motivated them at work. It should be noted here that the group of employees Herzberg interviewed comprised of employees whose lower order needs such as physiological, safety and even social needs were satisfied and so could be motivated by the two remaining higher needs namely esteem and self-actualization, thus the theory may only be relevant for better paid executives in the developed countries. Secondly it used critical
incident techniques that have low validity as respondents were involved in self-reporting on happy and unhappy experiences concerning their jobs (Mumo 2000). According to Mumo this was bound to introduce bias of being able to recall the most recent job conditions and attributing unfavorable ones to other people. Thirdly, Herzberg’s work offers no explanation as to why various extrusion job factors should affect performance (Tripath, 1982).

Despite the above criticisms we can use Herzberg’s two-factor theory to explain the distinctions between the determinants of job satisfaction and job motivation. Herzberg has distinguished between extrinsic and intrinsic factors and called one group dissatisfies and the other satisfies (Gilmer and Deci, 1971).

Herzberg’s theory has been widely utilized by managers as it identifies incentives or rewards, which can be used in practice. Saleem (1997) points out that the theory’s most effective technique of increasing motivation is job enrichment that implies upgrading the job in terms of responsibility and challenge in work. In relation to the present study, this theory suggests that good administrative policies, supervision, working conditions, interpersonal relations, high salaries and allowances, status, security, achievement, increased responsibility, challenging work; growth and development promote teachers’ job satisfaction.
2.3.3 Vroom’s Expectancy Theory

Vroom in 1964 advanced the expectancy theory. Expectancy theory concerns choice of behaviors that can lead to desired rewards. The theory postulates that individuals will evaluate various strategies of behavior and then choose the behavior that they believe will lead to those work related outcomes or rewards that they value like pay increase, promotion or recognition. If the individual believes that working hard will lead to a desired pay increase he will work hard.

Miskel and Ogawa (1988) says that this theory rests on the assumption that motivation is a coonskins process in which decisions lawfully are related to psychological events that occur with behavior and the forces in the individual and the environment combines to determine behavior. Vroom (1964) explained that expectancy theory involves three main variables: instrumentality, valence and expectancy that are derived from the relationship among efforts, performance, outcomes and rewards. Szilagyi (1981) explains expectancy as the perceived relationship between efforts and performance. For example the teacher may not be 100% certain that success of his / her students in an examination will be 100% since this depends on a number of factors beyond his /her control. Instrumentality on the other hand is the probability that performance will lead to desired rewards. It represents the belief by the employee that a reward will be received once the task has been accomplished. Valence has been defined as the employee’s preference for a particular outcome or reward, which can be either intrinsic or extrinsic valence. Teachers expect such outcomes as pay increases, promotion and recognition by superiors to have positive valence. Such outcomes as reprimands, job pressures, stress and interpersonal
conflicts may have negative valences. The valence that workers attach to outcomes may vary with age, and the type of work. From the foregoing description of expectancy theory, it is clear that the theory stresses that people will be motivated to choose behaviors that result in valued rewards. Thus in the context of this study, this theory implies that, teachers will be satisfied if they get pay increase, promotion and recognition as they expect and work hard to achieve them.

2.3.4 Skinner's Reinforcement Theory

Reinforcement theory of work motivation has its foundation in the work of Skinner. This is a theory that stresses application of rewards by the manager. Szilaglyi (1981) explains reinforcement as a theory, which suggests that behavior is a function of its consequences or rewards. In other words if people are rewarded for performing at a higher level they should perform at a high or higher level because of the knowledge of the rewards that will be received. If for example a teacher is rewarded for exemplary performance, then we expect this teacher to do better for knowing that she or he will be rewarded. The crucial element in this reinforcement process is the consequences or rewards for performance because it is through the administration of rewards that the person learns acceptable or motivated behaviors. This means that, applied to the present study, this theory suggests that teachers can be satisfied if they receive rewards after completing a task properly. Such rewards can be in the form of promotion, recognition or material rewards.
2.3.5 Lawler’s Facet/Overall satisfaction Theory

Lawler (1973) distinguished between overall satisfaction and Facet satisfaction. According to him, facet satisfaction refers to people’s affective reaction to particular aspect of their job such as pay, supervision and opportunities for promotion. Overall satisfaction refers to a person’s affective reaction to his total job (Schneider, 1993). Therefore satisfaction is conceived in terms of job facet and overall job satisfaction as a compilation of feelings of satisfaction on an array of facets (Mumford, 2000). Lawler’s Facet /overall satisfaction is the most valid in measuring satisfaction (Johnson and Holdaway, 1990). It is relevant for this study in that for the teachers to attain job satisfaction or the aspects of their job have to be fulfilling. Such may include: pay, supervision and opportunities for promotion.

2.3.6 Equity Theory

This theory is based on the fact that employees make comparisons of their effort and rewards with those of others in similar work situations. According to Adam Smith (1965) people perceive an inequity and experience discomfort if they perceive that their own ratio of outcomes to inputs is not equal to the ratio of a companion or co-worker (Altmann et.al, 1985). Equity theory states, in effect, people will be better motivated if they are treated equitably and demotivated if they are treated inequitably. It explains only one aspect of the process of motivation and job satisfaction although it may be significant in terms of morale (Armstrong, 2000).

Adams (1965) identified two forms of equity namely, distributive equity and procedural equity. According to Adams, distributive equity is concern with the fairness with which
people feel they are rewarded in accordance with their contribution and in comparison with others. Procedural equity or procedural contribution justice is concerned with perceptions employees have about the fairness with which company procedures in such areas are being operated.

According to Tyler and Bies (1990), interpersonal factors are closely linked to feelings about procedural fairness; there are five factors that contribute to perceptions of procedural fairness. These are:

- Adequate consideration of employee’s viewpoint.
- Suppression of personal bias towards employees
- Providing an early feedback to employees
- Providing employees with adequate explanation of the decisions made.

The importance of this theory to management lies in the area of determining appropriate level of rewards and procedural justice. In the context of the present study it means that teachers have to be rewarded fairly in comparison with others who have similar qualifications in other sectors. Their salary and working conditions should be the same as those of employees with similar qualifications in other sectors for them to attain job satisfaction, their contribution in decision-making, provision of early feedback and adequate explanation of decisions made are also pertinent.
2.3.7 Alderfer’s E-R-G Theory

Taking Maslow’s theory as the starting point, Clayton Alderfer (1972) built up a theory, which he claimed had realistic application to a work organization. He said that Maslow’s five levels of need can be amalgamated into three factors i.e. existence, relatedness and growth resulting in his approach being termed as “E-R-G” theory. His “Existence needs” include all forms of physiological and safety needs or Maslow’s first order needs, “related” needs” include relationships with other people (social needs of Maslow’s third level) and that of Maslow’s fourth level (Esteem needs), which are derived from other people.

“Growth needs” are like Maslow’s self-actualization and are concerned with the desire to be creative and to achieve full potential in the existing environment. He conceives E-R-G needs along a continuum thus avoiding the implications that the higher up an individual is the better it is. According to him different types of needs can operate simultaneously, and if a particular path towards satisfaction is blocked, the individual will both persist along that path and at the same time regress towards more easily satisfied needs. In this way, he distinguishes between chronic needs, which persist over a long period of time and the episode needs, which are situational and can change according to the environment. He also suggested that lower level needs do not have to be satisfied before higher level needs emerge as motivators. In relation to the present study, this theory suggests that teachers need to be paid well, be secure and have good interpersonal relations for them to be satisfied.
2.4 Job Satisfaction in the Teaching Profession.

Several studies have been conducted on job satisfaction within the school set up. Maslow ‘s hierarchy of needs and Herzberg’s two-factor theory have been widely utilized to study teachers’ job satisfaction. Such studies include Sergiovanni and Carter (1971) in USA, Holdaway (1978) in Canada, Mertler (1992) in USA, and Heller et.al (1993) in North Carolina: while in Kenya such studies include Smock (1980), Ngaroga (1985), Ngalyuka
(1985), Okumbe (1987), Ingolo (1991), Sogomo (1993) and Mumo (2000). The above studies have revealed that teachers can only stay on the job if physical, social status, economic and security aspects associated with the conditions of work are satisfying. The studies have also revealed that adequate provision of salary, proper working conditions, good supervision, teaching materials, small classes, preparation time and overtime pay promote job satisfaction. (Mumo, 2000).

Sergiovanni and Carter (1971) said that teachers’ dissatisfaction results from three aspects associated with teaching namely, poor interpersonal relations, incompetence, inadequate or unfair administrative practices and matters extended to the school affecting one’s personal life, they are in support of Herzberg when they say that the above have the potential to lower one’s performance but neutralizing them or improving them does not motivate teachers to perform in the extraordinarily ways.

Their study also reveals that dynamic and stimulating leadership of the principal is an important factor relating to job satisfaction for teachers. Teachers also emphasized on opportunities for professional growth, respect and friendliness as administrative qualities, which contributed, to job satisfaction.

Teachers are not likely to perform well in unfriendly environment but teachers by large are not necessarily motivated simply because the school and the principal are friendly either. By the same token, while professional growth opportunities motivate teachers to perform well, absence of these opportunities seldom produce enough dissatisfaction to
cause teachers to change jobs (Sergiovanni and carter, 1971). The status of the teachers is one of the aspects that have been widely covered. According to the International Labour Organization (ILO) and the (UNESCO), teachers' shortage has grown throughout the world and it has become evident that an adequate supply of qualified teaching staff will not be forthcoming without an improvement in the professional, social and economic conditions of the teaching profession.

The UNESCO/ILO pamphlet on status of teachers has special provision for teachers in rural areas. It recommends that descent housing, preferably free or at subsidized rental charges should be provided for teachers and their families. It was also suggested that development plans and programmes should include provision for appropriate accommodation for teachers.

Inspection and supervision of teachers is one factor, which is a major source of teachers' dissatisfaction. It has been recommended that any system of inspection or supervision, be it internal or external should be designed to encourage and help teachers in performance of their professional tasks and should be such that not to diminish their freedom, initiative and responsibility as teachers. It is reckoned that the best means to overcome any existing shortage of qualified, competent and experienced teachers is by improving the social status of teachers, their living and working conditions, their terms of employment and their career prospects. There is a growing concern that an effective system of education requires a crop of qualified teachers working diligently and with a high morale.
2.5 Influence of personal characteristics on job satisfaction

Personal characteristics of gender, age educational level and experience have been looked at in various studies on teacher’s job satisfaction. The main aim here has been to establish their influence on job satisfaction. Immonje (1991) and Mwangi (2000) say that women teachers tend to be more satisfied than their male counterparts. However, other researchers like Mutie and Sogomo (1993) say that gender has no influence on job satisfaction. Despite the fact that there is variation in the above researchers, there is need to establish how gender variable influences job satisfaction of secondary school teachers in Nyamarambe division.

The aspect of age in relation to job satisfaction varies with relation to work with or without supervision, recognition and opportunity to use own approaches (Ingolo, 1991). Factors like interpersonal relationships with students, provision of school holidays are found to give satisfaction mostly to the younger teachers. However, other studies do not establish any significant relationships; Sipon (1996) and Padila (1993).

The level of education has been found to contribute significantly to job satisfaction. Teachers with least educational level tend to be more satisfied with most facets of the job- Ingolo (1991), Mwangi (2000), Madera (1995) and Sipon (1996). However Padila and Mutie (1993) say there are no significant differences in job satisfaction of teachers with differing educational level. The study will try to investigate this attribute.
Job satisfaction has also been associated with teaching experience. From some studies it is clear that job satisfaction increases with an increase in the teaching experience. Mwangi (2000) supports this view. While Sogomo (1993) could not establish any association between the two. This aspect will also be investigated in the study.

### 2.6 Summary and Critical Analysis of the Review

The literature review in this chapter has focused on job satisfaction of employees and the factors that lead them to these feelings of job satisfaction. Such factors include; salary, achievement, recognition, challenging tasks, increased responsibility, opportunity for growth, working conditions, advancement, technical supervision, and interpersonal relations. The literature review has also highlighted some of the theories used to explain job satisfaction. The theories highlighted here are: Maslow’s hierarchy of needs (1954), Herzberg’s two-factor theory (1957), Adam’s Equity theory (1965), Alderfer’s E-R-G model, (1972), Lawler’s overall/facet satisfaction theory (1973) and Skinner’s reinforcement theory (1974). Their relevance to the topic of study has been focused.

Included above too, is the job satisfaction in the teaching profession. The studies reviewed have revealed that adequate provision of salary, proper working materials: small classes, preparation time, and high social status promote job satisfaction among teachers. Other factors here include; decent housing, challenging tasks, and job security.

The influence of personal characteristics on job satisfaction has also been examined. From the studies reviewed, it has been revealed that job satisfaction depends on gender.
age, experience and educational level of the teachers. It will be interesting to find out if these earlier findings can be corroborated in the present study.

2.7 Null hypotheses:

$H_{01}$ There is no significant difference between male and female teachers in the job factors that satisfy them.

$H_{02}$ There is no significant relationship between teachers’ educational attainment and the job factors that satisfy them.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter contains details on the research design, location of the study, target population, the study sample and sampling procedures, research instruments and their validity and reliability. The chapter also includes the pilot study, the methods for data collection and the procedures for data analysis.

3.2 Research design

The research design for this study was a descriptive survey. This method was chosen in achieving the stated objectives in that it enables data collection from a large sample. This determines and reports the way things are such as public opinions or attitudes (Gay, 1976). Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw general conclusions from facts discovered (Lokesh, 1984). The methods are non-experimental for they deal with relationships among non-manipulated variables. Since the conditions or events already occurred or exist. The researcher merely selects the relevant variables for analysis of their relationships. (Best and Kahn, 1993). Questionnaires were utilized in data collection.
3.3 Location of the study

This study was conducted in Nyamarambe Division, South Kisii District, Kenya. According to Singleton (1993), an ideal setting for any study should be easily accessible to the researcher. South Kisii District was very familiar to the researcher and it was easy access the secondary schools in the area. The area was well known and similar research had not been conducted in the area.

3.4 The target population

The target population is the larger group to which one hopes to apply the findings (Frankel and Wallen, 1993:79). For this study it was the rural secondary school teachers of Nyamarambe Division of South Kisii District. The Division had a total of 16 public secondary schools with a total of 210 teachers.

3.5 The study Sample

A sample is any group from which information is obtained (Frankel and Wallen, 1993:79). 80 teachers from a population of 210 in the 16 public secondary schools in Nyamarambe Division were included in the sample. Gay (1976) says that for descriptive statistics, a sample size of 10% is considered minimum. A minimum of 30 is recommended by Cohen and Manion (1994) when statistical analysis is to be used.

The sample taken was assumed to be adequate to make generalizations on the actual population size. The ideal sample is large enough to serve as an adequate representation.
Of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expense in both time and money and complexity of data analysis (Best and Kahn, 1993). Therefore all the schools in the Division were used in the study.

3.6 Sampling Procedure

The sample was obtained from all the 16 public secondary schools in Nyamarambe Division. A list of all the T.S.C teachers was obtained from the district education office. Using that list five teachers from each school were randomly selected for inclusion in the sample. According to Kerlinger (1973), a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected than the other members are. The selected teachers were then given questionnaires to fill.

3.7 Research Instrument

The instrument used was a questionnaire. Using a questionnaire method has the advantages that the respondent remains anonymous, can be more truthful and has more time to think about questions than is usual with interviews. This may result in more meaningful answers (Peil, 1985).

The questionnaire used was modified by the researcher from that which was used by Mumo (2000), which was also modified from the one that was developed by Holdaway and Johnson (1990). This had five categories of Facets: Working conditions, Teaching related matters, Administrative matters, Student related matters and Occupation related
matters. This was scored as: 6 highly satisfied, 5 moderately satisfied, 4 slightly satisfied, 3 slightly dissatisfied, 2 moderately dissatisfied, 1 highly dissatisfied.

3.7.1 Validity and reliability

Validity has been defined as the degree to which a test measures what it is supposed to measure. (Borg, 1989). Reliability is defined as the level of internal consistency or stability of the measuring device over time (Borg, 1989). The procedures used should produce similar results when applied to similar people on a second occasion. The questionnaire used has been found to be valid and reliable. According to Holdaway and Johnson (1990:11) the validity as assessed by experts was high. Reliability as assessed by Guttman split half technique was between 0.90 and 0.98. Mutie (1993) Sogomo (1993) and Mumo (2000) who used the same instrument in Kenya found that it gives consistent results thus giving it credibility as a valid and reliable instrument.

3.8 Pilot study

Borg (1989) defines a pilot study as a small preliminary investigation that is conducted to develop and test measures and procedures, which will be used in the study research. A pilot study was undertaken before the main study. This facilitated changes and modifications of the questionnaire for improvement of the instruments and procedures for the actual collection of data of the study. Pre-testing helped in enhancing reliability and validity of the instruments such that the vague statements on the questionnaire were refined or removed altogether. The final copies of the questionnaire were made after taking into account all the comments and suggestions made from the pilot study.
3.9 **Data collection procedures**

Permission to carry out research was obtained from the Office of the President as required by the law. A reconnaissance was made to each of the secondary schools in Nyamarambe Division to inform the principals of the intended study. The day was then arranged to administer the research instruments.

Teachers’ questionnaires were given to teachers to complete and return to the researcher. To ensure a higher return rate the completed questionnaire were collected the same day they were given to the teachers. However, those who could not fill the questionnaires that day for one reason or another, the questionnaires were collected at a later date convenient to both the researcher and the respondents.

3.10 **Data analysis plan**

Descriptive and analytical statistics were used in the analysis of the data collected from the field. From part A of the teachers’ questionnaire, frequencies and percentages were calculated to establish the number of respondents with the listed personal characteristics of gender, age, teaching experience and level of education.

From part B the teacher’s overall/ facet satisfaction were analyzed using a scale ranging from highly dissatisfied (1) to highly satisfied (6) in accordance with Johnson and Holdaway (1990). Work factors with a rating scale greater than 5.50 were classified under the highly satisfied. Work factors with a mean less than or equal to 5.50 but greater
than 4.50 were considered moderately satisfied while those less or equal to 4.50 but greater than 3.50 were slightly satisfied. The rating of less than 3.50 but greater than or equal to 2.50 was slightly dissatisfied. A rating of less than 2.50 but greater than 1.50 were moderately dissatisfied. Work factor with a rating of less than 1.50 were considered a highly dissatisfied.

Chi-square was used to make a comparison to determine the extent to which overall job satisfaction is related to selected personal characteristics of gender, age, teaching experience and educational level of teachers. These selected personal characteristics were used to group the respondents so that the means of overall job satisfaction of the groups were compared and substantial differences reported. Probability of 0.05 was used in all tests of significance since differences of this order are regarded as meaningful in all educational research (Best and Kahn, 1993). Content analysis was used to analyze responses from open-ended questions in part B of the teachers’ questionnaire.
CHAPTER FOUR
RESULTS OF THE STUDY

4.1.0 INTRODUCTION

In this chapter, findings of the study to the research questions and the null hypotheses investigated are presented. The study was conducted among the secondary school teachers of Nyamarambe Division, South Kisii District. Data was collected by use of a personally administered questionnaire to 80 respondents. Useful information was received from all of them.

Presentation of information follows the order of research questions investigated and the null hypotheses addressed by the study. Table results and figures are organized following each of the research questions explored. The tables show data presented in frequencies, percentages (and means/ranks where applicable), while figures show visual presentation of the same data where necessary.

4.2.0 Findings to research questions and null hypotheses

This subsection contains answers to the research questions and the null hypotheses investigated

4.2.1 Research Question One: To what extent are the teachers satisfied with their job as a whole?
This question explored teachers' response to the item on overall job satisfaction.

Information to this question can be found tabulated in table 4.1 below.

Table 4.1. Teachers' overall job satisfaction.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly dissatisfied (1)</td>
<td>9</td>
<td>11.25</td>
<td>11.25</td>
</tr>
<tr>
<td>Moderately dissatisfied (2)</td>
<td>16</td>
<td>20</td>
<td>31.25</td>
</tr>
<tr>
<td>Slightly dissatisfied (3)</td>
<td>20</td>
<td>25.00</td>
<td>56.50</td>
</tr>
<tr>
<td>Slightly satisfied (4)</td>
<td>25</td>
<td>31.25</td>
<td>87.50</td>
</tr>
<tr>
<td>Moderately satisfied (5)</td>
<td>9</td>
<td>11.25</td>
<td>98.75</td>
</tr>
<tr>
<td>Highly satisfied (6)</td>
<td>1</td>
<td>1.25</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.1 above shows that secondary school teachers in Nyamarambe Division are marginally satisfied with their job as a whole. The following chart presents this data graphically.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Your security</td>
<td>4</td>
</tr>
<tr>
<td>7.</td>
<td>Your assignments to teach particular levels</td>
<td>3.9</td>
</tr>
<tr>
<td>8.</td>
<td>Provision for leave</td>
<td>3.9</td>
</tr>
<tr>
<td>9.</td>
<td>Your freedom to select teaching methods</td>
<td>3.8</td>
</tr>
<tr>
<td>10.</td>
<td>Intellectual stimulation in your work</td>
<td>3.7</td>
</tr>
<tr>
<td>11.</td>
<td>Timetabling of your teaching assignments</td>
<td>3.7</td>
</tr>
<tr>
<td>12.</td>
<td>The role played by K.N.U.T in collective bargaining</td>
<td>3.7</td>
</tr>
<tr>
<td>13.</td>
<td>Recognition by others of your work</td>
<td>3.7</td>
</tr>
<tr>
<td>14.</td>
<td>General behaviour of students in your class</td>
<td>3.5</td>
</tr>
<tr>
<td>15.</td>
<td>Average size of classes you teach</td>
<td>3.5</td>
</tr>
<tr>
<td>16.</td>
<td>Your sense of achievement in teaching</td>
<td>3.5</td>
</tr>
<tr>
<td>17.</td>
<td>Working hours per week</td>
<td>3.5</td>
</tr>
<tr>
<td>18.</td>
<td>Your freedom to select teaching materials within the constraint of available funds</td>
<td>3.4</td>
</tr>
<tr>
<td>19.</td>
<td>Amount of preparation/correction required by your teaching assignments</td>
<td>3.4</td>
</tr>
<tr>
<td>20.</td>
<td>Number of hours for non teaching assignments</td>
<td>3.3</td>
</tr>
<tr>
<td>21.</td>
<td>Quality of accommodation provided by the school or alternative house allowance given</td>
<td>3.1</td>
</tr>
<tr>
<td>22.</td>
<td>General behaviour of students’ in your class</td>
<td>3.1</td>
</tr>
<tr>
<td>23.</td>
<td>Methods used in reporting students’ attitudes and achievement to parents</td>
<td>3</td>
</tr>
<tr>
<td>24.</td>
<td>Ability level of students taking your classes</td>
<td>3</td>
</tr>
<tr>
<td>Question</td>
<td>Score</td>
<td></td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>25. Attitude of your students towards learning</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>26. Attitude of society towards education</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>27. Preparation time available to you during official school day</td>
<td>2.9</td>
<td></td>
</tr>
<tr>
<td>28. Your involvement in decision making</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>29. Retirement benefits</td>
<td>2.8</td>
<td></td>
</tr>
<tr>
<td>30. Available opportunities for advancement</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>31. Attitude of parents towards education</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>32. Status of teachers in society</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>33. Quality of students career guidance and counseling services in your institution</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>34. Average level of student achievement in national examinations</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>35. Your involvement in selecting students to be admitted</td>
<td>2.6</td>
<td></td>
</tr>
<tr>
<td>36. Availability of useful advice available to assist you with problems you encounter in your work</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>37. Methods used to evaluate teachers</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>38. Opportunities available to you for your in-service education to help you handle the challenges of 8.4.4 system of education</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>39. Methods employed in the promotion of teachers</td>
<td>2.4</td>
<td></td>
</tr>
<tr>
<td>40. Methods used in the posting and transfer of teachers</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>41. Your opportunity for promotion</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>42. Physical conditions in staffrooms and staff offices</td>
<td>2.2</td>
<td></td>
</tr>
<tr>
<td>43. Number of hours you are supposed to work per week</td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>44. Availability of library/audio visual resources</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.2 above shows that secondary school teachers in Nyamarambe Division are satisfied with only thirteen out of the forty-five selected job facets, among which are: social relationships in their work, their relationships with other teachers and their relationships with students.

4.2.3 Research Question Three: What is the relationship between overall job satisfaction of teachers and personal characteristics?

Data relating to this question is highlighted in table 4.3 (a), 4.3 (b), 4.3 (c) and 4.3 (d) below.

**Correlation between gender and teachers' overall job satisfaction**

Table 4.3 (a) Chi-square value for correlation between gender and teachers' overall job satisfaction.

<table>
<thead>
<tr>
<th></th>
<th>Overall Level of satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-square a</td>
<td>6.172</td>
</tr>
<tr>
<td>df</td>
<td>3</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.104</td>
</tr>
</tbody>
</table>

a. 0 cells (.0 %) have expected frequencies less than 5. The minimum expected cell frequency is 24.8.

Table 4.3 (a) above shows that teachers' overall job satisfaction is influenced by gender at 3 degrees of freedom since the significance value is >0.05.
Table 4.3 (c) above shows that teaching experience has no influence on teachers’ overall job satisfaction at 3 degrees of freedom since significance value is < 0.05.

**Association between educational attainment and teachers’ overall job satisfaction**

Information highlighting this is tabulated in table 4.3 (d) below

**Table 4.3 (d) chi-square value for educational attainment and teachers’ overall job satisfaction**

<table>
<thead>
<tr>
<th>Overall Level of satisfaction</th>
<th>Overall Level of satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chi-Square a</td>
<td>21.149</td>
</tr>
<tr>
<td>df</td>
<td>3</td>
</tr>
<tr>
<td>Asymp. Sig.</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 53.8.

Table 4.3 (d) above shows that educational attainment has no influence on teachers’ overall job satisfaction since significance value is < 0.05.

4.2.4 Research Question Four: What factors do the teachers list as most important in contributing most positively or negatively to their overall job satisfaction?
Factors contributing most positively to teachers' overall job satisfaction

Results of this can be seen tabulated in table 4.4 (a) below.

Table 4.4 (a) below shows factors frequently mentioned as contributing most positively to teachers' overall job satisfaction.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students' achievement</td>
<td>39</td>
<td>49</td>
</tr>
<tr>
<td>Provision of holidays</td>
<td>29</td>
<td>36</td>
</tr>
<tr>
<td>Job security</td>
<td>25</td>
<td>31</td>
</tr>
<tr>
<td>Helping students' achieve future objectives</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Interpersonal relationships</td>
<td>19</td>
<td>23</td>
</tr>
</tbody>
</table>

Table 4.4 (a) above shows that students' achievement was the most frequently mentioned as contributing most positively to teachers' overall job satisfaction. Chart 4.4 (a) below shows the above information graphically.
Figure 4.4 (a) showing factors contributing most positively to teachers overall job satisfaction.

Factors contributing most negatively to teachers’ overall job satisfaction

Related information can be seen tabulated in table 4.4 (b) below.

Table 4.4 (b) showing factors that were frequently listed as contributing most negatively to teachers overall job satisfaction

<table>
<thead>
<tr>
<th>Factor</th>
<th>Frequencies</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low salary</td>
<td>52</td>
<td>65</td>
</tr>
<tr>
<td>Low status of teaching profession</td>
<td>49</td>
<td>61</td>
</tr>
<tr>
<td>Lack of opportunities for promotion</td>
<td>44</td>
<td>53</td>
</tr>
<tr>
<td>Methods used in the promotion of teachers</td>
<td>42</td>
<td>52</td>
</tr>
<tr>
<td>Slim opportunities for advancement</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Heavy workload</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>
Poor entry behaviour of students. 37 49
Unconductive working environment 35 44

Table 4.4 (b) above shows that salary was the most frequently mentioned as contributing most negatively to teachers’ overall job satisfaction. The chart below shows the above information graphically.

**Figure 4.4 (b) showing factors contributing most negatively to teachers overall job satisfaction**

![Bar chart showing factors contributing most negatively to teachers overall job satisfaction]

4.2.5 Differences between teachers in the job factors that satisfy them according to gender

**Ho**: There is no significant difference between male and female teachers in the job factors that satisfy them.

Information relating to the above hypothesis can be seen tabulated in table 4.5 below.
Table 4.5 showing percentages of male and female teachers satisfied with the twelve job facets.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of respondents</td>
<td>61</td>
<td>19</td>
</tr>
<tr>
<td>Factors</td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>1. Social relationships in your work</td>
<td>35</td>
<td>57.1</td>
</tr>
<tr>
<td>2 Your relationships with other teachers.</td>
<td>52</td>
<td>85.2</td>
</tr>
<tr>
<td>3. Your relationship with students</td>
<td>49</td>
<td>81</td>
</tr>
<tr>
<td>4 Your assignment to teach particular subjects</td>
<td>44</td>
<td>72</td>
</tr>
<tr>
<td>5 Your relationship with the schools' administrators</td>
<td>43</td>
<td>70.5</td>
</tr>
<tr>
<td>6. Your security</td>
<td>43</td>
<td>71.1</td>
</tr>
<tr>
<td>7. Your assignment to teach particular levels</td>
<td>43</td>
<td>70</td>
</tr>
<tr>
<td>8. Provision for leave</td>
<td>40</td>
<td>65.6</td>
</tr>
<tr>
<td>9. Your freedom to select teaching methods</td>
<td>40</td>
<td>66</td>
</tr>
<tr>
<td>10. Intellectual stimulation in your work</td>
<td>38</td>
<td>63</td>
</tr>
<tr>
<td>11. Time tabling of your teaching assignments</td>
<td>36</td>
<td>59</td>
</tr>
<tr>
<td>12. The role played by K.N.U.T in collective bargaining</td>
<td>47</td>
<td>76.6</td>
</tr>
</tbody>
</table>
Table 4.5 above shows that female teachers had higher scores in seven job facets out of twelve. Male teachers had higher scores in 5 job facets out of twelve. The null hypothesis is rejected.

4.2.6 Differences in the job factors that satisfy teachers according to educational attainment

Ho2: There is no significant relationship between teachers and the job factors that satisfy them across educational attainment.

Information relating to this can be seen tabulated in table 4.6 below.

Table 4.6 showing percentage satisfactions for the three categories.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Certificate level</th>
<th>College Diploma</th>
<th>Bachelor's Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F %</td>
<td>F %</td>
<td>F %</td>
</tr>
<tr>
<td>1. Social relationships in your work</td>
<td>4 66</td>
<td>10 79</td>
<td>46 75</td>
</tr>
<tr>
<td>2. Your relationships with other teachers.</td>
<td>3 50</td>
<td>13 100</td>
<td>52 86</td>
</tr>
<tr>
<td>3. Your relationship with students</td>
<td>4 67</td>
<td>13 100</td>
<td>48 78</td>
</tr>
<tr>
<td>4. Your assignment to teach particular subjects</td>
<td>5 83</td>
<td>13 100</td>
<td>40 65</td>
</tr>
<tr>
<td>5. Your relationship with the schools' administrators</td>
<td>4 67</td>
<td>11 85</td>
<td>39 64</td>
</tr>
</tbody>
</table>
Table 4.6 above shows that diploma holders are more satisfied, followed by those with bachelor’s degree. Those with certificate level have the least scores. Therefore the null hypothesis is accepted.

4.3.0 Summary of Results

With respect to the research questions and null hypotheses investigated, it was found that:

i) Secondary school teachers in Nyamarambe Division are marginally satisfied with their job as a whole.

ii) Teachers are only satisfied with 13 out of the 45 selected job facets.
iii) The three top facets that teachers expressed satisfaction with were: Their relationships at work, their relationships with other teachers and their relationships with students.

iv) The three major facets that teachers expressed dissatisfaction with were: salary and fringe benefits, availability of library/audio visual resources and the number of hours they work per week.

v) It was discovered that teachers' overall job satisfaction is influenced by gender. Other personal characteristics had no influence on teacher's overall job satisfaction.

vi) It was also established that the factors contributing most positively to teachers overall job satisfactions were: student's achievement, long holidays, job security, opportunity to help students achieve their objectives and interpersonal relationships.

vii) It was found that the factors contributing most negatively to teachers overall job satisfaction were: salary and fringe benefits, low status of the teaching profession, lack of opportunities for promotion, poor methods used in the promotion of teachers, lack of opportunities for advancement, poor scheme of service, house allowances, 8.4.4 system of education, political and religious interference and heavy workload.
viii) In relation to the factors that satisfy teachers, female teachers had higher scores in seven out of the twelve job facets and diploma holders had higher scores than the other two categories.

ix) The research also showed that of the 45 items used for the research, none of them was a complete satisfier or dissatisfier. It therefore means that to increase job satisfaction among secondary school teachers, both the satisfiers and dissatisfiers should be taken care of.
CHAPTER FIVE

CONCLUSION

5.1.0 INTRODUCTION

In this chapter the main findings of the study are discussed and interpreted in the light of their implications for counselling practice.

5.2.0 Discussion

Discussions of the findings of this study follow the major research questions in the order presented in chapter one and chapter four.

Research question one: To what extent are the teachers satisfied with their job as a whole?

Table 4.1 summarizes teachers’ responses to this question. The result in table 4.1 showed that the secondary school teachers in Nyamarambe Division were marginally satisfied with their job as a whole. As can be observed, 12.5% of the teachers rated their overall satisfaction between (5 and 6) and about 56.25% rated their overall satisfaction between (3 and 4). Only 31.25% of the respondents rated their overall job satisfaction between (1 and 2). In general, teachers were marginally satisfied with their job. The above findings are supported by Holdaway (1978) who found out that junior and senior high school teachers were fairly satisfied with their job as a whole. The reasons given by the teachers in support of this were: poor remuneration, lack of advancement and promotion prospects, low salaries, house allowance and retirement benefits. The teachers’ salaries are lower than those of their counterparts in other sectors of the economy. Another issue
here was that teachers remain at the same grade for a relatively long period, those who get promoted are those with tall relatives.

The above situation not only dissatisfies teachers but also demotivates them leading to decreased teaching and poor performance in national examinations. The teachers are generally pessimistic and are in the profession half-heartedly. Such state makes teachers frustrated, depressed and always looking elsewhere for greener pastures.

The above situation calls for improvement in the teaching profession if the teachers have to be satisfied with their job. Such improvements would go a long way in reducing teachers’ stress, frustration and despair while increasing their motivation, mental and physical health. Such situations would lead to increased productivity and hence contribute positively to a healthy nation.

Research question two: To what extents are the teachers satisfied with the various facets associated with their job?

Table 4.2 shows the mean scores of teacher’s satisfaction with selected job facets. In the teacher’s questionnaire there were 45 job facets grouped into five categories. According to the researcher’s interpretation, a mean score above 3.5 (that is, the mean of the six-point scale) indicates neither satisfaction nor dissatisfaction. Thus a mean score above 3.5 indicates satisfaction and a mean score below 3.5 indicates dissatisfaction. It should be noted that while the mean represents the average score for the group, individual responses of extreme nature tend to distort the mean.
The results show that teachers were relatively satisfied with interpersonal relations. The teachers were moderately satisfied (4.6 mean score) with their relationships with students; moderately satisfied (4.6 mean score) with their social relationships at workplace; slightly satisfied (4.0 mean score) with their relationships with the school administrators and moderately satisfied (4.7 mean score) with their relationships with other teachers.

Interpersonal relations were perceived as the main or major contributing factor to teachers' job satisfaction. Acceptance among people that one interacts with everyday in the course of carrying out his/her duties can affect production and willingness to work within that organization.

White and Mitchell (1970) found out that people receiving positive cues from co-workers were more satisfied and productive than those receiving negative cues. Teachers said that it is demoralizing to teach students who may not accept or appreciate the efforts put or to work with an unsupportive administration or with co-workers who do not appreciate the efforts put. A positive relationship is therefore pertinent to attain maximum production, have a sense of achievement and hence reduce panic, stress, frustration and despair.

The second group of factors that teachers expressed satisfaction with were related with teaching assignments. Assignments to teach particular subjects had a mean score of 4.1, assignments to teach particular levels had a mean score of 3.9, freedom to select teaching methods had a mean score of 3.8, and timetabling of teaching assignments had a mean
score of 3.7. Assignments to teach particular subjects and levels were satisfying as most of the teachers were teaching the subjects that they have prerequisite preparation and training to teach in secondary schools from form one to four. This means that their work needed minimal preparation time as much of the content is already mastered. Teachers said that it was not good to allocate a subject to a teacher who is not trained in that subject as this makes the teacher uncomfortable since it is difficult to master the content and do all that is required. Such situation makes teachers frustrated and depressed.

Another factor causing job satisfaction was the role played by K.N.U.T in collective bargaining. Since 1997, K.N.U.T has been trying to make sure that teachers’ working conditions have been improved to match with those of other professionals in other sectors of the economy. Although the above has not been attained, much progress has been made towards that direction. Due to the good work of K.N.U.T teachers are know sure of getting an increment every year since 2003 – 2008. Such situation has made teachers optimistic although their salary still remains below that of other professionals with similar qualifications. When teachers know that their salary, house allowance and medical allowance will increase they work hard hoping that at one time they would be able to meet the demands of living.

Another important source of satisfaction was recognition by others of the teacher’s work (mean score of 3.7). Teachers said that recognition by school administrators of one’s achievements was a satisfier. Appreciation from administrators not only motivates but also leads to better performance. This has to be in form of verbal or material rewards.
Recognition motivates teachers to work hard to achieve institutional goals and objectives and hence leading to satisfaction.

Opportunity to work without or with minimal supervision and the chance to try own methods of planning and teaching instill a sense of responsibility among teachers. Their freedom to select teaching methods had a mean score of 3.8.

Teachers also expressed satisfaction with their job security. This was because they are sure of getting their salary at the end of every month and when they retire they get their retirement benefits. This makes teachers to continue being in the profession although job security per se does not lead to high standard of living but gives them hope to live to see the next day.

In general, the teachers were only satisfied with 13 job facets. The result showing highest satisfaction scores correlate fairly closely with those of Holdaway’s (1978) study, which found out that “items with highest percentages satisfied generally involved interpersonal relationships and teaching assignments. (P. 37).

From the Ho, as highlighted in table 4.5 in chapter four, the female teachers had higher scores in social relationships at work (68.4%) relationships with students (84%), assignment to teach particular subjects (89%), provision for leave (73.7%), freedom to select teaching methods (80%), intellectual stimulation at work (70%), timetabling of their teaching assignments (79.1%) while their male counterparts had higher scores in only five items, that is: relationships with students (85.2%), relationships with school
administrators (70.5%), job security (71.1%), assignments to teach particular levels (70%) and the role played by K.N.U.T in collective bargaining (76.6%).

The above results are consistent with those of Mwangi (2000) who established that provision of leave and relationships at workplace were more satisfying to female teachers. He also established that male teachers had low scores in many of the above job facets.

From the null hypothesis two as highlighted in table 4.6, diploma holders had the highest score (79%) satisfaction with social relationships at work place, those with bachelor’s degree had (75%) while those with certificate level had the least score of 66%). Those with college diploma had highest score of 100% in their relationship with co-workers (teachers). Those with bachelor’s degree had (86%) and certificate holders were the least satisfied with (50%). College diploma holders were satisfied (100%) with their relationships with students. Those with bachelor’s degree had 78% and those with certificate were the least satisfied with 67%.

It was also established that diploma holders scored 100% in their assignments to teach particular subjects, those with certificate level had 83% while those with bachelor’s degree had the lowest score of 65%. Relationships with school administrators was more satisfying to diploma holders who scored 85%. Those with certificate level scored 66.7% while those with bachelor’s degree had the lowest score of 64%.
It was also observed that bachelor’s degree holders scored highest in their job security, 68%, while those with certificate level scored 66.6% and diploma holders scored only 36%. Assignment to teach particular levels was highly scored (73%) by those with bachelor’s degree, followed by college diploma 69% and certificate level 50%.

The provision for leave was highly satisfying to diploma holders who scored 85%, while those with bachelor’s degree scored 66% and certificate holders scored 49.6%.

Freedom to select teaching methods was more satisfying to those with certificate level who scored 81% while diploma holders scored 69% and those with bachelor’s degree scored 56%. Intellectual stimulation at work was more satisfying to those with bachelor’s degree, while those with diplomas had 54% and certificate holders 50%.

Timetabling of teaching assignments was more satisfying to those with degrees who scored 64% while those with diplomas scored 60% and certificate holders scored only 50%. The role played by K.N.U.T was more satisfying to diploma holders who scored 80% while those with bachelor’s degree scored 75% and certificate holders scored 66.6%.

In general, diploma holders had the highest scores in many job facets, followed by degree holders and the certificate holders had the least scores. The above result is contrary with the one found by Mwangi (2000) who said that teachers with the least educational level had the highest scores in the job factors that satisfy teachers.
It was also observed that teachers were neither satisfied nor dissatisfied with the following job facets: General behaviour of students in their classes, average size of the classes they teach, their sense of achievement in teaching and working hours per week. Teachers said that the behaviours of their students are not so good as some of them abuse teachers. They also said that they can have up to 50 students in a class instead of 45 as required by the Ministry of Education, their sense of achievement is low because the performance in national examination is usually dissatisfying and they teach for long hours to cover the syllabus. The above situation makes teachers dissatisfied with their job leading to high stress levels and job burnout.

The major facet causing dissatisfaction to teachers was salary and fringe benefits, which had a mean score of 2.0. This is a major source of job dissatisfaction among secondary school teachers and this has been a major cause of unlimited controversy over the years. The low remuneration paid to highly qualified professionals has been a major contributor to teacher turnover, instability in families, negligence, absenteeism, tardiness, apathy, juvenile delinquency and suicide. Many a time, teachers try to make ends meet by starting other income generating activities which take much of their time at the expense of teaching and guiding students properly. Such situation calls for a review of the teachers' salary and fringe benefits and this would go along way in reducing teachers' stress and instability in families.

Availability of library/audio visual resources had a mean score of 2.1. It was found out that most schools had no libraries and those that had had books that have outlived their
usefulness. The teaching profession requires that teachers always update their knowledge and skills from time to time. For them to meet their objectives and improve performance in national examinations, there is need to have well equipped libraries in schools. Audiovisual resources should also be made available. If the libraries are well equipped and the audio/visual resources availed in schools, the teachers would have easy time in preparing and teaching their students to succeed in national examinations. This would go along way in increasing their sense of achievement in teaching.

Physical conditions in staffrooms and staff offices had a mean score of 2.2. Some staff rooms and staff offices were in a pathetic state. Some schools have one room, which serves, not only as the staff room but also as a kitchen where they prepare their lunch. Adding to the above, some staff rooms did not have proper furniture which can enable teachers prepare their teaching work during their free time. In some schools, there was only one room, which serve as the principal’s office, deputy principal’s office, staff room and kitchen. Such situation means that it is difficult for teachers to organize their work to achieve their objectives making the teaching profession frustrating.

The other factor causing dissatisfaction was promotions. The teachers’ opportunity for promotion had a mean score of 2.3 and the methods used in their promotion had a mean score of 2.4. The teachers said there are no clear policies guiding their promotion. Their promotion has been associated with corruption, political and religions affiliation. They also said that only those who had tall relatives get promotions. The current system of promoting teachers has several loopholes, which have lead to frustrations and stress.
Teachers also expressed dissatisfaction with the methods used in posting and transfer of teachers that had a mean score of 2.3. Currently the method of employing and posting of teachers is dissatisfying. How can trained and qualified teachers be interviewed by board members: - Some of whom only attained basic education and hence ill equipped to ask questions which could be even close to the relevant ones? The task of employing and posting teachers should be taken up by T.S.C, which has experts to assess who is suitable for what. In addition to the above, T.S.C is balancing teachers countrywide. This could be a source of uncertainty and insecurity among the teachers as they term the balancing as punitive transfers. It is a process, which may make teachers seek for other jobs where they feel more comfortable and stress free.

Teachers face many problems in the process of discharging their duties. For them to amicably solve these problems, inservice training and availability of any relevant knowledge and information are crucial. Currently the T.S.C has minimized paid leaves making it impossible for teachers to further their studies. This means that the teachers' chances of advancement are slim making many teachers frustrated and depressed.

The selection and admission of students is usually done by the headteachers in most schools. Since nobody is perfect, headteachers end up admitting students who are disruptive and potential delinquents. Such admissions put teachers in a difficult situation in trying to control the behaviour of such students. Such students lead students' strikes,
vandalizing school property and at times beating up teachers. Such teachers develop allow self-esteem which may end up debilitating their life.

The quality of students’ career guidance and counselling services had a mean score of 2.6. Poor counselling services in schools make the students to have a poor attitude of learning and hence poor performance in national examinations and increased rate of students’ strikes. Teachers whose students perform poorly in national examinations have a low self-esteem and have no feeling of achievement in the teaching profession.

Most studies indicate that poor performance in schools and delinquency are significantly related (Hawkins and Lishner, 1987). The psychological and social; consequences of poor performance may have far reaching consequences to individual students. Schafer and Polk (1976) pointed out that teachers often perceive a correlation between educational deficiencies and behavioural problems and therefore categorically define some youngsters as “stupid” or “bad”. Such negative evaluation makes students alienated and increases truancy and other forms of delinquency since they develop a poor self-concept.

The general attitude of students towards learning had a mean score of 3.0. A positive student attitude to learning not only motivates teachers but also satisfies them. A negative student attitude causes a lot of stress to teachers leading to negligence. Without much challenge from students, teachers feel demotivated even to see the results of what they
do. The students' low performance in national examinations and their negative attitude towards learning could also cause a low sense of achievement from teaching.

The social expectation of teachers' behaviour was also a dissatisfier. Teachers said that their behaviour is expected to be exemplary in a society that is not morally upright. There have been incidents of unsatisfactory behaviour among students that is blamed on teachers and yet it is a reflection of the current society. Teachers do not have the moral support from the society to guide and counsel the students and this leaves them not only in a state of confusion but also despair.

Status of teachers in society is also dissatisfying. The low status makes most teachers to leave the teaching profession to seek for other jobs elsewhere which are better paying and prestigious. The teaching job is given a low status as echoed by the Ramtu Report on civil service salaries review (1985) which pointed out that graduate teachers entered the service at job group “H” while engineers, agricultural officers and quantity surveyors join the service at job group “J” a grade higher than the graduate teachers. This causes a low self-esteem in teachers. The counsellors have a role to play in motivating teachers to explore other alternatives of achieving their life goals.

Teachers' freedom to select teaching materials within the constraint of available funds was also dissatisfying. In most schools, the principals, who may not be well informed about the quality and quantity of the materials required, do the purchasing of the teaching materials. In some instances they purchase materials, which are of low quality or expired
and can be dangerous when used. Such materials end up causing health problems to teachers and students. Counsellors have a role to play in making principals understand the need of delegating responsibilities to other teachers and reinforcing the teachers’ morale.

Their involvement in decision-making was also dissatisfying. Teachers are adults, they know what is good and bad and so their involvement in decision making would not only make meaningful contribution to the plans and policies of the school but also make them feel part of the management and hence have a sense of achievement when what they proposed is successfully completed. Teachers, who don’t participate in decision-making feel frustrated, demotivated and have a low self-esteem.

Teachers were also dissatisfied with the quality of accommodation or house allowance given and retirement benefits. The teachers get low house allowance and retirement benefits. The low house allowances make teachers to leave in poor houses without piped water and electricity. Such places are not conducive for their stay. The retirement benefits are also low. Many retirees are not able to cope with the high demands of living after retirement and this leads to high instances of ill health and death.

The findings related to dissatisfaction with facets discussed above are generally supported by Wafumbwa (1991) who found that prospects for promotion, opportunities for advancement, salary, status of teachers in society, and working conditions were the major sources of dissatisfaction.
Research question three: What is the relationship between overall satisfaction of teachers and personal characteristics?

**Correlation between gender and teachers’ overall job satisfaction**

Information related to this was tabulated in table 4.3 (a). The obtained chi-square statistic equals 6.172. The Asymp. Sig. which is the probability of obtaining a chi-square value equal to or greater than 6.172 if teachers are satisfied evenly across gender was .000. Since the significance value is >0.05, this suggests that satisfaction is influenced by gender at 3 degrees of freedom.

The above result was also confirmed by Immonje (1991) and Mwangi (2000) who said that female teachers were more satisfied than their male counterparts. The counsellors therefore have a role to play in trying to find out the causes of such variation and design necessary intervention measures to help teachers and more so male teachers to handle their psychological problems.

**Association between age and teachers’ overall job satisfaction**

Information relating to this was highlighted in table 4.3 (b). The result of the chi-square test of mean scores of overall job satisfaction according to age. The obtained chi-square statistic is 22.829. The Asmp.Sig. is .000. The significance value is <0.05. This suggests that age does not influence overall job satisfaction at 3 degrees of freedom. The above result agrees with that of Sipon (1996) and Padilla (1993) who could not establish any association between teachers’ overall satisfaction and age.
Association between teaching experience and teachers’ overall job satisfaction

Information related to this was tabulated in Table 4.3 (c). The result of the chi-square test of the mean scores of teachers overall satisfaction according to teaching experience. The obtained chi-square is 20.234. Asymp.Sig.is 0.000. The significance value is less than 0.05. This suggests that teaching experience does not influence overall job satisfaction at 3 degrees of freedom. The above result was also confirmed by Sogomo (1993) who could not establish any association between teacher’s overall satisfaction and their teaching experience.

Association between educational attainment and teachers’ overall job satisfaction

Information related to this was highlighted in table 4.3 (d) which showed the result of chi-square test of the mean scores of teachers’ overall job satisfaction according to educational attainment. The obtained chi-square is 21.149 Asymp.Sig.000. The significant value is <0.05. This suggests that educational attainment does not influence job satisfaction at 3 degrees of freedom. The above result was also confirmed by Mutie (1993) who could not establish any association between overall job satisfaction and differing educational level.

4.2.4 Research question four: What factors do the teachers list as most important in contributing most positively or negatively to their overall job satisfaction?

The two open-ended questions in each questionnaire sought the respondent’s perceptions on the factors that contribute most positively or most negatively to their overall job satisfaction. This was the focus of question 4 of the research questions. Responses to this
question, which also included responses to "other factors", were content analyzed and the results summarized around the major themes emerging from the responses. Factors from "other factors" were included under either those contributing positively or negatively depending on how they were rated by the respondents. That is, positively if scored above 3.5 and negatively if scored below 3.5.

Factors contributing most positively to teachers' overall job satisfaction

Table 4.4 (a) shows that students' achievement, especially their performance in national examinations was the major factor most frequently listed by 49% of the teachers as contributing most positively to their overall job satisfaction. Some of their typical comments were: "when your efforts are well rewarded by good examination results"; "the students' performance in national exams is the most important factor"; "when students pass national examinations"; "performance - when students perform well". When students excel in their national examinations, teachers feel motivated and develop a sense of achievement in the teaching profession.

The other frequently mentioned factor had to do with long holidays, and some of their typical comments were: a lot of holidays (leave) three times a year, many days are given for leave-three months a year, enough time to rest and organize your work during school holidays, many annual leaves...which make one monitor his home affairs and ample leave for private assignments. Teachers said that such holidays should not be used for holiday tuition as this denies teachers the opportunity to interact with their family members causing juvenile delinquency and family instability.
Job security was the third factor frequently mentioned by 31% of the respondents. Some of their unique comments were: “salary assurance, however late it may be coming”; “I am sure of an income at the end of the month”; “job security is assured and retirement benefits”. Job security makes teachers to concentrate in their work as they are optimistic that some of their basic requirements would be met from their salary and other allowances at the end of every month.

Opportunity to work and help students to achieve their future objectives was mentioned by 25% of the participants. Some teachers said that “teaching is an occupation which shapes a person thus accompanied with blessings – Jesus was also a teacher”; “religious and moral obligations to teaching even when physical rewards were paltry”; “some teachers said they were happy when they know that they are shaping young people to be future leaders:

Interpersonal relationships were also mentioned by 23% of the participants. They said that human beings feel happy when they relate well with others as this creates a sense of belonging and hence motivating them to work hard to achieve their objectives. Teachers perceive interpersonal relations as the main or major contributing factor to their overall satisfaction. Acceptance among people that one interacts with everyday in the course of carrying out his duties can affect production and the willingness to work within that organization. It is motivating to note that students and other teachers appreciate the efforts put or to work with supportive administration. A positive relationship is therefore
crucial in attaining maximum production and has a sense of achievement. Such appreciation reduces panic and stress.

The above indicates that teachers have a caring attitude that is; students’ interests are their prime concern, a phenomenon that is consistent with the professional ethics of teaching. Secondly, it appears that conducive organizational factors contribute greatly to teachers’ overall satisfaction. This implies that headteachers have a critical role to play in enhancing teachers’ satisfaction. Headteachers’ although they don’t have direct influence on holidays and job security they can influence directly or indirectly the other factors listed by teachers. This can be done through being supportive and communicating freely, and rewarding teachers when a task has been successfully completed.

Factors contributing most negatively to teachers’ overall job satisfaction

Table 4.4 (b) shows that low salary was the most frequently listed by 65% of the participants as contributing most negatively to their overall job satisfaction. Some of their comments were: “the salary and fringe benefits in the career of teaching makes me to be dissatisfied with the profession”; “the amount of money I earn is not worthy the work I do”; “low salary in relation to workers of my grade in other sectors of the economy and in relation to my academic achievements”; “no tangible benefits outside the pay, hence many die poor”; “teaching is one of the least paid professions in the country”.

It has been established that the major cause of family conflicts is family finances. A good number of teachers have lost control of their families because of the meager salaries they
get. They can’t pay school fees and medical bills for their family members in addition to their inability to meet the basic needs – food, clothing and shelter. The children of such teachers may resort to prostitution, theft and other kinds of juvenile delinquency. On the other hand, poverty leads to divorce and separation and this has far reaching psychological consequences like loss of self-esteem and despair.

It is necessary to mention here that it is by the youth and children of toady that the future of society is determined and what these youth and children shall be depends upon the teachers’ role of enabling them meet their social, educational and vocational needs. This then calls for reforms in the education sector to make it stress free for teachers.

The low status of the teaching profession is the second factor. Some of the teachers’ statements were: “the attitude of society towards teaching is very negative and therefore I am never contented with teaching as an occupation”; “poor recognition of the teaching profession by the society in Kenya”; “too much criticism from general public even those who are illiterate”; “lack of recognition and respect from the society”; “lack of respect and appreciation of teaching as an important profession since everybody passes through the hands of a teacher”. Such low status make teachers have a low self-esteem.

The other highly listed factor was lack of opportunities for promotion. Some of the teachers’ remarks were: “very limited chances of promotion”; “no prospects in the career except if you have a godfather”; “slim chances of promotion”.

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Teachers also listed the poor methods used in their promotion as a factor contributing negatively to their overall job satisfaction. The methods used in promoting teachers to be headteachers have many loopholes. The unique comments of teachers were: poor grading of teachers, unless you have a tall relative somewhere you will remain at the same grade until you retire.

The fifth factor contributing most negatively to the teachers' overall job satisfaction was slim opportunities for advancement. Their unique comments were: "no chances of advancing in your career unless you sponsor yourself"; "opportunities for further studies are slim and the few that are available are not distributed according to merit".

The other factor that contribute negatively to teachers overall job satisfaction was the heavy workload which make them work for long hours. Some of their comments were: "the 8.4.4 system is heavily loaded-subject, content and coverage"; "no time to rest, we teach even during the holidays"; "we have no time for our family, the syllabus is quite demanding". Such remarks concur with the ones echoed by Mwangi (2000) that the syllabus is so wide and calls for teachers to work even during the holidays, Saturdays besides teaching very late in the evening when they are supposed to rest. This makes the teaching profession quite stressful.

The other factor frequently listed as contributing negatively to teachers' overall job satisfaction was the poor entry behaviour of the students. Some of the teachers comments were" "some of students who get admission in form one are supposed to go to village
polytechnics”; “some students come with as low as one hundred marks and teaching is
difficult”. Such state show that teachers are in a pessimistic state although they want to
achieve in their career, the results in the national examinations are always dismal making
teachers lose the sense of achievement and develop a low self-concept.

Unconducive working environment was also mentioned as one of the factors contributing
negatively to teachers overall job satisfaction. Nyamarambe Division, being in a rural
area, lacks important facilities like libraries, good housing, banking, clean tap water,
Internet services, good roads and electricity. The absence of the above amenities have left
majority of the teachers frustrated and unable to diligently discharge their duties thus
lowering students’ performance in national examinations and making teachers have no
sense of achievement in the teaching profession.

The absence of clean tap water makes teachers to have severe diarrhoea after drinking
contaminated river water. At times there is also the outbreak of typhoid. The absence of
electricity makes teachers to rely on other sources of energy such as the use of charcoal,
which are not only expensive but also dirty. This means that teachers waste a lot of time
fetching unclean water from the river, which would have been used to prepare
schoolwork. Such situations make teachers depressed. The rural roads are not only poor
but also in a pathetic state. This compounded with the fact that most of the schools are
located far from the highway, make teachers’ work tedious. Most of the access roads are
not all weather roads and so during the rainy season, it is very difficult to get to the

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schools and that could be the reason why absenteeism, tardiness and apathy are high among the teachers in this area.

The above findings concur with the one found by Omamo (1971) who confirmed that rural areas have no basic amenities making the work of teachers a difficult one. Such a state needs to be changed to enhance teachers' job satisfaction.

Lock (1976) said that a satisfied worker perform well than a dissatisfied worker. It is therefore necessary that teachers be satisfied with most job facets so that they can give individual attention to their students to enable them achieve their social, educational and vocational goals.

Satisfied teachers would do their work properly and this would go a long way to safe the efforts put forth, time, money and labour almost without limit expended in enterprises and institutions for reforming victims with psychological disturbances. And even these efforts are inadequate in meeting the great necessity. Yet how small is the result! How few are permanently reclaimed! Dissatisfied teachers do not work hard to help students. The result is that the young people shrink from the effort, struggle and sacrifice demanded to succeed and their lives are wrecked and ruined.

With the current dissatisfaction among the teachers, the tide of corruption and crime among the young people is continually swelling. Every day brings the record of violence – robberies, murders, suicides and crimes unnamable. This calls for swift action to
reverse the trend. On the other hand the number of teachers with psychological maladjustments is skyrocketing. There are high incidences of teachers stress leading to panic, low self-esteem, shame, tardiness, guilt and many unnamable psychological pathologies. There is therefore need for a swift action to reverse the trend.

5.3 Summary and Conclusions

This study was designed to explore the factors contributing to job satisfaction among secondary school teachers in Nyamarembe Division and to discuss their implications for counselling. The factors explored were 45.

The study has established that:

i) The secondary school teachers of Nyamarembe Division are marginally satisfied with their job as a whole.

ii) Teachers are satisfied with:

- Social relationships at workplace.
- Relationships with other teachers
- Relationships with students
- Assignments to teach particular subjects
- Relationships with the school administrators
- Job security
- Assignments to teach particular levels
- Provision for leave
- Freedom to select teaching methods
• Intellectual stimulation at work
• Timetabling of teaching assignments
• The role played by K.N.U.T in collective bargaining
• Recognition by others of their work

iii) Teachers were neither satisfied nor dissatisfied with:

• General behaviour of students in their classes
• Average size of classes they teach
• Their sense of achievement in teaching
• Working hours per week

iv) That teachers are dissatisfied with:

• Their freedom to select teaching materials within the constraint of available funds
• Amount of preparation/correction required by their teaching assignments
• Number of hours for non teaching assignments
• Quality of accommodation provided by the school or alternative house allowance given
• General behaviour of students' in their class
• Methods used in reporting students' attitudes and achievement to parents
• Ability level of students taking their classes
• Attitude of their students towards learning
• Attitude of society towards education
• Preparation time available to them during official school day
• Their involvement in decision making
• Retirement benefits
• Available opportunities for advancement
• Attitude of parents towards education
• Status of teachers in society
• Quality of students career guidance and counseling services in their institutions
• Average level of students’ achievement in national examinations
• Their involvement in selecting students to be admitted
• Availability of useful advice available to assist them with problems they encounter in their work
• Methods used to evaluate teachers
• Opportunities available to them for their in-service education to help them handle the challenges of 8.4.4 system of education
• Methods employed in the promotion of teachers
• Methods used in the posting and transfer of teachers
• Their opportunity for promotion
• Physical conditions in staff rooms and staff offices
• Number of hours they are supposed to work per week
• Availability of library/audio visual resources
• Salary and fringe benefits

v) Teachers’ gender influences their job satisfaction. Female teachers were more satisfied than their male counterparts.
vi) The factors that contribute most positively to teachers' overall satisfaction include: students' achievement, provision for leave, job security, opportunity to work and help students achieve their future goals and interpersonal relationships.

vii) The factors that contribute most negatively to teachers' overall job satisfaction include: low salary, low status of the teaching profession, lack of opportunities for promotion, poor methods used in the teachers' promotion, slim opportunities for advancement, heavy workload, poor entry behaviour of students and unconducive working environment.

Based on the study, the researcher arrived on the following conclusions

i) That job dissatisfaction among secondary teachers in Nyamarembe Division is a reality since the teachers expressed satisfaction with only thirteen out of the 45 selected job facets.

ii) That the male teachers are the most dissatisfied with their job as a whole.

iii) That interpersonal relationship, teaching assignments, recognition and working with minimal supervision contributed most significantly to teachers' overall job satisfaction.
iv) That salary and fringe benefits, availability of library/audio visual resources and the number of hours they work per week were the most dissatisfying job facets.

v) That the factors contributing most positively to teachers' overall satisfaction were: students' achievement, provision for holidays, job security, opportunity to work and help students achieve their future goals and interpersonal relationship.

vi) That the factors contributing most negatively to teachers' overall satisfaction were: low salary, low status of the teaching profession, lack of opportunities for promotion and advancement, heavy workload, poor student entry behaviour and unconducive working environment.

vii) That most of the teachers are in the teaching profession half-heartedly and if an opportunity arises, they will leave the profession for greener pastures.

viii) The teaching profession has highly qualified and trained manpower, but they are among the least paid professionals in the nation and are highly stressed.

5.4 Counselling Implications

Important implications arise from the findings of this study. It is evident that secondary school teachers in Nyamarambe Division are marginally satisfied with their job as a whole. Many authorities have also argued rightly that teachers are dissatisfied with many of their job facets. Such dissatisfaction has far reaching consequences on the individual teachers, their families, the students and the society as a whole.
Dissatisfied teachers become indifferent. They are fairly unresponsive and try to minimize the time and energy that they must devote to interacting with their students or responding to the students needs. In extreme cases, indifferent teachers may be neglectful. They know very little about their students' activities and whereabouts and rarely consider the students' opinion when making decisions. Small (1995), found a strong correlation between lack of supervision and binge drinking by the young people.

Indifferent teachers fail to monitor (so that they do not know where their students are and what they are doing); their instructions are ambiguous and unclear; discipline measures often result from their moody state; there is neglect of prosocial features; and their coercive style shows little responsibility to students' feelings and needs. To avoid the above consequences, it is imperative that teachers' satisfaction be enhanced and counsellors have a role to change the teachers' attitude.

Some teachers neglect themselves and this can be seen through their poor dressing; drug abuse, alcoholism, and being generally dishonest in their dealings. When teachers neglect students, there is poor examination results, students also become disruptive, aggressive, dishonest and without future anticipations. The future of any country depends on the youth of today and if they are neglected, it is likely to have irresponsible and disruptive citizens who can't put any meaningful contribution to development. There is need to strengthen counselling services in schools to help both teachers and students.
Job dissatisfaction among teachers contributes to the increase in juvenile delinquency. Neglected young people have no respect for law. The crimes they commit include: theft, robberies, rape, drug abuse, arson, shoplifting, destruction of property, drug peddling, premarital sex, drunkenness, vagrancy, buying, receiving and possessing of stolen property. Dissatisfied teachers can’t perform their duties well leaving their students in a state of confusion, disoriented, discouraged and despair. In such case, counsellors have a role to play to reverse the trend.

Teachers’ job dissatisfaction leads to increased absenteeism, apathy and tardiness. Dissatisfied teachers have chromic absenteeism, they also develop feelings of not being interested in or enthusiastic about anything; they will always come late to school and generally fail to perform their duties as teachers. Due to the above, teachers start getting warning letters from administrators and even interdictions. Such teachers have high levels of resentments, shame, feelings of bitterness and low self-esteem. Such negative emotions lead to high blood pressure, mental and physical illness that calls for psychological intervention.

Teaching has become a stressful job. Teachers have feelings of discomfort and tension; such state is full of confusion, frustrating and despair leading to both mental and physical illness. Teachers are always worrying about money, are not able to cope with the demands of living, hence too much work chasing too little time, too little relaxation and are too depressed. The above situation calls for the strengthening of counselling services in schools to help teachers handle their psychological problems.
Withdrawal, job burnout and use of sick-offs are high among teachers. Dissatisfied teachers develop behaviours of wanting to be alone and even not communicating with other people. The reason being that they develop a low self-image. Job-burnout is also on the increase among secondary school teachers. This is the loss of concern or detachment from people with whom one works. This means decreased teaching, depression, cynical and dehumanized perception of students (Mandel, 1980). The above make teachers to be criticized by the public making them have negative feelings of shame, guilt, low self-esteem and loss of self-confidence. It is recommended that counselling services be intensified in schools to help teachers cope with the many challenges in the teaching profession.

The current study has pointed out that teachers are dissatisfied with the methods used in their promotions, their chances of being promoted and advancing in the career of teaching. The morale of such teachers is very low while the society demands a lot to be done by the teachers in making sure that students achieve their educational, vocational and social aspirations. Demotivated teachers can’t achieve such goals – there is poor performance in national examinations and this make teachers to have a low self-image, withdrawal, anger and self-pit. To reverse the above trend, there is need for psychological intervention.

Students in schools have educational, vocational and social aspirations. Guidance and counselling in education addresses these three basic aspects. The way students perceive
education determines their behaviour in schools. Students’ views on education can be closely analyzed and where their perceptions are found to be wanting, they should be corrected with a view of helping them attain the right aspirations. The counsellors have a duty to bring about change of attitude in students where necessary. It is therefore important that counsellors evaluate the students’ perception of education and design appropriate interventional programs to prevent a situation that could otherwise develop to the detriment of the students’ whole life. This then, calls for the strengthening of counselling services in schools.

The study also established that the attitudes of parents to education are dissatisfying. The parents should therefore be sensitized to change their attitude to education so as to perform their obligatory God-given duty as the child’s first and natural counsellors. This responsibility should not be abdicated whatsoever, through negligent, omission or deliberate and irresponsible commission. It is recommended that counselling services be intensified in schools not only to tame the spirit of disruptive students but also help the parents change their attitude to education and counsel their children. This would go along way in making teachers’ work easier and stress free.

The study also found out that teachers are neither satisfied nor dissatisfied with the general behaviour of students. Since students fight teachers and vandalize school property. Such situation puts teachers at the cross-roads and in most cases; teachers are blamed for students’ disobedience and strikes. There is need to strengthen counselling services in schools to help teachers and students solve their problems amicably.
It was also observed that low salary contributes most negatively to the teachers' overall satisfaction. Teachers' strikes have increased in the recent past to make the government honour the salary agreement of 1997. Such strikes make teachers adopt aggressive ways of meeting their needs. Teachers' strikes have far reaching consequences on the side of students. Since they copy from them aggressive and poor social skills. They now know that in their struggle to meet their needs they have to be aggressive, bully and molest others. Poor ways of problem solving. To reverse the above trend, counselling services in schools must be strengthened.

Such crude methods of problem solving do not end up in school, Kandel and Wu (1995) in their study observed that aggressive behaviour by the child tended to make it more likely that mothers would emotionally withdraw, supervise less well and parent more harshly. Such parenting style would also affect the student more. This then, calls for strengthened counselling services to help not only the teachers but also the parents.

It has been generally observed that teachers have poor working conditions – their salary, retirement benefits and house allowance given are dissatisfying. Low salary is seen as a major cause of poverty. Poverty according to West (1982) is associated with poor parental behaviour and particularly with poor parental supervision. The feelings of inequality that teachers bear in combination with frustration and depression cause violent behaviour. Poverty and lack of supervision makes teachers' children get involved in theft, binge drinking, fighting, dropping out of school, performing poorly in school and have
poor self-concept, others include indiscipline beyond the control of parents and authorities, loitering with immoral intentions, idleness/begging and truancy.

As noted from above, the inequity, frustration and depression that teachers bear causes violent behaviour. Such behaviour affects family stability leading to divorce, separation, family discord and disharmony. Marital conflicts cause children to develop negative attitudes. A breach in the family spoils the child's conception of marriage and reality of the parental team and disrupts his/her general sense of security as well as the family stability. Such a child may end up running away to the streets. There is therefore need to strengthen counselling services to avoid such situation from continuing.

When there is a breach in the family, the children are left to the care of the grandparents who have no supervision due to loss of vitality and vigour that come with old age. This is further aggravated by the pampering attitude of most grandparents towards their grandchildren. Lack of sufficient supervision is a predisposition factor to juvenile delinquency.

The adoption and implementation of the 8.4.4 system of education increased the workload: subject, content and coverage. Mwangi (2000) noted that the syllabus is so wide and calls for teachers to work even during holidays, Saturdays besides teaching very late in the evenings when they are supposed to rest. Such long working hours causes stress to teachers leading to mental and physical ill health. On the other hand teachers
lack time to counsel their children to be law-abiding citizens. There is therefore need to strengthen counselling services to help teachers to resolve their problems.

Reduced tenure and longevity. Tenure is the period that one holds a job e.g. as a teacher. Longevity means long live. Teachers can only stay in the profession for long when their job is satisfying. Which means that they are satisfied with majority of the job facets. However, the current study has revealed that teachers have poor working conditions and hence always looking elsewhere for greener pastures. Those who do not get better paying jobs, remain in the profession half-heartedly. Because teachers remain in a profession that they do not like, their health and longevity are reduced due to high stress levels, mental and physical ill health. Counsellors therefore have a role to play to assist teachers solve their problems without necessarily affecting them psychologically.

In general, it is necessary to have satisfied teachers to have morally upright, dedicated citizens and responsible Kenyans. When the teaching profession is dissatisfying, every sector of the economy is affected because the personnel required must pass through the hands of teachers. It is therefore pertinent to improve the teaching profession for the teachers to have good health and long life to assist the nation to grow to greater heights of prosperity.
5.5 Recommendations for Counselling

In view of the foregoing findings and conclusions, it is recommended that:

i. Intervention programs should be directed to the parents – an effort that goes beyond the school counselor to incorporate community social workers, administrators and even the media to help change the attitude of parents and society to education to be positive. This would assist in changing the situation in schools and by so doing reduce teachers’ stress.

ii. There is need to strengthen guidance and counselling services in schools to help both teachers and students.

iii. Public and private funding agencies (NGO’s) to support counselling services in educational institutions and the society as a whole. This would go along way in helping teachers handle their psychological problems.

iv. There is need to have trained and qualified counsellors at the Ministry of Education headquarters and T.S.C to coordinate counselling activities in educational institutions and to assist curriculum developers to come up with a stress free curriculum.

v. There is need for inservice counselling programs for teachers at District, Provincial and National levels on how to manage the problems they face e.g. stress, time and financial management.
vi. Counselling in teachers training institution curriculum be given a wider coverage to include approaches on how teachers can handle their problems in the field to avoid stress.

vii. The Ministry of Education should prepare books and other relevant materials aimed at helping teachers to handle their psychological problems and those of other stakeholders amicably.

viii. There is need to keep under constant review of the area of job satisfaction among teachers with an aim of improving the teaching profession to be stress free.

5.6 Suggestions for Further research

The study concentrated only in Nyamarambe Division in Kisii District. Further research should be done in other rural areas countrywide so as to have a wide variety of information that could be used as a basis from which to fight teachers’ dissatisfaction and stress.

Also a comparative study on the factors contributing to teachers’ job satisfaction in rural and urban areas should be carried out.
REFERENCES


<table>
<thead>
<tr>
<th>Your gender</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your age</td>
<td>25-29</td>
<td>30-34</td>
</tr>
</tbody>
</table>

4. Your experience as a teacher format the present year as full years, 0-4, 5-9, 10 and over.

5. Check ALL the additional qualifications that you have attained:

   a) Academic qualifications
   b) Professional Training in Education

   a) Certificate Level
   b) College Diploma
   c) Bachelor of Education
   d) Postgraduate Qualifications
   e) Any other (Specify)
APPENDIX 1: TEACHERS' QUESTIONNAIRE

Section A: Contextual and Personal Data

Please provide the following information. Be frank and honest in your responses.

All your responses will be treated with utmost confidence.

1. Your gender     Male ( )    Female ( )

2. Your age        25 – 29 ( ) 30-34 ( ) 40 and above ( )

3. Your experience as a teacher (count the present year as full year). 0-4 ( ) 5-9 ( ) 10 and above ( )

4. Check ALL the educational qualifications that you have attained

   i) Academic qualification       ii.) Professional Training in Education

a) Certificate level ( )          a) SI

b) College Diploma ( )           b) Diploma in Education

c) Bachelor’s degree ( )          c) Bachelor of Education

d) Master’s degree ( )           d) Post graduate qualifications

e) Doctorate Degree ( )           e) Any other (Specify) _________

f) Any other specify _________
SECTION B: Satisfaction Survey

Please rate your satisfaction with each of the following items according to the following scale:

<table>
<thead>
<tr>
<th>Highly satisfied</th>
<th>Moderately satisfied</th>
<th>Slightly satisfied</th>
<th>Slightly Dissatisfied</th>
<th>Moderately Dissatisfied</th>
<th>Highly Dissatisfied</th>
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<tr>
<td>6</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Circle the number that matches your choice.

Working Conditions

How satisfied are you with:

1. The quality of accommodation (i.e. housing) provided by the school or alternative house allowance given 6 5 4 3 2 1.
2. The salary and fringe benefits. 6 5 4 3 2 1
3. Retirement benefits provided by the Teacher's Service Commission 6 5 4 3 2 1
4. The role played by KNUT in collective bargaining for teachers' welfare 6 5 4 3 2 1
5. Provision for leave (Annual, Maternity, Sick and compassionate) 6 5 4 3 2 1
6. The number of hours you are required to work per week 6 5 4 3 2 1
7. The number of hours of non-teaching assignments (i.e. games, Counseling) 6 5 4 3 2 1
8. Preparation time available to you during official school day 6 5 4 3 2 1
Teaching - Related Matters

How satisfied are you with:

9. Your opportunity for promotion  
   [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

10. Methods used in promotion of teachers  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

11. Methods used to evaluate teachers  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

12. Methods used in posting and transfer of teachers  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

13. Your relationship with the school’s administrators  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

14. Your job security  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

15. Your relationship with other teachers  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

16. Physical conditions in staffrooms and staff offices  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

17. Availability of useful advice to assist you with problems you encounter in your work  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

18. Opportunities available to you for useful in-service education to help you handle the challenges of 8.4.4 system of education  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

19. Your involvement in decision making  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

Teaching Matters

How satisfied are you with:

20. Your freedom to select teaching Methods  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

21. Your freedom to select teaching Materials within the constraint of available funds  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

22. Timetabling of your teaching assignments  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

23. Your assignments to teach particular levels  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

24. Your assignments to teach particular subjects  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

25. Average size of classes you teach  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

26. Amount of preparation/correction required by your teaching assignments  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1

27. Availability of library/ audio visual resources  
    [ ] 6 [ ] 5 [ ] 4 [ ] 3 [ ] 2 [ ] 1
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<td>Physical conditions of your classrooms</td>
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<td><strong>Student –Related Matters</strong></td>
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<td></td>
<td><strong>How satisfied are you with:</strong></td>
<td></td>
</tr>
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<td>Your involvement in selecting students to be admitted</td>
<td>6 5 4 3 2 1</td>
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<td>30.</td>
<td>Your relationships with students</td>
<td>6 5 4 3 2 1</td>
</tr>
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<td>31.</td>
<td>Attitude of your students towards learning</td>
<td>6 5 4 3 2 1</td>
</tr>
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<td>32.</td>
<td>General behaviour of students in your school</td>
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<td></td>
<td><strong>How satisfied are you with:</strong></td>
<td></td>
</tr>
<tr>
<td>33.</td>
<td>Average level of student achievement in national examinations</td>
<td>6 5 4 3 2 1</td>
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<td>34.</td>
<td>Ability levels of students taking your classes</td>
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<td>35.</td>
<td>General behaviour of students in your class</td>
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<td>36.</td>
<td>Methods used in reporting students attitudes and achievement to parents</td>
<td>6 5 4 3 2 1</td>
</tr>
<tr>
<td>37.</td>
<td>Quality of students career guidance and counselling services in your institution</td>
<td>6 5 4 3 2 1</td>
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<td></td>
<td><strong>Occupational – Related Matters</strong></td>
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<td>38.</td>
<td>Status of teachers in society</td>
<td>6 5 4 3 2 1</td>
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<td>39.</td>
<td>Attitudes of parents towards education</td>
<td>6 5 4 3 2 1</td>
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<td>40.</td>
<td>Attitude of society towards education</td>
<td>6 5 4 3 2 1</td>
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<td>41.</td>
<td>Your sense of achievement in teaching</td>
<td>6 5 4 3 2 1</td>
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<tr>
<td>42.</td>
<td>Recognition by others of your work</td>
<td>6 5 4 3 2 1</td>
</tr>
<tr>
<td>43.</td>
<td>Social relationships in your work</td>
<td>6 5 4 3 2 1</td>
</tr>
</tbody>
</table>
44. Intellectual stimulation in your work 6 5 4 3 2 1
45. Available opportunities for advancement 6 5 4 3 2 1

Other factors

46. Are there any other factors contributing to job satisfaction which are not mentioned above (Please specify and rate them accordingly)
   a. ........................................ 6 5 4 3 2 1
   b. ........................................ 6 5 4 3 2 1
   c. ........................................ 6 5 4 3 2 1

Overall Satisfaction

47. Your overall level of satisfaction with your work 6 5 4 3 2 1

Open - Ended Questions

48. What major factors contribute most positively to your overall satisfaction with teaching as an occupation?

49. What major factors contribute most negatively to your overall satisfaction with teaching as an occupation?
<table>
<thead>
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<td>Proposal writing</td>
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<td>March</td>
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<tr>
<td>Revising and moderation of proposal</td>
<td>April</td>
</tr>
<tr>
<td>Data collection, analyzing and interpreting</td>
<td>May</td>
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<tr>
<td>Writing of final report</td>
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<td>Submission of final report</td>
<td>July</td>
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# APPENDIX 3: BUDGET

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<tr>
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</tr>
<tr>
<td>Secretarial services</td>
<td>13,000</td>
</tr>
<tr>
<td>Photocopying</td>
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</tr>
<tr>
<td>Binding</td>
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</tr>
<tr>
<td>Transport</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>39,000</strong></td>
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APPENDIX 4: LETTER FROM THE UNIVERSITY

KENYATTA UNIVERSITY
GRADUATE SCHOOL

P.O Box 43844,
NAIROBI
Tel. No. 810901/9 Ext. 5730
E-mail: kuhps@yahoo.com

Our Ref: E55/7945/03
Your Ref: 

Date: 11th March 2004

The Permanent Secretary,
Ministry of Education, Science & Technology,
P.O.Box 30040
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION:

I write to introduce Mr. Ondieki Joseph who is a Postgraduate Student of this University. He is registered for a M.Ed. degree programme in the Department of Psychology.

Mr. Ondieki intends to conduct research for a project entitled, "Factors Contributing to Job Satisfaction among Secondary School teachers in Nyamarambe Division, South Kisii District: Implications for Counselling", as a partial fulfillment of the requirement for his degree programme.

Any assistance given to him will be highly appreciated.

Yours faithfully,

P.K. MUCHEMI
FOR: AG. DEAN, GRADUATE SCHOOL

C.C. Registrar (Academic)
Dean, Graduate School - to see on file
Dean, School of Education
Chairman, Psychology Department
PKM/mb,
This is to certify that:

Prof./Dr./Mr./Mrs./Miss JOSEPH ONDIEKI of Address KENYATTA UNIVERSITY
P.O. BOX 43844, NAIROBI
has been permitted to conduct research in

Location, SOUTH KISIT
District, NYANZA
Province, FACTORS CONTRIBUTING TO JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN NYAMARAMBE DIVISIONS, SOUTH KISIT DISTRICT

For a period ending 30th July, 2005

Research Permit No. MOEST 13/001/35C/34
Date of issue 13th April, 2005
Fee received Shs. 500

For PERMANENT SECRETARY
MINISTRY OF EDUCATION
SCIENCE AND TECHNOLOGY

Applicant's Signature
For: Permanent Secretary
Ministry of Education
Science and Technology
APPENDIX 6: LETTER FROM THE DEO'S OFFICE

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

DISTRICT EDUCATION OFFICE
GUCHA DISTRICT
P.O. BOX 121
OGEMBO

THE A.E.O
NYANARAMBE DIVISION

14TH MARCH, 2005

RE: RESEARCH AUTHORIZATION:

Mr. Ondieki Joseph who is a post graduate student - Kenyatta University is undertaking research in Nyamarambe Division, South Kisii District.

Kindly assist him carry his research.

Peter J. Misiani
For: District Education Officer
GUCHA DISTRICT
**APPENDIX 7: PERSONAL DATA**

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<th>Factor</th>
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<td>Female</td>
<td>19</td>
<td>23.8 %</td>
</tr>
<tr>
<td>Age</td>
<td>25 – 29</td>
<td>22</td>
<td>27.5 %</td>
</tr>
<tr>
<td></td>
<td>30 – 34</td>
<td>21</td>
<td>26.3 %</td>
</tr>
<tr>
<td></td>
<td>35 and above</td>
<td>37</td>
<td>46.3 %</td>
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<tr>
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<td>Certificate level</td>
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<tr>
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<td>Bachelor’s degree</td>
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<td>76.3 %</td>
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<tr>
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<td>33</td>
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<tr>
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<tr>
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<td>Bachelors in Education</td>
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<td>75.5 %</td>
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