FACTORS THAT CONTRIBUTE TO JOB DISSATISFACTION AMONG SECONDARY SCHOOL TEACHERS IN RANGWE DIVISION, HOMA-BAY DISTRICT

By

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DECLARATION

This project report is my original work and has not been presented for a degree in any other University.

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This report has been submitted with my approval as University supervisor.

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ABSTRACT

The factors that affect job satisfaction of teachers in Kenyan schools are many. They may include factors related to the employer, the school, personal characteristics such as gender, age, educational level and experience or related to other forces outside the employer or school e.g. the community. These factors discourage effective instructional delivery for the mental, physical and spiritual development of the learners. In this study, the influence of these factors on job dissatisfaction of teachers of public secondary schools in Rangwe division - Homa Bay district was examined.

Data collection was limited to the public secondary school teachers of Rangwe division, Homa Bay district and the study used questionnaires, adopted from Holdaway and Johnson (1990).

The factors contributing to job dissatisfaction among teachers in Rangwe division - Homa Bay district were then analysed with the use of the Statistical Package for Social Sciences (SPSS) and from the analysed data, conclusions were drawn and appropriate recommendations made.

This study has established that the overall satisfaction level of the teachers ranged between slightly satisfied and moderately satisfied. The teachers expressed satisfaction with more than half (66.7%) of the factors. The teachers were most
satisfied with school-based factors. The only notable difference in overall satisfaction in terms of personal variables was found between male and female teachers.

This study recommends that any future payment to teachers be made promptly, promotion be carried out objectively, and that the teacher’s remunerations be reconsidered so as to improve their status in society. The study also recommends further research in the area of teacher’s job satisfaction, using a larger sample, and exploring other factors, which may affect the teachers’ overall job satisfaction.
# TABLE OF CONTENTS

Title Page ......................................................................................... i
Declaration ......................................................................................... ii
Acknowledgements .............................................................................. iii
Abstract ................................................................................................ iv
Table of Contents ................................................................................ vi
List of Tables and Figures .................................................................... ix
Abbreviations and Acronyms Used ..................................................... x

## Chapter One: Introduction to the Study ........................................... 1
  1.1 Background to the Problem ....................................................... 1
  1.2 Statement of the Problem ......................................................... 4
  1.3 Purpose of the Study ............................................................... 5
  1.4 Specific Objectives of the Study ............................................... 5
  1.5 Research Questions .................................................................. 5
  1.6 Significance of the Study ......................................................... 6
  1.7 Limitations of the Study .......................................................... 6
  1.8 Assumptions ............................................................................ 7
  1.9 Theoretical Framework ............................................................ 7
  1.10 Conceptual Framework ........................................................... 8
  1.11 Definitions of Significant Terms ............................................. 9
  1.12 Organization of the Project Report .......................................... 10

## Chapter Two: Review of Related Literature .................................. 11
  2.1 Introduction .............................................................................. 11
  2.2 Job Dissatisfaction ................................................................ 11
  2.3 Theories Used to Explain Job Satisfaction and Dissatisfaction .... 12
    2.3.1 Maslow’s Needs Hierarchy Theory ................................... 13
    2.3.2 Alderfers’ E-R-G Model .................................................. 14
2.3.3 Herzberg’s Two Factor Theory ......................................................... 15
2.3.4 The Equity Theory ........................................................................ 16
2.3.5 Expectancy Theory ...................................................................... 17
2.3.6 Discrepancy Theory .................................................................... 18
2.3.7 Facet and Overall Theory .............................................................. 18
2.4 Studies on Teacher’s Job Satisfaction and Dissatisfaction .......... 19
2.5 Summary ......................................................................................... 21

Chapter Three : Research Methodology .............................................. 22
3.1 Introduction ..................................................................................... 22
3.2 Research Design .............................................................................. 22
3.3 Location of the Study ..................................................................... 22
3.4 Study Population ............................................................................. 23
3.5 Sample Selection ............................................................................. 23
3.6 Instrument of Data Collection ......................................................... 24
3.7 Data Collection Procedure .............................................................. 24
3.8 Data Analysis .................................................................................. 24

Chapter Four : Data Presentation, Analysis and Interpretation ........... 25
4.1 Introduction ..................................................................................... 25
4.2 Contextual and Personal Data of Teachers ...................................... 26
4.3 The Employer Related Factors that Contribute to Job Dissatisfaction ........................................................................... 28
4.4 School Based Factors that Contribute to Job Dissatisfaction ....... 31
4.5 Other Factors that Contribute to Dissatisfaction ............................ 34
4.6 Overall Level of Job Satisfaction ..................................................... 36
4.7 Relationship Between Personal Variable and Overall Job Satisfaction ....................................................... 36
4.8 Factors that Contribute Positively and Negatively to the Teachers Overall Job Satisfaction ................................................................. 41
Chapter Five: Summary of the Findings, Conclusions and Recommendations

5.1 Introduction ............................................................... 46
5.2 Summary of the Findings .................................................. 46
  5.2.1 Employer Related Factors that Contribute to Job Dissatisfaction ...... 47
  5.2.2 School Based Factors that Contribute to Job Dissatisfaction .......... 47
  5.2.3 Other Factors that Contribute to Job Dissatisfaction .................. 48
5.3 Extent of Overall Satisfaction .......................................... 48
  5.3.1 Relationship Between Personal Variable and Overall Job Satisfaction 48
5.4 Factors That Contribute Most Positively or Negatively to Overall Job
  Satisfaction ........................................................................ 49
5.5 Conclusions ..................................................................... 50
5.6 Recommendation ............................................................. 51
  5.6.1 Policy Recommendations ............................................... 51
  5.6.2 Suggestions for Further Research ...................................... 52

Bibliography .......................................................................... 53
Appendix 1: Teachers Questionnaire .......................................... 58
Appendix 2: Letter of Introduction ............................................. 64
Appendix 3: Letter of Authorization ............................................ 65
LIST OF TABLES AND FIGURES

Table 4.2.1: Gender of the Respondents .......................................................... 26
Table 4.2.2: Age of the Respondents ............................................................... 26
Table 4.2.3: Subject Area ................................................................................. 27
Table 4.2.4: Teaching Experience ................................................................. 27
Table 4.2.5: Qualification ............................................................................... 28

Table 4.3.1: Employer Related Factors that Contribute to Job Dissatisfaction .... 29

Table 4.4.1: School Based Factors that Contribute to Job Dissatisfaction .......... 32

Table 4.5.1: Other factors that Contribute to Dissatisfaction .......................... 35

Table 4.6.1: Overall Job Satisfaction ............................................................. 36

Table 4.7.1: The Overall Job Satisfaction Level Based on Gender .................. 37
Table 4.7.2: The Overall Job Satisfaction Level Based on Age ....................... 38
Table 4.7.3: Overall Job Satisfaction by Subject Area .................................... 39
Table 4.7.4: Overall Job Satisfaction by Teaching Experience ....................... 40
Table 4.7.5: Overall Job Satisfaction by Qualification .................................... 41

Figure 1: Intervening Factors that Determine Dissatisfaction and Job Performance .......................................................... 8
ABBREVIATIONS AND ACRONYMS USED

KCCT: Kenya College of Communication and Technology
KNUT: Kenya National Union of Teachers
KUPPET: Kenya Union of Post Primary Education Teachers
NARC: National Alliance Rainbow Coalition
TSC: Teachers Service Commission
TTC: Teachers Training College
TTI: Technical Training Institute
CHAPTER ONE
INTRODUCTION TO THE STUDY

The chapter introduces the problem, which is to be investigated. It has the background to the problem, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, limitations, assumptions, theoretical framework, conceptual framework and definition of significant terms.

1.1 Background to the Problem

The primary role of schools in Kenya is, among others, to foster a sense of nationhood and serve as agents of change for socio-economic development of individuals and society. It is necessary that teachers at all levels have the capacity and relevant knowledge, skills and attitudes to subscribe to the educational objectives and make them a reality (Republic of Kenya, 1994).

At independence, the Kenya Education Commission of 1964 noted that the maintenance of the national teaching force was greatly affected by wastage. The commission highlighted that the provision of a well-educated, keen, competent, respected and contented teaching force was by far the most important contribution that the government could make to the schools of Kenya (Republic of Kenya, 1964).
The provision of a contented teaching force with minimal wastage requires that the teacher morale is kept high. The 1976 National Committee on Educational Objectives and Policies lamenting on the low morale of teachers in Kenya highlighted that to be able to maintain high morale and the best qualities in the teaching profession, it is essential to detect and reward good work and as well remove poor and detrimental work. Similarly, the Report of the Commission of Inquiry into the Education System of Kenya (1999) maintains that satisfying the teachers' morale with regard to conducive working environment, and appropriate terms of service are the key indicators to quality education and training.

It is generally noted that since independence, the government, through a common employer, the Teachers Service Commission (TSC), has attempted to improve the teacher's terms and conditions of service. The TSC Act mandates the commission to register, recruit, transfer, promote and discipline teachers. The TSC pays the teachers salaries and allowances. From time to time the teachers' salaries have been reviewed and adjusted accordingly through salary increment and promotion to various job groups (Ngalyuka, 1985, Mumo 2000; Republic of Kenya, 2001).

However, in many occasions, teachers in Kenya through their unions, notably Kenya National Union of Teachers, have persistently called for better terms of service. Recently, in September 23rd 2002, the teachers went on strike. They demanded that the government pay the last package of salaries and allowances
agreed on in 1997 (Daily Nation, Thursday 24th September 2002). The government had agreed to pay the teachers salaries and allowances ranging between 150% and 200% (Mumo, 2000). However, only one phase was paid in 1997, while the remaining four phases have not been paid to date.

The persistent industrial actions by teachers in Kenya over the past five years are an indication of job dissatisfaction. The consequences of job dissatisfaction are grave. Appleby (1969) highlights that when morale is low, work is of poor quality and problems such as high labour turnover and absenteeism arise. Byars (1993) highlights that where as employees who are satisfied with their jobs will probably be very loyal and devoted, those who are dissatisfied will probably be disgruntled and will in many occasions show this by being late or absent or by taking other actions that will destabilize the organization. Within the teaching profession, job dissatisfaction will definitely result in decline in educational standards. This has been characterized by lack of discipline among teachers, and frequent transfers. The current National Development Plan 2002-2008 decries poor quality education as a major challenge facing the country (Republic of Kenya 2002a). The plan particularly prioritizes management of secondary education.

A study on the causes of job dissatisfaction in Homa Bay District is crucial given the fact that teachers in the district have been accused of absenteeism and indulgence in other activities not related to teaching. For instance during the
release of the 2002 Homa Bay and Suba Districts Secondary Schools Joint Mock Examinations, the Homa Bay District Commissioner condemned teachers' absenteeism as one of the causes of poor performance in examinations in the district (Republic of Kenya, 2002b). The district data show that Rangwe Division Secondary Schools have dismally performed in national examinations, yet they have some of the best teaching-learning facilities in the district (Republic of Kenya, 2002c).

1.2 Statement of the Problem

The need to provide quality education in Kenya is recognized as one of the keys to socio-economic development. Such efforts demand that the government maintains a satisfied teaching force lest education standards fall. It is however realized that over the years, as education standards continue to fall, industrial actions by teachers have been frequent. The implication is that teachers are dissatisfied with their job. The need to investigate the factors that contribute to job dissatisfaction was therefore imperative. This study set out to find the factors that contribute to job dissatisfaction among secondary school teachers in Rangwe division of Homa Bay District. Even though studies have been done in this area, no such study has been done in Homa Bay District in general and Rangwe Division in particular.
1.3 Purpose of the Study

The purpose of the study was to investigate the factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division of Homa Bay District.

1.4 Specific Objectives of the Study

The study set out to:

- Find out the factors that are seen by teachers as contributing to job dissatisfaction.
- Determine whether the levels of dissatisfactions are related to personal variables such as gender, grade, years of teaching experience and the teachers training level.
- To determine the factors that the teachers consider most important in contributing positively or negatively towards their overall job satisfaction
- Make recommendations based on the findings.

1.5 Research Questions

The study attempted to answer the following research questions:

- What are the employer related factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- What are the school-based factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
• What are the other factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?

• Are the levels of dissatisfaction related to personal variables such as gender, job grades, years of teaching experience and the teachers training level?

• What factors do the teachers consider as contributing positively or negatively to their overall job satisfaction?

1.6 Significance of the Study

This study is significant in that:

(i) The findings create awareness to the Ministry of Education, Science and Technology on the need to improve the terms of service of teachers in secondary schools in Kenya.

(ii) The findings provide the Ministry of Education, Science and Technology and other interested organizations with grounds for resource allocations, and policy changes with regard to secondary education in Kenya.

(iii) The report has enriched the corpus of literature on job dissatisfaction that will be of great use to educators, researchers, educational planners and other scholars of educational administration.

1.7 Limitations of the Study

This study focused only on factors that contribute to job dissatisfaction in Rangwe Division of Homa Bay District, Nyanza. It means the study will be limited to only one district, out of the twelve in Nyanza Province, Kenya. This limits the extent of generalization of the findings to the other eleven districts in the province and to the
rest of Kenya. This is because Homa Bay district may be influenced by certain unique factors that may not be in the rest of the country. Lastly, my intensive exploration of the factors in the whole district was limited by the time and money available for this research.

1.8 Assumptions
The study was carried out under the following assumptions:

• Job dissatisfaction exists among teachers in the secondary schools in Kenya.

• The factors that contribute to job dissatisfaction may be, among others, employer or school related.

1.9 Theoretical Framework
The theoretical framework adopted by this study was based on Lawler (1973) who distinguished between overall satisfaction and facet satisfaction as follows. By facet satisfaction Lawler referred to people's affective reactions to particular aspects of their job such as pay, supervision, and opportunities for promotion. Overall satisfaction referred to a person's affective reactions to his total work.

From this, Lawler conceived of satisfaction in terms of a particular facet of an individual's job and he regarded overall satisfaction as a compilation of feelings of satisfaction on an array of facets. This theory according to Mumo (2000) appears to be most modern theory available for investigating satisfaction in organizational setting.
1.10 Conceptual Framework

In this study, teachers were asked to give their levels of satisfaction with regard to particular aspects of their work such as pay, supervision, interpersonal relations, and teaching facilities. They were asked to indicate their overall feeling of satisfaction with regard to their total work role. A conceptual framework is presented in Figure 1 below.

**Figure 1: Intervening Factors that Determine Dissatisfaction on Job Performance**

Modification of Porter and Lawler Motivation Model
1.11 Definitions of Significant Terms

Motivation and Stimulation: Deliberate mechanisms put in place to make the teaching work attractive and comfortable.

Absenteeism: Persistent practice of failing to turn up for duty and even failure to give adequate work while on duty physically.

Agents: Administrative structures on the ground authorized by delegations of duty.

Relevance: Refers to education system suited to the needs of the society.

Turnover: Refers to the teaching personnel who opt-out to other jobs.

Job Dissatisfaction: A state of being not satisfied or not happy with the job

Employer Related Factors: Aspects of unhappiness generating from the TSC arrangements

School-Based Factors: Aspects of unhappiness caused by the school organization.

Teaching Experience: Number of years in the teaching career.

Training Level: Refers to the professional training attained for instance degree, diploma, among others.
1.12 **Organization of the Project Report**

This report is organized into five chapters. Chapter 1 has the introduction to the study, which forms the background to the research. Chapter 2 gives a review of the related literature while chapter 3 concerns the methodology employed in this study.

In chapter 4, the research findings are reported and discussed, while chapter 5 gives a summary of the research findings, conclusion and recommendations.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The literature review in this section attempted to focus on the studies about job satisfaction and dissatisfaction in general and teaching profession in particular. The chapter particularly gives emphasis to the factors that lead to job dissatisfaction or satisfaction of workers.

2.2 Job Dissatisfaction

It is important at this stage to state that job dissatisfaction and job satisfaction usually are inseparable. When discussing one; the other is usually assumed. That this is like a coin with a tail and head that it will not matter which part is being discussed; it is still the same coin. Thus, for this study both job satisfaction and job dissatisfaction will be mentioned interchangeably. The concept of job satisfaction and job dissatisfaction has been defined by Locke (1969) as complex emotional reactions to the job. Lawler (1973) said that job satisfaction and dissatisfaction is the difference between what a person thinks he should receive and what he actually does receive. Vroom (1964) defined job satisfaction as a positive orientation of an individual towards the role, which he is presently occupying.

People working in an organization soon develop a set of attitudes about the work, supervision, co-workers and pay among others. This set of attitudes is usually
referred to under the term of job satisfaction (Szilagyi and Wallace, 1980). Like any other attitude, job dissatisfaction consists of cognitions (beliefs, knowledge or expectations), emotions (feelings, sentiments, likes or dislikes) and behavioural tendencies. Job dissatisfaction attitudes also vary in intensity and consistency, depending on the situation and can be affected by factors like an individual’s age, health, marital status, gender and educational level.

The results of dissatisfaction is reduced commitment to the organization, which to a great extent results in reduced performance and increased problems of absenteeism, high turn over and indulgences in other activities.

2.3 Theories Used to Explain Job Satisfaction and Dissatisfaction

There are numerous theories formulated after research works investigating the factors that contribute to job satisfaction or dissatisfaction of workers. The earlier studies were based on content theories like Maslow’s hierarchy of needs, Alderfer’s E-R-G model and Herzberg’s two-factor theory. These theories view motivation as a more or less stable in-born characteristics, thus they are concerned with what motivates people at work and the needs or drives that people have plus how they are prioritised.

The latter theories usually referred to as the process theories of motivation are mainly concerned with the preceding cognitive factors, which contribute to motivation. These theories include Equity Theory, Expectancy Theory,
Discrepancy Theory, Value Theory and Lawler’s Facet and Overall Satisfaction Theory. These theories view motivation as a cognitive process and actions being the results of decisions individuals make about events. Below are reviews of some motivation theories.

2.3.1 Maslow’s Needs Hierarchy Theory

Designed by Maslow (1943) the theory proposes a five-step hierarchy into which human needs arrange themselves, with the lower needs having more strength than the higher needs. The level of needs already satisfied ceases to motivate, as the next level becomes the motivator viz;

i) Basic or physiological needs – include food, water, sleep, air and sex, they are unlearned basic biological functions of human organization. They are the most common motivators.

ii) Safety (security) needs – they are mainly concerned with freedom from bodily threats and become pre-potent once the basic needs are fairly well satisfied. The needs also include security at work and cease to motivate once the worker is assured of security.

iii) Social and belonging needs – the needs concern love, affection as motivators once the security needs are fairly well gratified.

iv) Esteem and status needs – these are the needs for power, achievement, competence and status. The needs emerge as strong motivators once affiliation needs are satisfied.
v) Self-actualization needs – Once the esteem needs begin to be adequately satisfied the self – actualization needs emerge as strong motivators. This is the maximizing one’s potentials to become what one wants to become. According to Maslow, it is the highest level.

The first three are the lower needs while the last two are the higher order needs. The theory has proved quite helpful to managers in motivating workers and is relevant to this study, as it identifies that motivation is influenced by various factors. The major limitation is that the research has not supported the idea of hierarchy (Luthans and Martinko 1979). It has also been difficult to study its philosophical framework and has not actually received a great deal of empirical validation. This invites the utilization of a theory that has empirical validation.

2.3.2 Alderfer’s E-R-G Model

Clayton Alderfer (1972) modified Maslow’s theory based on its inability to hold to empirical validity and he identified three needs, thus, existence, relatedness and growth. The existence needs include all forms of material and physiological desires – food, water, pay, fringe benefits and good working conditions. Relatedness needs involve relations with significant others- family, supervisors, co-workers, subordinates, friends as well as enemies and growth needs impel a person to make creative or productive efforts to himself or herself and the environment. The satisfaction of the growth needs enable a person to experience completeness as a human being.
Unlike Maslow's need hierarchy, the E-R-G model does not assume as vigorous a progression from one level to the other instead it accepts the likelihood that all three levels might be active at any time. It also suggests that a person frustrated at either of the two higher levels may return to concentrate on a lower level. The theory is significant to the current study as it identifies motivation as a product of specific factors. However, the theory is not easy to translate into practice, as a particular need may be satisfied in many ways.

2.3.3 Herzberg's Two Factor Theory
Herzberg, Masusner and Synderman (1959) came up with the two factor or hygiene – motivation theory. This theory is based on the assumption that dissatisfaction leads to avoidance of work, while satisfaction leads to attraction to work. Based on the study of 203 accountants and engineers from eleven industries in Pittsburgh, Pennsylvania, USA, Herzberg and his team found that the factors related to the job itself – motivators, cause job satisfaction, whereas those factors related to the job environment – hygiene, tend to cause dissatisfaction.

The motivators include the job content, physiological factors, achievement, professional growth, recognition in the job itself, responsibility and development. That the actual content of the work is what provides satisfaction of one's higher order needs. Their absence in work situations leaves people neutral; the presence of such factors satisfies people. Hence these factors are also called satisfiers.
The hygiene factors include – extrinsic job context, physical factors as company policy and administration, supervision, working conditions, interpersonal relations, salary, status and security. When people do not get as much of these factors as they want they will be dissatisfied. However, according to Hertzberg’s theory, when people get enough of the hygiene factors they are not satisfied, but rather they are neutral.

The theory has been widely used to study motivation in the workplace. Similarly its relevance for this study is based on the fact that it views motivation as a construct, based on specified factors. Its limitations however, are mainly that the investigating method tended to prejudice results, as people tend to attribute good results to their own effort and the results can only be replicated using the critical incidence technique used by Herzberg et al, besides being based on a small sample (Luthans and Martinko 1979). Therefore, a more realistic theory that avoids these simplistic features is necessary for this study.

2.3.4 The Equity Theory

J. S. Adams (1963) postulated the theory and suggested that most people balance what they put into a situation (input) with what they get out (output), then they compare with the results obtained by other people in a similar situation. The comparison may result in overpayment inequity, underpayment inequity or equitable payment. The employees then are motivated to maintain fair or
"equitable" relationships among themselves and to change those that are unfair or "inequitable".

The theory is consistent with our study as it reflects the element of individual perception of the desired factors, into motivation as a concept. In fact, research has supported the theory as both overpaid and underpaid workers were found to be dissatisfied with their work as compared to those equitably paid. However, the limitation has been how to deal with the concept of negative input and the point at which equity becomes inequity, thus is very difficult to compare either.

2.3.5 Expectancy Theory

V. Vroom (1964-) developed the theory. This theory places emphasis on performance noting that there must be a clearly recognized goal and relationship between performance and outcome. According to this theory, motivation (M) is a function of the expectancy (E) of attaining a certain outcome in performing a certain act multiplied by the value (V) of the outcome for the performer, thus $M \propto E \times V$.

Outcomes that are highly valued and having high expectations of being realized will direct a person to make a greater effort in his task. Outcomes with high expectations which are less highly valued (or even disliked) will reduce effort expended. Other studies on expectations on job performance emphasize the greater importance of intrinsic motivation factors, Hackman and Porter (1968) and Lawler
and Porter (1967). All these studies show that money, if properly used and tied to performance, can help to increase motivation – whether or not or to what extent, can help increase performance can only be assumed. Many behavioural scientists view this theory to represent the most comprehensive, valid and useful approach to understanding motivation.

2.3.6 Discrepancy Theory

The theory proposes that people’s attitudes towards their jobs are a function to the difference between the amount of rewards they receive and the amount, which they expect. The theory also assumes that if people get the outcomes they expect, they will be satisfied, whereas if they get less than they expected they will be less satisfied. Discrepancy Theory approach assumes that total job satisfaction is a summation of satisfaction with individual job elements, total satisfaction is found by adding satisfaction with pay to satisfaction with supervision, to satisfaction with working conditions.

2.3.7 Facet and Overall Theory

Lawler (1973) distinguished between overall satisfaction and facet satisfaction. According to this theory, facet satisfaction refers to people’s affective reaction to particular aspects of their job such as pay, supervision and opportunities for promotion while overall satisfaction then refers to a person’s affective reactions to his total job (Schermersom, 1973).
Satisfaction is in terms of particular facets of an individual’s job and overall job satisfaction as a compilation of feelings of satisfaction on an array of facets. Facet and Overall Satisfaction Theory is closely related to discrepancy theory that assumes that total job satisfaction is a summation of satisfaction with individual job elements. Johnson and Holdaway (1990) argue that Lawler’s Facet and Overall Satisfaction theory is the most valid in measuring satisfactions. It is therefore the theory that was used to guide the study.

2.4 Studies on Teacher’s Job Satisfaction and Dissatisfaction

Many studies have been carried out on job satisfaction/job dissatisfaction of teachers. The Herzbergs’ s two-factor theory has been widely used in these studies. Among the studies on this work include – Sergiovanni and Carver (1971) USA, Holdaway (1978) Alberta Canada, Sipon (1996) Malaysia and Padilla (1993) Puerto Rico. In Kenya Karugu (1980), Smock (1980), Ngaroga (1985), Ngalyuka (1985), Immonje (1990), Ingolo (1991), Mutie (1993) and Mumo (2000) have also carried out similar studies. The above studies found that teachers kept the job when the physical environment, social status, economic and security dimensions related to the conditions of work are satisfactory. The current study intended to find out whether or not the stated factors also contribute to job dissatisfaction in Rangwe Division, Homa Bay District.

The findings of the studies also indicate that cultural and contextual differences exist. For instance, some of the dissatisfiers in the USA, like job security, were
found to act as satisfiers in Kenya by Karugu (1980). Others like Sipon (1996) found that the motivator factors did not make a difference to the overall job satisfaction than the hygiene factors. It will then be important to take necessary measures in designing the instruments to measure attitudes. Holdaway and Johnson (1991) using Lawlar’s Facet and Overall Satisfaction model to study job satisfaction of teachers in Canada, found that many facets influenced the teachers’ overall satisfaction. These facets include work involvement, feeling of responsibility, autonomy and a sense of accomplishment. In Kenya, Mutie (1973) applied the facet overall satisfaction model while studying secondary school teachers and administrators in Kitui District. His findings were that the teachers were marginally satisfied with their job. Muchira (1988) in studying the tutors in the Kenyan Teacher Training Colleges (TTCs) found that they were not satisfied with their job. Mumo (2000) used the same model to study Technical Training Institute (TTI) Tutors in Nairobi province. He found out that a majority (nearly 60%), expressed slight satisfaction with their overall job, and that the tutors expressed satisfaction with slightly over 50% of the facets.

It is important to note that there are many studies on job satisfaction and job dissatisfaction carried out in Kenya and relevant recommendations made to improve performance at various levels of education sector. This study attempted to supplement the previous studies and focuses on secondary school teachers in Rangwe Division, Homa Bay District, which has remained unexplored.
2.5 Summary

The literature reviewed showed that job dissatisfaction and satisfaction has been widely studied. Several content and process theories have been used to enhance the studies, and they have limitations, with no single theory being superb. However, the Lawler’s Facet and Overall Theory stands out as the most valid and efficient way to study dissatisfaction and satisfaction on job performance.

The review has also revealed that several factors can interrelate in determining satisfaction and dissatisfaction. Amongst the factors, personal characteristics are very vital or crucial. These factors include gender, age, interpersonal relationship, level of education and teaching experience. All in all, the following literature gaps existed:

- Many studies focus on primary schools and no study has been done specifically for secondary schools in Homa Bay District.
- Need to re-examine the determinants of job dissatisfaction and how they apply to secondary school teachers over time and regions.
- The need to establish the contribution of personal variables to job dissatisfaction.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction
This part attempts to describe the research methods that were used in the study. It contains research design, location of the study, study population, sample selection, instruments of data collection, data collection procedure and data analysis.

3.2 Research Design
The study used a survey design. A survey is an attempt to collect data from members of a population in order to determine the status of that population with respect to one or more variables (Gay 1983). Survey research is therefore a self-report study which requires the collection of quantifiable information from the sample (Mugenda and Mugenda 1999). Survey research is able to describe, explore and measure characteristics of large populations.

3.3 Location of the Study
The study was carried out in Rangwe Division, Homa Bay District of Nyanza Province. Homa Bay district has about 31 public secondary schools with a teacher population of 343, thus 263 males and 80 females. Rangwe division covers the northern part of Homa Bay district. The division has a total of 17 public secondary schools, comprising three girls', three boys', and 11 mixed schools, with a student population of about 4,702 (2,747 boys, 1,955 girls). The population of
the teachers is 239, comprising 178 males and 61 females (Republic of Kenya 2003).

3.4 Study Population

Target population is defined as that population to which a researcher wants to generalize the results of the study (Mugenda & Mugenda 1999). The study area (Rangwe division) has 17 public secondary schools (Three boys', three girls' and 11 co-educational or mixed schools). There are about 239 teachers; 178 males and 61 females.

3.5 Sample Selection

Sampling is a procedure in which a fraction of a group is chosen to represent the total population about which generalizations will be made (Warwirk, 1973). The purpose of sampling is to secure a representative group which will enable the researcher to gain information about a population (Mugenda and Mugenda 1999).

Purposive sampling technique was used to identify 8 schools- thus 2 boys', 2 girls' and 4 mixed schools out of the 17 schools that provided the study sample. Purposive sampling is necessitated when the researcher is interested in certain specified characteristics (Nkpa 1997).

Out of approximately 239 teachers in 17 schools of the division, the researcher applied systematic random sampling technique. Systematic random sampling involves the selection of members from a population list in a systematic fashion.
This technique selected every \( n^{th} \) teacher to meet 30 percent selected from a list of the target population and this formed the population (Gay, 1992).

3.6 **Instrument of Data Collection**

Data collection was done using questionnaire. Questionnaires are commonly used to obtain important information about the population and they are thus developed to address specific objectives, research questions or hypotheses of the study (Mugenda and Mugenda, 1999). The questionnaires contained both open and closed ended questions, and were administered to teachers only. The questionnaires sought to investigate the factors that contribute to job dissatisfaction among teachers as well as possible suggestions to alleviating the problem.

3.7 **Data Collection Procedure**

The researcher sought appointments with the respondents. The questionnaire was directly administered to teachers.

3.8 **Data Analysis**

In this study, quantitative and qualitative data was gathered. Therefore quantitative and qualitative analysis procedures were used. In quantitative analysis, the data, which was collected through the questionnaires, was grouped according to the research questions. Thereafter, tally sheets were used to generate frequency counts out of which percentages were calculated. Data were then analyzed through descriptive statistics such as tabulation and percentages.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

In this chapter, data are presented, analyzed, and discussed. The study set out to investigate the factors that are seen by teachers as contributing to job dissatisfaction, determine whether the levels of dissatisfactions are related to personal variables such as gender, grade, years of teaching experience and the teachers training level and explore ways of increasing satisfaction in teaching.

The study attempted to answer the following research questions:

- What are the employer related factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- What are the school-based factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- What are the other factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- Are the levels of dissatisfaction related to personal variables such as gender, job grades, years of teaching experience and the teachers training level?
- What factors do the teachers consider as contributing positively or negatively to their overall job satisfaction?
The content of this chapter is organized around the above research questions of the study.

4.2 Contextual and Personal Data of Teachers

The study sought views from 61 respondents. Their characteristics are discussed below:

Gender

In terms of their gender, 67.2% were males, while 32.8% were females (table 4.2.1). This gives a ratio of 2:1. Indicating that there are fewer female secondary school teachers in Rangwe Division.

Table 4.2.1: Gender of the respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>41</td>
<td>67.2</td>
</tr>
<tr>
<td>Female</td>
<td>20</td>
<td>32.8</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

Age

According to age distribution, 31.1% of the respondents were falling in the age bracket of 25-29 years, 21.3% were 30-34 years, 29.6% were 35-39 years and 18% were 40 and above years (table 4.2.2). This shows that most respondents were falling in the age category of below 40 years and were considered as young.

Table 4.2.2: Age of the Respondents

<table>
<thead>
<tr>
<th>Age</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>25-29</td>
<td>19</td>
<td>31.1</td>
</tr>
<tr>
<td>30-34</td>
<td>13</td>
<td>21.3</td>
</tr>
<tr>
<td>35-39</td>
<td>18</td>
<td>29.6</td>
</tr>
<tr>
<td>40 and above</td>
<td>11</td>
<td>18.0</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>
Subject Area

In terms of subject area, 36.1% of the respondents were language teachers, 31.1% science teachers, 14.8% humanities and 18% were applied and technical teachers (table 4.2.3). Hence majority of the sampled respondents were language and science teachers.

Table 4.2.3: Subject Area

<table>
<thead>
<tr>
<th>Department/Subject</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Languages</td>
<td>22</td>
<td>36.1</td>
</tr>
<tr>
<td>Sciences</td>
<td>19</td>
<td>31.1</td>
</tr>
<tr>
<td>Humanities</td>
<td>9</td>
<td>14.8</td>
</tr>
<tr>
<td>Technical</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>Applied</td>
<td>8</td>
<td>13.1</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

Teaching Experience

Based on the teaching experience, the teachers were put into three categories. Those with 0-4 years’ teaching experience were 31.1%, 5-9 years experience were 24.6%, while those with 10 and above years experience were 44.3% (table 4.2.4). This shows that most respondents had over 10 years teaching experience.

Table 4.2.4: Teaching Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>19</td>
<td>31.1</td>
</tr>
<tr>
<td>5-9</td>
<td>15</td>
<td>24.6</td>
</tr>
<tr>
<td>10 and above</td>
<td>27</td>
<td>44.3</td>
</tr>
<tr>
<td>Total</td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

Qualification

Regarding the qualifications, 21.3% of the respondents had Diploma in Education, 62.3% Bachelors in Education, while 16.4% had post-graduate qualification (table 4.2.5). Majority of the respondents therefore had Bachelors in Education degree.
### Table 4.2.5: Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>SI</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diploma Education</td>
<td>13</td>
<td>21.3</td>
</tr>
<tr>
<td>Bachelor Education</td>
<td>38</td>
<td>62.3</td>
</tr>
<tr>
<td>Post-graduate</td>
<td>10</td>
<td>16.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>61</td>
<td>100</td>
</tr>
</tbody>
</table>

#### 4.3 The Employer Related Factors that Contribute to Job Dissatisfaction

During the survey, the questionnaire was administered to 61 teachers in eight secondary schools. They were asked to rate their levels of satisfaction on certain employer related factors according to a scale: Highly satisfied (6), Moderately Satisfied (5), Slightly Satisfied (4), Slightly Dissatisfied (3), Moderately Dissatisfied (2), Highly dissatisfied (1). To determine whether the respondents were satisfied or not with the employer related factors the percentages of respondents' ratings were categorized into two as follows:

- **Satisfied** – which comprised Highly satisfied, Moderately satisfied and Slightly satisfied
- **Dissatisfied** – which comprised Highly dissatisfied, Moderately dissatisfied and Slightly dissatisfied

The percentages were summed up in respect to the two categories. Their responses are indicated in the table 4.3.1 below.
<table>
<thead>
<tr>
<th>Factors</th>
<th>Dissatisfied</th>
<th></th>
<th></th>
<th></th>
<th>Satisfied</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>Total</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>Total</td>
</tr>
<tr>
<td>1. The quality of accommodation</td>
<td>20</td>
<td>1</td>
<td>6</td>
<td>27</td>
<td>44.2</td>
<td>16</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>2. The salary and fringe benefits</td>
<td>21</td>
<td>10</td>
<td>7</td>
<td>38</td>
<td>62.3</td>
<td>18</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>3. Retirement benefits provided by the Teachers Service Commission</td>
<td>9</td>
<td>18</td>
<td>5</td>
<td>32</td>
<td>52.5</td>
<td>22</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>4. The role-played by KNUT/KUPPET in collective-bargaining for teachers' welfare</td>
<td>5</td>
<td>7</td>
<td>6</td>
<td>18</td>
<td>29.5</td>
<td>23</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>5. Provisions for leave (annual, maternity, sick and compassionate)</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>19</td>
<td>31.2</td>
<td>18</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>6. The number of hours you are required to work per week</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>21</td>
<td>34.5</td>
<td>21</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>7. The number of hours of non-teaching assignments (i.e. games, counseling)</td>
<td>7</td>
<td>10</td>
<td>11</td>
<td>28</td>
<td>45.9</td>
<td>15</td>
<td>13</td>
<td>5</td>
</tr>
<tr>
<td>8. Preparation time available to you during official school day</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>32</td>
<td>52.5</td>
<td>6</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>9. Your opportunity for promotion</td>
<td>20</td>
<td>9</td>
<td>8</td>
<td>37</td>
<td>60.7</td>
<td>16</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>10. Methods used in promotion of teachers</td>
<td>26</td>
<td>17</td>
<td>6</td>
<td>49</td>
<td>80.3</td>
<td>7</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>11. Methods used to evaluate teachers</td>
<td>12</td>
<td>13</td>
<td>15</td>
<td>40</td>
<td>65.6</td>
<td>9</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>12. Methods used in the posting and transfer of teachers</td>
<td>15</td>
<td>5</td>
<td>15</td>
<td>35</td>
<td>57.4</td>
<td>18</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>13. Your relationships with the institution's administrators</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>6.5</td>
<td>8</td>
<td>35</td>
<td>14</td>
</tr>
<tr>
<td>14. Your job security</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>9.9</td>
<td>16</td>
<td>19</td>
<td>20</td>
</tr>
<tr>
<td>15. Your relationship with other teachers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>31</td>
<td>27</td>
</tr>
<tr>
<td>16. Physical conditions in staff rooms and staff offices</td>
<td>18</td>
<td>6</td>
<td>16</td>
<td>40</td>
<td>65.5</td>
<td>14</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>17. Availability of useful advice to assist you with problems you encounter in your work</td>
<td>6</td>
<td>4</td>
<td>16</td>
<td>26</td>
<td>42.6</td>
<td>26</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
The results indicate that the employer related factors that the respondents were dissatisfied with were:

- The salary and fringe benefits
- Retirement benefits provided by the Teachers Service Commission
- Preparation time available during official school day
- Opportunity for promotion
- Methods used in promotion of teachers
- Methods used to evaluate teachers
- Methods used in the posting and transfer of teachers
- Physical conditions in staff rooms and staff offices
- Opportunities available for useful in-service Education to help you handle the challenges of the 8-4-4 system of education

While the employer related factors they were satisfied with were:

- The quality of accommodation/house allowance
- The role-played by KNUT/KUPPET in collective-bargaining for teachers’ welfare
- Provisions for leave (annual, maternity, sick and compassionate)
- The number of hours required to work per week
- The number of hours of non-teaching assignment (i.e. games, counseling)
- Relationship with the institution’s administrators
- Job security
• Relationship with other teachers
• Availability of useful advice to assist teachers with problems they encounter at work

The most prominent employer-related factor that the teachers expressed dissatisfaction with is, method used in promotion of teachers (80.3%). This may be attributed to the fact that the promotion of teachers has not been purely based on merit. While the most prominent employer-related factors that the teachers expressed satisfaction with were, relationship with other teachers (100%), relationship with institution administrators (93.5%) and job security (90.1%). This implies that the relationship between the teachers themselves and the school administrators is generally good. Similarly, teachers in the public service, once confirmed, are permanent and pensionable. This makes the teachers have job security that leads to job satisfaction.

4.4 School Based Factors that Contribute to Job Dissatisfaction

This study also sought to find out the school-based factors that contribute to job dissatisfaction among the secondary school teachers in Homabay District. The results are presented in table 4.4.1 below.
### Table 4.4.1: School Based Factors that Contribute to Job Dissatisfaction

<table>
<thead>
<tr>
<th>Factors</th>
<th>Dissatisfied</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th>Satisfied</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Your freedom to select teaching methods</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>6</td>
<td>N</td>
<td>9.8</td>
<td>17</td>
<td>17</td>
<td>21</td>
<td>55</td>
<td>90.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Your freedom to select teaching materials within the constraints of available funds</td>
<td>12</td>
<td>2</td>
<td>8</td>
<td>22</td>
<td>36.1</td>
<td>16</td>
<td>9</td>
<td>14</td>
<td>39</td>
<td>63.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Time-tabling of your teaching assignments</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>11</td>
<td>18.1</td>
<td>8</td>
<td>34</td>
<td>8</td>
<td>50</td>
<td>81.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Your assignment to teach at particular levels</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3.3</td>
<td>12</td>
<td>24</td>
<td>23</td>
<td>59</td>
<td>96.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Your assignment to teach particular subjects</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1.6</td>
<td>21</td>
<td>17</td>
<td>22</td>
<td>60</td>
<td>98.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Average size of classes you teach</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>11</td>
<td>18.1</td>
<td>27</td>
<td>13</td>
<td>10</td>
<td>50</td>
<td>81.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Amount of preparation/correction required by your teaching assignment</td>
<td>8</td>
<td>4</td>
<td>8</td>
<td>20</td>
<td>32.2</td>
<td>25</td>
<td>11</td>
<td>5</td>
<td>41</td>
<td>67.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Your involvement in selecting students to be admitted</td>
<td>4</td>
<td>23</td>
<td>9</td>
<td>35</td>
<td>59.1</td>
<td>9</td>
<td>11</td>
<td>5</td>
<td>26</td>
<td>40.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Your relationships with students</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>3.3</td>
<td>9</td>
<td>31</td>
<td>19</td>
<td>59</td>
<td>96.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Attitudes of your students toward learning</td>
<td>5</td>
<td>5</td>
<td>20</td>
<td>30</td>
<td>49.2</td>
<td>27</td>
<td>4</td>
<td>0</td>
<td>30</td>
<td>50.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 General behaviour of students in your institution</td>
<td>0</td>
<td>12</td>
<td>15</td>
<td>27</td>
<td>44.3</td>
<td>18</td>
<td>16</td>
<td>0</td>
<td>34</td>
<td>55.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Average level of student achievement in national examinations</td>
<td>13</td>
<td>9</td>
<td>5</td>
<td>27</td>
<td>44.3</td>
<td>24</td>
<td>10</td>
<td>0</td>
<td>34</td>
<td>55.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 Ability levels of students taking your classes</td>
<td>6</td>
<td>15</td>
<td>10</td>
<td>31</td>
<td>50.8</td>
<td>13</td>
<td>17</td>
<td>0</td>
<td>30</td>
<td>49.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14 General behaviour of students in your classes</td>
<td>0</td>
<td>4</td>
<td>9</td>
<td>11</td>
<td>21.4</td>
<td>30</td>
<td>17</td>
<td>1</td>
<td>59</td>
<td>78.6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 Methods used in reporting students’ attitudes and achievement to parents</td>
<td>6</td>
<td>0</td>
<td>14</td>
<td>20</td>
<td>32.8</td>
<td>23</td>
<td>12</td>
<td>6</td>
<td>41</td>
<td>67.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 Quality of student career guidance and counselling services in your institution</td>
<td>4</td>
<td>2</td>
<td>27</td>
<td>33</td>
<td>54.3</td>
<td>10</td>
<td>15</td>
<td>3</td>
<td>28</td>
<td>45.7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The results reveal that secondary school teachers were moderately dissatisfied with school based factors. They include the following:

- Involvement in selecting students to be admitted (59.1%),
- Ability of students in class (50.8%),
- Quality of student career guidance and counselling services in the school (54.3%).

It appears that the school administration rarely involve teachers in the selection of new students. On many occasions, teachers do complain about back door admissions, which often contribute to poor performance of schools in the national examination. Most of these students are weak academically, this imperatively accounts for the teachers dissatisfaction with students’ ability in class as well. The other source of dissatisfaction is the quality of student career guidance and counselling service in the school. A possible explanation is that in most secondary schools such services are either completely lacking or are rare. Many of the disturbances in schools have been associated with lack of proper guidance and counselling programmes.

The prominent aspects of school-based factors with which teachers expressed satisfaction with were:

- Assignment to teach particular subjects (98.4%)
- Assignment to teach at particular levels (96.7%)
• Freedom to select teaching methods (90.2%)
• Relationships with students (96.7%)

The first three factors touch on teachers' autonomy with their work. The satisfaction is attributed to the fact that once the teachers are assigned to a particular class and subject, they usually go about carrying out the teaching task in a very independent manner with minimal supervision. This makes the teacher feel in control and hence satisfied with the job. The fourth factor relates to teacher-student relationship. The teachers seem to derive a lot of satisfaction when interacting with the students. This can be explained by the fact that in teaching, there is a lot of interaction taking place on an everyday basis between teachers and their students.

4.5 Other Factors that Contribute to Dissatisfaction

The research instrument also solicited other factors that contribute to job dissatisfaction among secondary school teachers. The results are presented in table 4.5.1.
Table 4.5. 1: Other Factors that Contribute to Dissatisfaction

<table>
<thead>
<tr>
<th>Factors</th>
<th>Dissatisfied</th>
<th>Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>1. Status of teachers in society</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>2. Attitudes of parents towards education</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>3. Attitude of society towards education</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>4. Your sense of achievement in teaching</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5. Recognition by others of your work</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>6. Social relationships in your work</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>7. Intellectual stimulation in your work</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>8. Available opportunities for advancement</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

The result indicates that the teachers were dissatisfied with their status in society (60.7%). Individual’s status in the society is mainly influenced by his/her income level; teachers earn modest salary and as such do not command a lot of respect. There is also the general feeling that anybody can teach, the society, therefore doesn’t seem to acknowledge the importance of teachers. This finding is in agreement with Mumo (2000) who reported that tutors expressed dissatisfaction with the negative way society treats teachers.

On the other hand, the result indicates that teachers expressed satisfaction with, the sense of achievement in teaching (86.9%), and intellectual stimulation in work (80.3%). Satisfaction with sense of achievement in teaching can be attributed to
the fact that teachers have nurtured nearly all the achievers in the society. Academic orientation of teaching profession brings about satisfaction with intellectual stimulation in teachers. Teachers work requires regular reading and seeking for information, they must keep abreast with current issues.

4.6 Overall level of Job Satisfaction

Table 4.6.1 below represents the overall level of job satisfaction.

<table>
<thead>
<tr>
<th>Value label</th>
<th>Scale</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>4</td>
<td>6.6</td>
</tr>
<tr>
<td>Moderately Dissatisfied</td>
<td>2</td>
<td>3</td>
<td>4.9</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>3</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>4</td>
<td>26</td>
<td>42.6</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>5</td>
<td>16</td>
<td>26.2</td>
</tr>
<tr>
<td>Highly Satisfied</td>
<td>6</td>
<td>6</td>
<td>9.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>61</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The results above indicate that majority of the teachers in the study area were slightly satisfied with their job (42.6%). In overall, 78% of the teachers were satisfied, implying that only 22% were dissatisfied. The subsequent section highlights the overall job satisfaction levels based on personal variables.

4.7 Relationship Between Personal Variable and Overall Job Satisfaction

The study also sought to establish the relationship between personal variables and overall job satisfaction. The results are presented and discussed below.
Gender

Table 4.7.1 present the overall job satisfaction by gender.

Table 4.7.1: The Overall Job Satisfaction Level Based on Gender

<table>
<thead>
<tr>
<th>Value label</th>
<th>Scale</th>
<th>Male Frequency</th>
<th>Male Percentage</th>
<th>Female Frequency</th>
<th>Female Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>3</td>
<td>7.3</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Moderately Dissatisfied</td>
<td>2</td>
<td>3</td>
<td>7.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>3</td>
<td>5</td>
<td>12.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>4</td>
<td>12</td>
<td>29.3</td>
<td>14</td>
<td>70</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>5</td>
<td>13</td>
<td>31.7</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
<td>Highly Satisfied</td>
<td>6</td>
<td>5</td>
<td>12.2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>41</td>
<td>100</td>
<td>20</td>
<td>100</td>
</tr>
</tbody>
</table>

As shown in table 4.7.1 above the satisfaction level of majority of teachers across gender divide ranged from slightly satisfied to moderately satisfied. Ninety (90%) percent of the females were satisfied as compared to seventy-three (73%) percent of the males. No reason was adduced for the variation in the percentage of satisfaction level.

Age

Majority of the respondents among the different age categories were satisfied. About forty-seven (47%) percent of those falling in the age category of 25-29, fifty-four (54%) percent of those within 30-34, and fifty (50%) percent of those within 35-39 were slightly satisfied, while thirty-six (36%) percent in age category 40 and above were moderately satisfied (table 4.7.2). It can be deduced from these
findings that the age of teachers in the study area did not influence their job satisfaction levels. The results are in agreement with Mumo (2000) on tutors in Nairobi Province and Mutie (1993) on secondary school teachers in Kitui District. But it is contrary to other studies which suggest that the older the teacher, the higher the level of satisfaction.

Table 4.7.2: The Overall Job Satisfaction Level Based on Age

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Scale</th>
<th>25-29</th>
<th>30-34</th>
<th>35-39</th>
<th>40 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>2</td>
<td>10.5</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Moderately Dissatisfied</td>
<td>2</td>
<td>2</td>
<td>10.5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>3</td>
<td>1</td>
<td>5.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>4</td>
<td>9</td>
<td>47.4</td>
<td>7</td>
<td>53.8</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>5</td>
<td>2</td>
<td>10.5</td>
<td>4</td>
<td>30.8</td>
</tr>
<tr>
<td>Highly Satisfied</td>
<td>6</td>
<td>3</td>
<td>15.8</td>
<td>1</td>
<td>7.7</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
<td>13</td>
<td>100</td>
<td>18</td>
</tr>
</tbody>
</table>

Subject Area

Table 4.7.3 below represents job satisfaction levels based on subject area.
Table 4.7.3: Overall Job Satisfaction by Subject Area

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Scale</th>
<th>Languages</th>
<th>Sciences</th>
<th>Humanities</th>
<th>Technical</th>
<th>Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
<td>n</td>
</tr>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately Dissatisfied</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>3</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>4</td>
<td>15</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>5</td>
<td>0</td>
<td>9</td>
<td>3</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Highly Satisfied</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
<td>19</td>
<td>100</td>
<td>3</td>
<td>100</td>
</tr>
</tbody>
</table>

The results indicate that across the five subject areas, the most frequent levels of job satisfaction were slightly satisfied and moderately satisfied. Among the language teachers 68.2%, and humanities 44.5% were slightly satisfied, in the sciences and technical subjects 47.7% and 66.7% respectively were moderately satisfied. It was noted that 18.2% of language teachers in the study expressed highly dissatisfied. This can be attributed to heavy workload and understaffing of teachers in the department.

**Teaching Experience**

The teachers were asked to indicate the number of years they have stayed in the teaching service. Table 4.7.4 below indicates their teaching experience and level of job satisfaction.
Table 4.7.4: Overall Job Satisfaction by Teaching Experience

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Scale</th>
<th>0-4</th>
<th>%</th>
<th>5-9</th>
<th>%</th>
<th>10 and above</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td></td>
<td></td>
<td>n</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>2</td>
<td>10.5</td>
<td>2</td>
<td>13.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Moderately Dissatisfied</td>
<td>2</td>
<td>2</td>
<td>10.5</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3.7</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>3</td>
<td>1</td>
<td>5.3</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>18.5</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>4</td>
<td>9</td>
<td>47.4</td>
<td>8</td>
<td>53.3</td>
<td>9</td>
<td>33.3</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>5</td>
<td>2</td>
<td>10.5</td>
<td>4</td>
<td>26.7</td>
<td>10</td>
<td>37</td>
</tr>
<tr>
<td>Highly Satisfied</td>
<td>6</td>
<td>3</td>
<td>15.8</td>
<td>1</td>
<td>6.7</td>
<td>2</td>
<td>7.4</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
<td>15</td>
<td>100</td>
<td>27</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The results show that majority of the teachers irrespective of their teaching experience were slightly satisfied. About forty-eight (48%) percent of those with 0-4, fifty three (53%) percent in 5-9, and thirty three (33%) percent in 10 and above years of teaching experience fell in this category. It is worth noting that none of the teachers in 10 and above years of experience expressed highly dissatisfied, while 10.5% of those in 0-4, and 13.3% of those in 5-9 expressed highly dissatisfied. This implies that teachers with many years of experience tend not to be highly dissatisfied.

Qualification

The study also sought to find out the overall levels of job satisfaction in relation to education qualification of the respondents. This is presented in table 4.7.5 below.
The dominant level of job satisfaction among those with Diploma in Education (53.3%) and Bachelors in Education (50%) was slightly satisfied, while those with post-graduate degree and above (50%) was moderately satisfied. It is significant to note that none of the diploma holders was highly dissatisfied and none of the post-graduate holders was highly satisfied.

Table 4.7.5: Overall Job Satisfaction by Qualification

<table>
<thead>
<tr>
<th>Value Label</th>
<th>Scale</th>
<th>Diploma in Education</th>
<th>Bachelors in Education</th>
<th>Post-graduate degree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>Highly Dissatisfied</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Moderately Dissatisfied</td>
<td>2</td>
<td>1</td>
<td>7.7</td>
<td>2</td>
</tr>
<tr>
<td>Slightly Dissatisfied</td>
<td>3</td>
<td>1</td>
<td>7.7</td>
<td>1</td>
</tr>
<tr>
<td>Slightly Satisfied</td>
<td>4</td>
<td>7</td>
<td>53.8</td>
<td>19</td>
</tr>
<tr>
<td>Moderately Satisfied</td>
<td>5</td>
<td>3</td>
<td>23.1</td>
<td>8</td>
</tr>
<tr>
<td>Highly Satisfied</td>
<td>6</td>
<td>1</td>
<td>7.7</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>13</td>
<td>100</td>
<td>38</td>
</tr>
</tbody>
</table>

4.8 Factors that Contribute Positively and Negatively to the Teachers

Overall Job Satisfaction

The respondents were asked to describe in their own words those factors they considered as most important in contributing positively or negatively to their overall job satisfaction. The reason for this was to try and link the job factors with overall job satisfaction.
Factors Contributing Positively to Overall Job Satisfaction

Three most mentioned factors by the respondents were freedom at work (68%), job security (63%) and Shared staff responsibilities (57%). Freedom at work was expressed by different teachers as, “non interference with my work”, “freedom to make decisions”, and “the ability to plan my teaching on my own”. This clearly indicates that the teachers cherish the independence they have in their job. The teachers also highly valued the job security they enjoyed. Since the sampled schools were public schools where teachers are employed by the TSC whose terms are more permanent and predictable, they are 
secure. This is therefore one aspect of their job that they derive positive satisfaction. The third most mentioned factor was shared staff responsibilities. This was expressed by different teachers as, “team work”, “working together”, and “collective responsibility”. This indicates that the teachers enjoy the team spirit that goes with teaching.

Other factors that were frequently mentioned by the respondents as source of positive satisfaction were, good performance of students (45%), discipline in school (41%), availability of many holidays (32%) and intellectual stimulation (26%). Good performance was expressed variously, for example: “I feel good when my students improve their grades”, “good results”, and “I am happy when my students excel in my subject”. Discipline in school was expressed by the teachers in various ways e.g. “obedient students”, “well behaved students”, good behavior of students” and “when students appreciate me as their teacher and are
disciplined”. These results compare favourably with the findings of Mumo (2000) and Mutie (1993). Mumo identified the five most cited factors as: moulding the student to be a responsible citizen, good performance by students, intellectual stimulation of the job, many holidays and job security. Similarly, Mutie found that in Kitui teachers cited the following as contributing most positively to overall satisfaction: students’ achievement, many holidays, job security, and good relationships with students.

Factors Contributing Negatively to Overall Job Satisfaction

The most frequently cited factor was poor remuneration, with 51 (84%) respondents stating that it was a negative contributing factor to their overall job satisfaction. This was expressed by teachers such as, “poor pay package”, too demanding work with little pay”, the salary scale is too low” and ‘low reward”. Complaint by teachers over poor pay has constantly arisen over the years. This has always caused dispute between KNUT (the teachers trade union) and the teachers’ employer (TSC). A committee (the Teachers Service Remuneration Committee) formed by the government to look into teachers pay recommended a 150-200 per cent salary rise. In 1997, however this was only partially implemented as the government at that time said it could not afford the increased wage bill. This was later renegotiated in 2002 and the implementation period extended to 10 years from 5 years. It has been again renegotiated this year by KNUT and the new government, NARC and the implementation period reduced to 6 years. It remains
to be seen if at the end of the full implementation of the salary rise teachers will be satisfied with their remuneration.

The second most cited factor was delay in payment of salary (72%). The teachers expressed this sentiment as follows; “being paid ten days after the end of the month”, “getting paid after everyone else”, and “delay of TSC in processing pay”. The prominence of remuneration issues indicates that there is an urgent need to address it.

The third most cited factor was the low social image of the occupation in the society (65%). The teachers were dissatisfied with the negative way society treats them. They said, “teachers do not command the respect they deserve in the society as he earns peanuts”, “teaching is a noble profession but people think anyone can do it”, “there is this general feeling that teaching does not require talent” and “the society fails to acknowledge the importance of teachers in shaping everyone’s life in the community”.

The fourth most cited factor was little chance of promotion (54%). The teachers were particularly dissatisfied with the little possibility of rising to become head teachers. They expressed this as, “there is little chance or non at all of rising to headship position”, “slow pace of upward mobility”, irregularities in method of promotion” and “becoming a head teacher depends with whom you know”.
Other factors the teachers cited as contributing negatively to their overall job satisfaction were, working far from home area (28%), difficulty involved in securing transfer (23%) and inadequate facilities in schools (13%).

These findings concur with those of other studies. Karugu (1980) in his study of primary school teachers found out that the main factors contributing most negatively to job satisfaction were, inadequate pay, poor promotion methods, lack of recognition, and no chance for advancement. Similarly, Ingolo (1991) reported that primary school teachers expressed dissatisfaction with low pay, methods of promotion, and the poor attitude of the society towards teachers.
CHAPTER FIVE
SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings of the study, draws conclusions and makes recommendations necessary for policy formulation. Suggestions are also made for further research in this area.

5.2 Summary of the Findings

The purpose of the study was to investigate the factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division of Homa-Bay District. To accomplish this, five research questions were formulated, these were:

- What are the employer related factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- What are the school-based factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- What are the other factors that contribute to job dissatisfaction among secondary school teachers in Rangwe Division, Homa Bay District?
- Are the levels of dissatisfaction related to personal variables such as gender, job grades, years of teaching experience and the teachers training level?
What factors do the teachers consider as contributing positively or negatively to their overall job satisfaction?

The findings are summarized below.

5.2.1 Employer Related Factors that Contribute to Job Dissatisfaction

According to the research findings, the employer related factors that contribute to job dissatisfaction were:

- The salary and fringe benefits
- Retirement benefits provided by the Teachers Service Commission
- Preparation time available during official school day
- Opportunity for promotion
- Methods used in promotion of teachers
- Methods used to evaluate teachers
- Methods used in the posting and transfer of teachers
- Physical conditions in staff rooms and staff offices
- Opportunities available for useful in-service education to help you handle the challenges of the 8-4-4 system of education

5.2.2 School Based Factors that Contribute to Job Dissatisfaction

The research revealed that the school based factors that contribute to job dissatisfaction were:

- Involvement in selecting students to be admitted
- Ability of students in class
5.2.3 Other Factors that Contribute to Job Dissatisfaction

Apart from the employer and school-based factors that contribute to job dissatisfaction, other factors were found to contribute to job dissatisfaction. These were:

- Status of teachers in society
- Available opportunities for advancement

5.3 Extent of Overall Satisfaction

The majority of the teachers were slightly satisfied with their job (42.6%). Overall 78% of the teachers were satisfied, implying that only 22% were dissatisfied.

5.3.1 Relationship Between Personal Variable and Overall Job Satisfaction

In terms of gender the findings of the study was that more females (90%) than males were satisfied with their job.

According to the age categories the finding was that the age of teachers did not influence their job satisfaction level. Teachers across age divide expressed slight to moderate satisfaction level.
In subject area, it was noted again that there was no difference in job satisfaction level of teachers of different subjects areas. However, a considerable percentage of language teachers (18.2%) were highly dissatisfied with their work as compared to other subject areas where none were highly dissatisfied.

In terms of experience the findings were that majority of the teachers irrespective of their teaching experience were slightly satisfied with their job.

According to qualification there was no significant difference in satisfaction level. Majority of the teachers across qualification divide were satisfied with their job.

5.4 Factors that Contribute Most Positively or Negatively to Overall Job Satisfaction

The most cited positive contributors in descending order were:

- Freedom at work
- Job security
- Shared staff responsibilities
- Good performance of students
- Discipline in school
- Availability of many holidays
- Intellectual stimulation

The most cited negative contributors in descending order were:
• Poor remuneration
• Delay in payment
• Low social image of teachers in society
• Little chance of promotion
• Working far from home area
• Difficulty involved in securing transfer
• Inadequate facilities in school

5.5 Conclusions

This study has established that the overall satisfaction level of the teachers ranged between slightly satisfied and moderately satisfied. The teachers expressed satisfaction with more than half (66.7%) of the factors. The teachers were most satisfied with school-based factors.

The only notable difference in overall satisfaction in terms of personal variables was found between male and female teachers. No explanation was found for this difference.

The factors, which have the most positive contribution to overall satisfaction according to the teachers, were freedom at work, job security and shared responsibilities.
Those factors, which had the most negative contribution to overall satisfaction according to the teachers, were, poor remuneration, delay in salary payment, and low social image of teachers in society.

5.6 recommendation

5.6.1 Policy Recommendations

This study recommends the following policy issues:

- The study has established that one of the major dissatisfying factors is delay in payment of salary and benefits by the TSC. The study recommends that future payment be made promptly.

- Teachers expressed satisfaction with the freedom at work. This should be encouraged, allowing the teachers to feel free and attend to any personal issues, provided the education of the children is held paramount.

- The opportunities and method for promotion were notably dissatisfying. The study recommends that promotion of teachers should purely be on merit, based on appraisal reports.

- Teachers expressed difficulties involved in securing transfer. The study recommends that transfers be carried out in an objective manner, giving priority to genuine cases.

- The TSC should improve the teachers' remuneration package, so as to curb the low status in which the society holds them.
5.6.2 Suggestions for Further Research

The study suggests further research in the following areas:

- The study can be replicated in other districts, or using a larger sample.
- A comparative study can be made in the private schools to establish if the stated factors have the same effects in these schools.
- Research can be carried out to unearth the causes of the difference in the levels of job satisfaction between the male and female teachers.
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(2002b) Speech by the Homa- Bay District Commissioner, Mr. Shivogo at Homa Bay High School, 13th September, 2002.


APPENDIX 1

TEACHERS QUESTIONNAIRE

Adapted from Holdaway & Johnson (1990)

This questionnaire is seeking information concerning the teaching profession. The major aim is to identify the factors in your teaching job which give you satisfaction and which factors give you dissatisfaction.

The findings of this study will be used to meet the requirements for M.Ed course.

Please feel free to make any further comments you may want at the back of the questionnaire.

Please provide the following information. Be frank and honest in your responses. All responses will be treated with strict confidence.

Section A: Contextual and Personal Data

(Complete by ticking where appropriate)

1. Your gender    Male ( )    Female ( )
2. Your age        25-29 ( )   30-34 ( )   35-39 ( )   40 and above
3. Your major teaching subjects (s)

4. State the subjects you are trained to teach

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

6. Check ALL the educational qualifications that you have attained.
i) **Academic Qualifications**

**Education**

a) Certificate ( )
b) College Diploma ( )
c) Bachelors Degree ( )
d) Masters Degree ( )
e) Doctorate Degree ( )
f) Any other (specify) __________

d) Postgraduate qualifications

e) Any other (specify)

ii) **Professional training in**

a) S1 ( )
b) Diploma in Education ( )
c) Bachelor of Education ( )
d) Postgraduate qualifications

e) Any other (specify)

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**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>
</tr>
</thead>
<tbody>
<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 institution 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 Teachers Service Commission ...........................................................................................................................................6 5 4 3 2 1
4. The role-played by KNUT/KUPPET in collective-bargaining for teachers welfare .. 6 5 4 3 2 1
5. Provision for leave (annual, maternity, sick and compassion 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 assignment (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 the posting and transfer of teachers 6 5 4 3 2 1
13. Your relationship with the institution’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 staff rooms 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 the 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
   constraints of available funds
   6  5  4  3  2  1
22. Time-tabling of your teaching assignments
   6  5  4  3  2  1
23. Your assignment to teach particular levels
   6  5  4  3  2  1
24. Your assignment 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 assignment
   6  5  4  3  2  1
27. Availability of library/audio-visual resources
   6  5  4  3  2  1
28. Physical conditions of your classrooms
   6  5  4  3  2  1

Student-Related Matters

How satisfied are you with

29. Your involvement in selecting students to be admitted
   6  5  4  3  2  1
30. Your relationship with students
   6  5  4  3  2  1
31. Attitudes of your students towards learning
   6  5  4  3  2  1
32. General behavior of students in institution
   6  5  4  3  2  1
How satisfied are you with

33. Average level of student achievement in national examination

34. Ability level of students taking your classes

35. General behavior of students in your classes

36. Methods used in reporting students’ attitudes and achievement to parents

37. Quality of student career guidance and counseling Services in your institution

Occupation-Related Matters

38. Status of teachers in society

39. Attitudes of parents towards education

40. Attitude of society towards education

41. You sense of achievement in teaching

42. Recognition by others of your work

43. Social relationships in your work

44. Intellectual stimulation in your work

45. Available opportunities for advancement
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**Other Factors**

46. Are there other factors contributing to job satisfaction or dissatisfaction 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**

How would you rate:

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

**Open-Ended Questions**

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

   1. ........................................
   2. ........................................
   3. ........................................
   4. ........................................
   5. ........................................

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

   1. ........................................
   2. ........................................
   3. ........................................
   4. ........................................
   5. ........................................
APPENDIX 2

LETTER OF INTRODUCTION

KENYATTATA UNIVERSITY
OFFICE OF THE DIRECTOR
INSTITUTE FOR CONTINUING EDUCATION (ICE)

P.O. Box 43844
Nairobi, KENYA
Telephone: 810901-12

Our Ref. ........................................
Your Ref. ........................................ Date: 30/12/2002

To


Dear Sir/Madam,

SUBJECT: INFORMATION FOR THE PROJECT

MALACHI OKEE OKEE Reg No. E574/0058/2000
is a bonafide student of the Institute for Continuing Education, doing his/her M.Ed. in Ed Administration. For her Project (Mini Research) he/she will need some data from your office. Please help her/him to get some of it if possible. Data will be strictly used for research work only.

THANK YOU UNIVER SITY
OFFICE OF THE DIRECTOR
SCHOOL OF CONTINUING EDUCATION

PROF. M. M. PATEL
DEPUTY DIRECTOR, INSTITUTE FOR CONTINUING EDUCATION
APPENDIX 3

LETTER OF AUTHORIZATION

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

Telegrams: “SCHOOLING”, Homa-Bay
Telephone: Homa-Bay 22313
When replying please quote
HB/MISC/8/VOL.IX/119.
Ref No........................................
and date

DISTRICT EDUCATION OFFICE
HOMA-BAY DISTRICT
P.O.BOX 78
HOMA-BAY.

........................................20...

MR. MALACHI OKEYO OKECH (E 54/0058/2000)

RE: TO WHOM IT MAY CONCERN.

Mr Malachi Okeyo Okech is the principal of Kwoyo Kochia Boys High School in Homa-
Bay District. He is currently undertaking a masters programme (M. Ed. In Education
Administration) at Kenyatta University.

For his project (Mini Research), he will need some data from your office. Information
given by your office will strictly be used for research purposes only.

Any assistance accorded him in his research project will be highly appreciated.

Thank you.

MARTIN B. O. ALUKU
For: DISTRICT EDUCATION OFFICER
HOMA-BAY.