

A COMPARATIVE STUDY OF THE FACTORS THAT
CONTRIBUTE TO JOB SATISFACTION AND
DISSATISFACTION BETWEEN TEACHERS
IN PRIVATE AND PUBLIC PRIMARY
SCHOOLS IN NAIROBI KILIMANI
ZONE

BY

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DECLARATION

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

Mwambani

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This project has been submitted for examination with my approval as a University Supervisor.

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DEDICATION

The project paper is dedicated to my mother Elizabeth Otinga Shikanda Wambani Namukhula, Mama. To her tireless efforts, I owe my entire education.

To my husband Moses, and sons Nicholas Khayilwa, Kevin Khayumbi, Ignatius Wambani and Denis Amusala-Walaka.

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ABSTRACT

In this paper, a comparative study of the factors that contribute to job satisfaction and dissatisfaction between teachers in public and private schools of Nairobi Kilimani zone has been described.

General demographic information on the two groups of teacher respondents revealed that Primary One (P1) teachers were the majority of the deployed teachers in both school groups. In private schools, 22% of the studied 100 teachers were graduate teachers. This was commendable effort by private school employers for recognition, by employment, of highly qualified teachers in Kenyan primary schools. Comparatively, the public schools had only 6% Approved Teachers among those studied, as equivalent highest teacher qualification. P2 and P3 teachers were very few left among the teachers studied in both settings.

A study of teacher satisfiers revealed that thirteen out of seventeen main satisfiers were commonly perceived by teachers in both public and private schools studied. Similarly the main dissatisfiers were also commonly identified.

The main factor of contrast in perception between the two categories of teachers was 'Number of pupils in class' which proved to be a satisfier in private schools but a dissatisfier in public schools. The other general difference, judged by the percentages of the satisfied and dissatisfied, was that teachers in private schools were more satisfied than their counterparts in public schools. Conversely, they were less dissatisfied than their colleagues in public schools.

Satisfiers unique to teachers in private schools as elicited by the open response questionnaire were; good pay and benefits, good administration, punctuality, and christmas bonus, among others, while in public schools, they included; free time and holidays, teacher's ability to work anywhere in Kenya, prize-giving day, constant salary, good pupil discipline and teaching Kiswahili. These concurred with some earlier Kenyan researchers on this issue.

Opinions of desired viable changes by 1991 expressed by the two groups of teachers, which reiterated the perceived satisfiers and dissatisfiers included; increase in salary as per inflation, implementation of the long awaited schemes of service in public schools; a review of the loaded 8:4:4 syllabus suggested by both groups of teachers,

and the provision of house allowance for married women in public schools.

A check on the concurrence with Herzberg's nomenclature revealed that all main satisfiers which were common to the two groups of teachers studied did not concur with Herzberg's with the exception of the factors which were associated with work itself and 'achievement'. However, all commonly identified dissatisfiers by the two categories of teachers concurred with Herzberg's except one, advancement or promotion prospects.

A further study of these factors revealed that all main satisfiers and dissatisfiers identified by the two groups of teachers were ambient to a limited point in the zone of ambience seen on the comparative divergence bar graph (Figure 2). Beyond this zone, however, they were observed as in the Herzberg studies, to contribute exclusively towards either satisfaction or dissatisfaction in only one direction from the continuum zero.

It can be concluded that factors that contributed to job satisfaction and dissatisfaction among the two

groups of teachers were generally the same with a few unique ones. The slight variation from the Herzberg nomenclature may suggest differences in work conditions between educational and industrial personnel.

CHAPTER 1

BACKGROUND TO THE PROBLEM

1.0. INTRODUCTION

Satisfaction and dissatisfaction of teachers has long been an area of intense interest to researchers in school personnel management as stated by Sergiovanni (1969). Keith Davis (1985) also emphasized that high job satisfaction is an important element of cooperation and teamwork in an organization, and so, employers want to develop it among their employees.

In addressing the issue of job satisfaction and dissatisfaction among teachers in both public and private Kenyan primary schools, this study sought to suggest ways and means of fostering high teacher morale. Davis and Filley (1977) have defined morale as:

"The mental conditions of individuals or groups that determine their attitudes and limits the degree to which they accept leadership ... it influences a person to do or not to do work".

High teacher morale can be fostered by maximizing satisfying conditions and minimizing dissatisfying conditions at their places of work.

Teachers are the key facilitators of education in

Kenya, an area which is strongly emphasized by government policy since independence in 1963, namely, to establish and implement an adequate educational programme for the Kenyan youth and society in terms of both its quality and quantity. This fact is clearly expressed in the Kenyan Education Commission Report (1964), paragraphs 542-543 in the following remarks:

"Expansion of primary education must not be allowed to debase quality: on the contrary the present decline in standards must be arrested and reversed".

On teacher morale, the same report which recommending remedial action, regrettably stated in paragraph 151:

"We put them (teachers) in grossly inadequate classrooms, with unsuitable and sometimes insufficient furnishings and we ask them to teach, frequently without enough textbooks, or with none at all". and supply only the minimum of teaching materials. Finally, all too often we expect them to live in inadequate and unsuitable houses".

Furthermore, the Kenyan Government also heavily invests in education as shown by the 1987/88 financial estimates, which indicated that 37.7% of the national recurrent expenditure was attributed to education. This, by any standard, is a high vote indeed, and indicates that by all means, education must be made a successful

and worthwhile venture. Providing for teachers, who are educational facilitators, the best working conditions, is one way of ensuring educational success in Kenya.

A study of the labour movement in Kenya such as Zeleza's (1988), indicates that there have been episodes of deteriorating conditions in some of the Kenyan work organizations, including educational institutions. This has often led to strikes, slowdowns, absenteeism, employee turnover, low productivity and others which have been a pointer to dissatisfaction by employees.

A Kenyan daily newspaper, the Standard, on 23/9/1990 had on its front page headline; "Teachers Totally Frustrated". Two days later, on 25/9/1990, it also carried the following front page account:

"The great Kenyan National Union of Teachers (KNUT) has threatened to urge its 160,000 members country-wide to go on strike after 28 days from yesterday, in an attempt to force the Ministry of Education and Teachers Service Commission to implement a scheme of service for non-graduate teachers and technical lecturers".

Such accounts have indicated dissatisfaction among teachers in Kenyan primary schools. It therefore warranted a careful study into possible causes of such dissatisfaction and low morale and their possible remedies, to help restore

job satisfaction and teachers' good feelings about their job for a smoother implementation of a high standard educational programme in this nation.

A high population in Kenya was pointed out by Macharia (1984) as a cause of rapid expansion of primary schools together with an increase in pupil enrolment which had already shot up after the 1973 Presidential Free-Primary Education Decree. Such large numbers of primary school pupils, especially in public schools may have resulted in poor working conditions such as crowded classrooms, pupil indiscipline among others that may lead to teachers job dissatisfaction.

A frightful exodus of teachers from the teaching profession to other better paying careers pointed out by Gatheru (1987), is probably caused by remuneration of teachers among other things. Such turnover also implied in paragraph 200 of the Ndegwa Commission Report, is not only costly to the Kenyan education system in terms of personnel retraining, but also breaks the smooth running of schools and hence inefficient performance.

On the global context, employee motivation and teacher job satisfaction are studied for their practical application by administrators in work organizations to

successful practice and for their application to research. Herzberg, Mausner and Snyderman (1959) indicated that one of the crucial ways to expand productivity of an employee was to increase the efficiency of that individual and the maintenance of job satisfaction through creating conditions of positive motivation such as good pay, job security, good interpersonal relations with peers, subordinates and superordinates among others. They rationalized that the general pay-offs of such an attempt were:

- (a) Increased productivity, decreased turnover, and absenteeism, and smoother working relations for the organizations.
- (b) For the community, there would be an increase in productive capacity, and hence a justification for high educational spending such as Kenya's.
- (c) To the individual, it would lead to improved morale, greater happiness and self realization necessary for citizen maturity and stability.
- (d) To the entire world in general, a justification that a greater possibility of goodwill would help structure it, so that most humanity would be able to live more fruitful, happier lives

and that things that make people unhappy would be minimized, a worthy end indeed.

Karugu, (1980), also pointed out that a study of job satisfaction and dissatisfaction among Kenyan elementary school educators was worthwhile because it sought to highlight the failure of educational institutions in Kenya to understand their personnel's needs, attitudes, and feelings about their work, which to him, had contributed to a large turnover, a vice already cited. He recommended that it would be necessary for Kenyan educational organizations to plan the maintenance of their employee satisfaction by minimizing dissatisfaction among them to reduce the problems mentioned earlier.

1.1. THE STATEMENT OF THE PROBLEM

The main purpose of the study was to identify the factors that contributed to job satisfaction and dissatisfaction among teachers in public and private primary schools in Nairobi Kilimani Zone and to compare these factors between the two groups of teachers.

1.2. RESEARCH QUESTIONS

The following were the questions raised in this study;

- (a) How does the general demographic data on teachers compare between public and private primary

schools of Nairobi Kilimani Zone?

- (b) Which factors do the teachers in public and private schools studied, identify most frequently as contributors to job satisfaction?
- (c) Which factors do the teachers in public and private schools studied, identify most frequently as contributors to job dissatisfaction?
- (d) Are there any similarities and differences in the identification of the satisfiers and dissatisfiers between public and private primary teachers in Nairobi Kilimani zone?
- (e) What changes would the teachers in the two groups of schools studied like to be made in their job by the year 1991?
- (f) Do the factors perceived as contributors to job satisfaction and dissatisfaction to teachers in public and private primary schools of Nairobi Kilimani zone concur with Herzberg's nomenclature.

1.3. SIGNIFICANCE OF THE STUDY

This study was to provide new insights relating to job satisfaction and dissatisfaction for Kenyan primary teachers in both public and private schools of Nairobi Kilimani zone. The private school aspect of the study was probably a pioneer attempt in this topic, since among the Kenyan contemporary researchers, Karugu based his work in 125 elementary public schools in the City of Nairobi as indicated in his Note 4 on page 72 of his paper. Ngaroka focussed his attention on 30 public primary schools in Kigumo Division of Murang'a District while Gatheru based his research on the public primary schools in Nyeri Municipality.

It was also hoped that this study would expand the Kenyan perspective of the Herzberg Two-factor theory, upon which all the mentioned Kenyan studies including the current one, are based.

Kenyan researchers on this topic are in general agreement with this theory but have indicated some transcultural differences in the perception of job satisfiers and dissatisfiers by Kenyan teachers as opposed to the Herzberg perception, whose setting was in the United States of America in 1959. The differences include the fact that:-

- (a) Some of the Herzberg motivators or satisfiers acted to Kenyan teacher personnel as hygienes or dissatisfiers.
- (b) Some of the Herzberg hygienes acted as motivators among Kenyan teachers and
- (c) Certain single factors on the Herzberg conceptual continuum possessed the potential to contribute to both satisfaction and dissatisfaction hence being ambient factors as Sergiovanni (1969) suggested.

This study therefore attempted to find more evidence to confirm or refute the Kenyan trend of argument concerning the Herzberg proposition.

It was also possible to compare how teachers in public and private primary schools studied perceived the job factors in each of the two settings. Further more, the study of these factors and teacher morale in private primary schools, being one of the pioneer attempts was in itself a point of significance in the Kenya teacher personnel satisfaction studies.

The study was placed in the context of a rapidly growing private school business enterprise in many Kenyan

urban and rural areas. Among those studied were schools run by single or group business entrepreneurs as well as those run by missionaries. Schools catering for embassies and other international groups in the study zone were deliberately excluded from the research, as they would have been very distant in comparison with Kenyan public schools.

1.4. SCOPE AND LIMITATIONS OF THE STUDY

This study was confined to Nairobi Kilimani zone and was carried out in only ten schools. This included ten teachers from each of the five public schools and five private schools used. One of the limitations was therefore the attempt to generalize its results to the rest of the Kenyan primary school teachers to whom the observations and recommendations were pointed.

The other limitation was the questionnaire technique used for data collection. There must be some doubt regarding its reliability since the questions may have misled the respondents who might also have been dishonest or given answers that sounded most acceptable or that put them to the best advantage.

Finally the limitation with private school respondents in this study was clearly the sponsors' or managers'

influence and possibility of intimidation. Their effect on the respondents' willingness to respond honestly could not be ruled out.

1.5. DATA ANALYSIS PROCEDURE

Analysis of data was based on descriptive statistics including frequency distribution and their percentages. A comparative divergent bar graph also helped depict a comparison of the perceived job satisfiers and dissatisfiers between the primary teachers in public and private schools studied. The main areas of analysis included:

- (a) Frequency and percentage tables comparing the teacher perception of satisfiers and dissatisfiers in the two groups of teachers based on their response on supplied items on the questionnaire Part 2, with columns of Herzberg's nomenclature.
- (b) Frequency and percentage tables of identified satisfiers and dissatisfiers by the two groups of studied teachers given by free response in part 3 of the questionnaire and also drawn against Herzberg's nomenclature.
- (c) The frequency and percentage tables of expressed opinions of viable changes, the studied teachers would like made in their job by the year 1991 and

(d) A constructed comparative divergent bar graph, based on the tables in (a), comparing the teacher's perception of satisfiers and dissatisfiers between the two groups of schools studied.

It should be noted that in scoring the supplied items in part 2 of the questionnaire, all response category (0), (irrelevant), (3), neutral and (-), Non-committal Responses, were lumped into one column on the tables, while the category (1) and (2) responses were entered into the "dissatisfiers" column, and the category (4) and (5) responses into the "satisfiers" column.

1.6. ORGANIZATION OF THE STUDY

This study was organized in five chapters. The first chapter gives the introduction and background to the problem and has listed the research questions. The significance of the study and its scope and limitations have been outlined and a definition of terms given.

Chapter Two outlines the literature review based on (a) a historical perspective of the research title, (b) the concept review and (c) a brief review of methodology employed in this study.

Chapter Three deals with the methodology and the research design which was descriptive. The instruments used were described, particularly The Minnesota Satisfaction Questionnaire, (MSQ), as adapted from Ngaroka's and Holdaway's studies. Similarly, the population and sample, and the administration of the instruments were also described.

Chapter Four focusses on data presentation and analysis. The data discussed was based on the research questions and presented on frequency and percentage tables as well as on the comparative divergent bar graph.

Finally, Chapter Five, gives the conclusions of the research and recommendations for future study in the same area.

1.7. DEFINITION OF TERMS

1. Public School is by the Education Act (1980) the aided school. It receives grants out of public funds.
2. Private School - the unaided school which in the Education Act (1980) means, a school which does not receive grants out of public funds.

3. Continuum is derived from Latin 'Continuus', which means, in the Webster Dictionary, a continuous thing, quantity or substance. In this study, teacher satisfaction or dissatisfaction is rated on continuous percentage from zero to the maximum, 100%.
4. Ambient, in the shorter Oxford English Dictionary vol. 1, - is derived from the French 'Ambiant' and Latin 'Ambient'. It means on both sides.
5. Turnover - To quit the job.
6. The Manager - in private schools, is a suitable and proper person to be the manager of the school as stipulated by the Education Act.

CHAPTER 2

LITERATURE REVIEW

2.0. The literature review on this research topic is organized under three broad areas as earlier stated namely: (a) a historical perspective of job satisfaction and dissatisfaction studies, (b) the concept(s) of job satisfaction and dissatisfaction and (c) the methodology used in job satisfaction and dissatisfaction studies.

2.1. HISTORICAL PERSPECTIVE

On a broader perspective, employee satisfaction and dissatisfaction falls under motivation studies in administration as a discipline. Motivation refers to what makes employees want to stay and do the job at their work places.

Attempts to study administration as an identifiable field of study is a product of the late nineteenth and twentieth centuries, although records indicate its existence in China, India, Greece, Egypt and other centres of early civilization, since ancient times.

The modern study of administration in general and job satisfaction and dissatisfaction in educational administration in particular, was a result of man's endeavour to meet rising demands from a changing economic, social

and technological world environment after the industrial revolution of the nineteenth century and mass production and the two world wars of the twentieth century.

These global events created a sharper focus on work organizations and subsequently on the feelings of the workers in those organizations. Job satisfaction and dissatisfaction for teachers has long been an area of great interest to researchers in school personnel management as has been earlier pointed out by Sergiovanni. Robinson's review of industrial and educational job satisfaction research in Carver and Sergiovanni (1969) has shown that over 40% of the studies under review related to teacher satisfaction and morale.

Most of the research on job satisfaction and dissatisfaction can generally be placed in the third and fourth quarter of this century coming after the 1959 Herzberg's Two-Factor theory, also called Motivation - Hygiene theory. This theory, among others, has formed the basis for most studies in workers' motivation in recent times.

The earliest, the classical scientific management theorists such as Taylor, (1907), and Fayol; (1930), among others, contended that job satisfaction was the ultimate

reward to efficient employees in an organization mainly in form of economic rewards such as a good pay packet. Conversely, they argued that the dissatisfied workers, i.e. the inefficient, were rightly deprived of such rewards and that the well run organizations were better-off without them.

The Human Relations theorists such as Mayo, (1941), and others advocated that job satisfaction for workers, extremely essential to work organizations, was not only secured by economic rewards as suggested by the earlier theorists, but also by the organization's mindfulness of the employees' social welfare.

The behaviourists like Barnard, (1938), and Simon, (1958), in their own turn, contended that the human behaviour and attitudes to work were more complex than the simplistic mechanistic view held by classical thinkers. Job satisfaction, to the behavioural school of thought, was a key element of organizational success and could best be secured by a careful multi-disciplinary study of the psychological, sociological, political and economic aspects of the employees. This would enable the managers in these organizations to design positive incentives, both specific and general inducement or motivators for workers and hence to minimize

dissatisfying factors. Specific inducement suggested by Barnard included material items, money, things, personal gains like distinction, prestige, power, desirable work conditions, good lighting, clean work rooms, ideal benefits such as personal ideas, goals and priorities. For general inducement, he suggested; associational attractiveness, social compatibility, habitual methods and attitudes, opportunity for enlarged participation e.g. in decision making and communication.

This was the kind of philosophy that inspired Herzberg, Mausner and Snyderman (1959) to study workers' motivation among American industrial employees and to formulate their simple Two-factor theory, upon which most recent studies have been based.

In Kenya, the studies of employee motivation in general and teacher personnel satisfaction in particular, are still few and are a fairly recent attempt. The Kenyan pioneer works in teacher satisfaction studies mentioned earlier in chapter 1, have mainly developed a Kenyan perspective of the Herzberg Two-Factor theory whose detailed review appears in the next section.

2.2.0. LITERATURE REVIEW ON THE CONCEPT OF JOB SATISFACTION AND DISSATISFACTION

The review in this section was treated under the following sub-sections namely, (a) the definition of job satisfaction and dissatisfaction (b) Herzberg's Two-Factor theory, (c) Its critique and (d) the contribution of Kenyan researchers to job satisfaction studies in educational administration.

2.2.1. A DEFINITION OF JOB SATISFACTION AND DISSATISFACTION

It has been generally difficult to define job satisfaction and therefore job dissatisfaction as they are both aspects of a complex behavioral science. Keith Davis (1985) defined job satisfaction and dissatisfaction as:

"the favourableness or unfavourableness with which employees, individually or as a group view their work... It expresses the amount of agreeemnt between ones' expectations of the job and the rewards that job provides".

Smith (1977) defined job satisfaction as an effective response of the worker to his or her job and that it results when the worker's on-the-job experience relates to his or her own values and needs. Vroom (1964) defined

it as effective orientations of individuals toward work roles that they are presently occupying. Hoppock (1985), in his own turn, defined it more broadly as a combination of psychological, physiological and environmental circumstances that cause a person to say; "I am satisfied with my job". He reckoned that job satisfaction could not be independent of other forms of satisfaction in one's life such as, family relations, health, relative social status in the community and other extrinsic factors which were just as important as the intrinsic 'work itself'. According to Hoppock, a person could be satisfied with one aspect of his job and dissatisfied with another and therefore satisfaction could only be rationalized and that the degree of satisfaction could vary from day to day.

In the current research, job satisfaction for teachers could be summed up as the good feelings about teaching as a job that boosts the teachers' morale and maintains their need to stay and teach, while dissatisfaction is the bad feelings that contribute to their being demoralized and may augment to cause them to decide to quit teaching. It can be concluded that job satisfaction is related to positive motivation of employees while job dissatisfaction is associated with negative motivation.

2.2.2 HERZBERG'S TWO-FACTOR THEORY

This theory was developed from the study by Herzberg, Mausner and Snyderman (1959) which tested the hypothesis that certain job-related factors were satisfying, while others were dissatisfying to workers in organizations. These researchers studied 203 accountants and engineers in industry in the United States of America. Their research subjects were asked to think of times when they felt especially good about their jobs and times when they felt especially bad about them; the researchers were thus using the critical incidence method (C.I.M.). The subjects were also asked to describe conditions that led to those good and bad feelings. In other words, the study attempted to specify attitudes, factors in those attitudes and their effects on the research subjects.

Their data analysis revealed a clear emergence of two distinct sets of factors; those contributing to job satisfaction, referred to as motivators, and those contributing to job dissatisfaction, the hygienes. According to Hoy and Miskel (1987), motivators related to job content, the actual doing of the job, and hence were also called intrinsic factors or satisfiers. They included; (1) achievement, (2) recognition, (3) work itself, (4) responsibility and (5) advancement e.g. promotion

prospects. The hygienes related to the environmental setting or job context and so they were synonymously referred to as extrinsic or maintenance factors. They included (6) salary, (7) possibility of growth, (8) interpersonal relations (IPR) - subordinates, (9) status (10), IPR - superiors, (11) IPR - peers, (12) supervision - technical, (13) company policy and administration, (14) working conditions, (15) personal life and (16) job security. Herzberg's Factors therefore made a total of sixteen, with five motivators and eleven hygienes.

This theory therefore proposed two sets of mutually exclusive factors which acted either towards the contribution of maximum satisfaction or dissatisfaction in each case from the neutral (zero) point on the continuum. See figure (1).

NEUTRAL

INTERPERSONAL RELATIONS

... are the Herzberg study, ... or lack of ... in ... of one factor on a ... according to Herzberg's ...

FIGURE (1) JOB-SATISFACTION CONTINUUM IN HERZBERG'S THEORY

(After Hoy and Miskel 1987)

- DISSATISFACTION	0	SATISFACTION
1. SALARY		
2. POSSIBILITY OF GROWTH		1. ACHIEVEMENT
3. IPR - SUBORDINATES		2. RECOGNITION
4. STATUS		3. WORK ITSELF
5. IPR - SUPERIORS		4. RESPONSIBILITY
6. IPR - PEERS		5. ADVANCEMENT
7. SUPERVISION-TECHNICAL		
8. COMPANY POLICY AND ADMINISTRATION		
9. WORKING CONDITIONS		
10. PERSONAL LIFE		
11. JOB SECURITY		
	0	NEUTRAL

KEY: - IPR - INTERPERSONAL RELATIONS

Motivation researchers before the Herzberg study, held the view that motivation or lack of motivation in workers were merely opposites of one factor on a continuum. According to Hoy and Miskel, Herzberg's

proposition was that the two sets of factors, satisfiers and dissatisfiers were separate and not obverse of each other i.e. that the presence of motivators act to increase workers job satisfaction although their absence does not necessarily produce job dissatisfaction while the presence of hygienes act to increase the individuals job dissatisfaction although, again, their absence does not necessarily produce job satisfaction.

This fact in the Herzberg postulate, as Hoy and Miskel observed, marked profound revolutionary thinking in this area of study. Herzberg's Two-Factor theory henceforth became a new stimulant for research in job satisfaction and dissatisfaction. It has generated a great deal of debate by both its critics like Hoppock, Ewen (1964) and others and proponents such as Sergiovanni (1969) and Schmidt (1976) among others. The debate has been both on the theory's application to administrative practice and to its validity as a theory.

2.2.3. A BRIEF CRITIQUE OF HERZBERG'S THEORY

Most proponents tend to agree with Herzberg's^{se} postulate that the set of motivators and hygienes tend to be mutually exclusive but they note slight transcultural variations in the perception of these factors in different global contexts.

Hoy and Miskel (1987) noted that while industrial employees were more dissatisfied with the interpersonal relations with superiors, teachers were more dissatisfied with subordinates (pupils) than their headteachers and other superordinates or superiors.

Dodson and Heskey in Karugu (1980), came up with three groups of workers; the "turn-overs" i.e. those who quit their job out of dissatisfaction, "the turn-offs" i.e. the dissatisfied who stayed on but less productively, and "the turn-ons and the turn-on-plus" who were the productively satisfied.

Goverdale (1971), studying teachers morale in Australia, noted that teaching load, distance from an authoritarian system, advancement; immigrant and language problems were among dissatisfiers unique to Australian context.

Kenyan researchers such as Karugu, Ngaroka etc. and some Chinese studies revealed nationalistic feelings (teaching for nation building) as a motivator which had not been the case in the American studies by Herzberg and associates.

The critics of Herzberg's Two Factor Theory have

dwelt on three major fronts of criticism namely; (a) the use of the critical incidence method, (b) the use of ambiguous terms and (c) the lack of unification in the existing contradictory versions of the Two-Factor theory.

Dunnette, Campell, and Hakel (1967), Ewen, (1960) and Smith (1977), among others criticized Herzberg's methodology and the 'blind faith' in it, as having curtailed the strength of the theory because it was rendered method-bound.

Burke (1966), Dunnette (1965) and others have observed that many terms used in the theory such as 'hygienes', dissatisfiers, extrinsic factors carry loaded meaning although they stand as synonyms. Similarly motivators, intrinsic factors, or maintenance factors.

Hulin and Walters (1971), King, (1970), and others have found various contradictory versions of Herzberg's theory coexisting. Ewen, (1964) refuted the generalizability of Herzberg theory on the grounds that, certain work situation variables identified as satisfiers by Herzberg, proved to be actually dissatisfiers, and dissatisfiers became satisfiers in a variety of jobs. Karugu, Ngaroka and others in Kenyan studies have actually concurred with Ewen in this observation. He concluded that the neat order

of job factor sets in Herzberg's theory was not as consistently placed as expected.

Wermimont (1966) also illustrated that both content and context items can be sources of both satisfaction and dissatisfaction; such factors were referred to as 'Ambient' factors by Sergiovanni (1969). Myers (1964) also discovered the content - context dichotomy in some factors.

Campbell et al in Hoy and Miskel (1987) criticized the Herzberg theory in the following harsh terms:

"The most meaningful conclusion that we can draw is that the Two-Factor theory has now served its purpose and should be altered or respectfully laid aside".

In summary, it can be concluded that, although it has some weaknesses, Herzberg's Two-Factor theory has served as food for thought in research in the area of job satisfaction and dissatisfaction for personnel. It has offered good tips for administrative practice in a variety of transcultural contexts. It can offer tips to educators and primary school head teachers in Kenya to help them maximize motivators and minimize hygienes for healthy practice in school personnel management.

2.2.4. KENYAN EDUCATIONAL RESEARCH IN JOB
SATISFACTION AND DISSATISFACTION

Kenyan job satisfaction and dissatisfaction studies which are still few in number, include, works of Karugu (1980), Macharia (1984), Ngaroka (1985), Gatheru (1987), and Muchira (1988) among others. Most of them have been on the application of Herzberg's theory to the setting of Kenyan teacher personnel with the exception of Muchira's which correlated tutors' job satisfaction to leadership style and student achievement in primary teachers colleges finding it insignificant since student achievement was high despite the tutors low morale. The other researchers mentioned, generally agreed with the Herzberg postulate that the factors causing job satisfaction and dissatisfaction to teachers were mutually exclusive but they noted differences in teachers' perception of the Herzberg job factors due to transcultural and contextural variations. They noted, for instance, that some of the Herzberg satisfiers acted as dissatisfiers in Kenya e.g. promotion prospects (advancement) cited by Karugu, Ngaroka, Macharia and Gatheru. Similarly, that some of the Herzberg dissatisfiers acted as satisfiers in Kenya e.g. job security. Most Kenyan studies, however, agreed with Herzberg's 'work itself' as a common satisfier and 'salary' as the common dissatisfier.

Being in a developing nation, Kenyan teachers perceived satisfiers such as Karugu's vacations and holidays, working for national building, opportunities for more learning, extracurricular activities, job security, interesting and challenging career, love for children and good communication with parents and teachers.

Some hygienes as perceived by Kenyan teachers given in Karugu and Ngaroka were; inadequate pay (salary), poor promotion methods (merit promotion), lack of recognition, no chance for advancement, frequent supervision and administration policies, no job security, delay of school supplies and maintenance, lack of house allowance for married women and no loan priviledges. Gatheru additionally included the public image of the teacher (status), fringe benefits, hardships, extra work, student indiscipline and Teachers Service Commission inefficiency as dissatisfiers.

In short, the Kenyan perspective of the theory suggested that Herzberg's job factors were perceived differently under variations of culture, population, organizational set up and time. What may be satisfying in one school may be dissatisfying in another, or, it may vary in one school from year to year.

This current researcher has sought to re-examine the Kenyan perspective of Herzberg's Two-Factor theory in two educational contexts namely the public and private schools in Nairobi Kilimani zone based on the primary teachers perception of job factors.

2.3.0. LITERATURE REVIEW ON METHODOLOGY IN JOB SATISFACTION AND DISSATISFACTION STUDIES

Two main areas have been examined in this section namely (a) methods by which job satisfaction and dissatisfaction are studied, and (b) ways of their measurement.

Ralf Davis and Filley (1977), identified two basic methods of studying job satisfaction and morale namely; direct means such as, field surveys, interviews and observation or field experiments, and indirect means which focus on results of good or bad feelings about the job such as, turnover, accidents, absenteeism, breakdowns and grievances at work. In the indirect method, satisfaction may be inferred through linkage and correlation with other variables.

Herzberg and associates used the critical incidence method (interview), where the respondents were involved

in self-reporting on happy and unhappy experiences concerning their jobs. The limitations of their method was pointed out by the critics.

Staw (1984) has observed that the widely accepted measures of job satisfaction are the Job Description Index (JDI) and the Minnesota Satisfaction Questionnaire (MSQ).

The MSQ was developed by Weiss, Davis, England and Lotquist. The MSQ measures Job Satisfaction with twenty facets (factors) of the job environment, authority, company policies and practices, compensation, co-workers, recognition, responsibility, security, human relations, supervision - technical, variety and workers conditions. It is a broader measure than the JDI and it is evident that Herzberg's job factors can fit on it better. Bernard Gillet and Schueb, (1975), indicated that the MSQ has proven high validity judged against Campell and Fiske's absolute criteria in their procedure of 1959. They also confirmed that careful development has, no doubt, been accorded to the MSQ.

Ngaroka, (1985), adapted and used the MSQ as modified by Holdaway, (1978). Thus, Ngaroka used fifty facets or factors of both job satisfaction and dissatisfaction that

Validity

fit in the Herzberg range of factors. The current researcher has likewise chosen to use the MSQ as used in Ngaroka's questionnaire with only slight modifications to suit both public and private school settings of teachers in Nairobi, Kilimani zone.

2.4.0. SUMMARY OF THE LITERATURE REVIEW

Literature review in this section has revealed that Herzberg's Two-Factor theory upon which the current research is based, has been a useful scholarly contribution, though it is still controversial. It has been an eye opener motivation studies in work organizations, and deserves a great deal of credit. The theory has sparked off other subsequent investigations in a bid to confirm or reject its proposition. Some researchers have agreed with it, while others have differed with it on the lines discussed earlier. This, in itself, is healthy scholarship and indicates its significant contribution.

It is evident that the theory is a lively global issue. Much work has been done on job satisfaction study, based on it, in the Western world, especially in the United States of America. A lot of research remains to be done in non-Western countries, the less industrialized nations and in Kenya, where the studies already done are too few. As it

has been indicated by the few pioneer Kenyan researchers, the issue of teachers' satisfaction and dissatisfaction is central to the success or failure of the Kenyan education system. The Education Commission Report of 1964 (Ominde), the Report of the Civil Service Review Committee of 1980, (Waruhiu), and its counterpart, the Ramtu Report of 1985, and even the Kamunge Report of 1987, have all cited the problems of teachers including, their terms of service and the subsequent large turnover. This high rate of movement of experienced and well qualified educators from their profession, seeking other more satisfying jobs has been one of the major setbacks in educational progress in Kenya.

In order to compare the teacher perception of these factors between the two school settings, it was a comparative descriptive survey.

3.2. THE POPULATION AND SAMPLE

The Nairobi Kilimani zone of Westlands Division in the City Education Department consisted of a total of eight public primary schools and eighteen registered private primary schools. Each of the twenty six schools had an average of twenty five teachers hence a total population of about six hundred and fifty teachers. As indicated by the field survey and written reports from the City Education Office and the Ministry of Education, Inspectorate. The names of the schools are as shown in

CHAPTER 3

METHODOLOGY

3.0. PREAMBLE

In this chapter, the research design for this study is described. Similarly, the population and sample used as well as the instruments used for data collection are described. The administration of the instruments is also outlined.

3.1. RESEARCH DESIGN

This research was a descriptive survey of factors that contributed to job satisfaction and dissatisfaction of teachers in public and private primary schools of Nairobi Kilimani zone. Since it sought to compare the teacher perception of these factors between the two school settings, it was a comparative descriptive survey.

3.2. THE POPULATION AND SAMPLE

Nairobi Kilimani zone of Westlands Division in the City Education Department consisted of a total of eight public primary schools and eighteen registered private primary schools. Each of the twenty six schools had an average of twenty five teachers hence a total population of about six hundred and fifty teachers. As indicated by the field survey and written reports from the City Education Office and the Ministry of Education, Inspectorate. The names of the schools are as shown in

Appendix D.

A random sample of five out of eight public schools was used in the research. Another random selection of three Type 1 private schools i.e. those run by business entrepreneurs and two Type II private schools i.e. those managed by missionary groups was done. There were more Type 1 private schools than Type II in the studied zone, hence the unequal number of selected schools. A total of ten schools, five public and five private, was used as a representative sample of the entire school population in this zone.

Ten teachers were selected from each school randomly but a stratified sample of five males and five females from each school was drawn whenever possible. This however, proved to be a major drawback in most schools studied, since there were more females than males among the primary school teachers in Kilimani zone of Nairobi City. Finally a total of 37 male and 63 female teachers were used in this study from both the public and private schools. This made a total of one hundred teachers, fifty from public schools and fifty from private schools.

3.3. THE INSTRUMENTS

The questionnaire method was used for data collection. The three part questionnaire (See Appendix 1) was adapted

from Ngaroka's instruments with only very slight modification.

Part 1 elicited general demographic information such as age, sex, marital status, professional qualifications, teaching experience and religion of the respondents.

Part 2 was a list of factors related to the respondents work and working conditions. They were based on all of the sixteen factors, in the Herzberg Two-Factor theory. The supplied items were exactly as designed by Ngaroka except for item (34), and (39) which were altered to suit the private schools respondents in the current study. This instrument, which was an adaptation of the MSQ, according to Holdaway, was clearly applicable and understandable to all respondents in this study. In short, it could be noted that the fifty items on the questionnaire, part 2, were therefore based on the reliable MSQ with proven reliability and validity as a measure.

The part 3 of the questionnaire was used to elicit, by open or unrestricted response, the mention by respondents of job satisfiers and dissatisfiers and their opinions of desired viable changes in their job by the year 1991. These items were so designed to elicit the

teachers' perception of job factors unique to their own context of work.

3.4. ADMINISTRATION OF THE INSTRUMENTS

After obtaining permission to carry out the research from the Office of the President in the letter and permit indicated in Appendix G, a reconnaissance visit to the area of study was made by the researcher. Headteachers of the chosen schools for study, were issued with letters informing them of the research dates and seeking their approval. A questionnaire try-out was carried in one public and one private school to establish that there were no ambiguous items on the questionnaire. This confirmed the clarity of the items.

When the fieldwork commenced, the researcher personally visited all the ten study schools as scheduled, mainly in the mornings to make use of the break time, establish good rapport with respondents, issue questionnaires to them and fix dates for their collection by the researcher in person. This proved to be quicker and cheaper than mailing them. The entire working schedule was as given in Appendix B.

At the end of the field work, 100 percent response had been realized and the questionnaires were arranged in bundles per school for the ease of data presentation and analysis.

CHAPTER 4

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.0 PREAMBLE

In this chapter, data was presented, analysed and interpreted on seven tables and one comparative divergent bar graph. These were described under the following three parts and subsections which sequentially follow the questionnaire parts and the research questions.

PART I

4.1 GENERAL INFORMATION ON TABLE 1

The general information includes gender record of respondents, their professional qualifications, age, and teaching experience. Table 1, A and B, gives summaries of data on these variables comparing them in teachers between public and private primary schools in Nairobi Kilimani Zone. The names of the schools used in the research were also indicated on table 1.

Nairobi Kilimani Zone. It had a grand total of 48 out of 100 teachers subject to this research with 22 in public schools and 26 in private schools.

A total of five untrained teachers were recorded in public schools and five in private schools. This indicated

This table indicates that it was possible for the researcher to use the intended stratified random sample of five female and five male teachers in each public school except State House Primary which was, compared to the others, a young, smaller school, and its only male teacher on the staff was used in the study.

In private schools stratifying was only possible in Makini Primary School. The others had more females than males except, St. Nicholas. This high female-male ratio, was characteristic in Nairobi City where women teachers, in most cases, come to teach in order to stay with their husbands deployed in the civil service and in the private sector. Loretto Convent Msongari had only female teachers on its staff and gave no choice of the 5:5 stratified sample by gender.

A comparison of the teachers' professional qualifications by frequency between public and private schools revealed that the P1 (Primary Teacher I) grade is the modal grade among all the teachers studied in public and private schools of Nairobi Kilimani zone. It had a grand total of 45 out of 100 teachers subject to this research with 22 P1s in public schools and 23 in private schools.

A total of five untrained teachers were recorded in public schools and five in private schools. This indicated

TABLE 1: GENERAL INFORMATION (N = 100)
(Given in frequencies)

NAME OF SCHOOL	GENDER		PROFESSIONAL QUALIFICATIONS						AGE IN YEARS				TEACHING EXPERIENCE(yrs)			
	Male	Female	UT	P3	P2	P1	S1/ DIP	AT* GT*	OTHER	<20	21-30	31-40	>40	0-10	11-20	21-30
[A]	PUBLIC SCHOOLS															
Nairobi Primary	5	5	-	-	1	3	6	-	-	-	2	3	5	3	6	1
Mulimani "	5	5	3	-	2	4	1	-	-	-	5	4	1	5	4	1
Kilimani "	5	5	-	-	-	3	5	2(AT)	-	-	-	7	3	1	8	1
State House "	1	9	1	1	1	7	-	-	-	-	4	1	5	4	2	4
St. Georges "	5	5	1	-	-	5	3	1(AT)	-	-	2	5	3	3	4	3
TOTAL	21	29	5	1	4	22	15	3	-	-	13	20	17	16	24	10
[B]	PRIVATE SCHOOLS															
Makini Primary	5	5	-	-	-	9	1	-	-	-	2	6	2	3	4	3
Loretto Convent Msongari Pr.	0	10	-	1	-	4	2	3	-	-	-	3	7	1	5	4
St. Mary's Pr.	2	8	1	-	-	2	3	3	1*	-	3	3	4	2	6	1
St. Christopher Primary	3	7	4	-	-	-	2	4	-	-	7	3	-	9	1	-
St. Nicholas Pr.	7	3	-	-	1	8	-	1	-	-	8	2	-	8	2	-
TOTAL	17	33	5	1	1	23	8	11	1	-	20	17	13	23	18	8
GRAND TOTAL	38	62	10	2	5	45	23	14	1	-	33	37	30	39	42	18

NB: * Social Worker, AT* - Approved Teacher, GT* Graduate Teacher and
UT - Untrained Teacher

that the untrained teacher factor is still a force to reckon with among deployed teachers of Nairobi Kilimani zone, just as with the rest of the Kenyan primary education system probably due to the general shortage of trained teachers in Kenya.

Data recorded on Table 1 revealed a total of three approved teachers (ATs) in public schools studied. This probably indicated that there had been promotion of primary school teachers to this ceiling grade level in the area studied. Their number was three out of the hundred teachers studied, and hence, not too bad for Nairobi Kilimani zone. 11 out of the 50 teachers in private schools were at graduate level (GT) with ten of these coming from only three schools. Their presence was encouraging to note because it indicated greater recognition, by deployment, of higher quality teachers in private schools than in public schools. This was however possibly attributed to the remuneration ability in private schools as opposed to that of public schools where deployment of graduate teachers may have been too expensive for the government and the taxpayer to maintain.

Concerning P3s, (Primary Teacher 3), and P2s (Primary Teacher 2), it was evident from their numbers on Table 1, that in both public and private schools of Nairobi Kilimani zone, these teachers were very few indeed with a total of five out of the fifty studied in public schools. The teacher training objectives in Kenya at present indicated that these

grades may soon be phased out thus explaining their dwindling numbers.

Age data on Table 1 showed a fairly equal representation of young (20-30 years), middle age (31-40 years) and old teachers over 40 years of age. However, private schools studied showed preference for deploying more younger teachers than in public schools.

Concerning teaching experience of the teacher respondents, both public and private schools were seen to favour young and middle age teachers by experience. A total of 88 teachers in both school types had 0-20 years of experience and only eighteen in public and eight in private schools, with 21-30 years of experience. This small number of old experienced teachers may have been due to the following factors: (a) mortality (natural death), (b) early retirement, especially by married women and (c) a high turnover. In summary it can be said that general information on Table 1, showed that private schools in Nairobi Kilimani zone employ more graduate teachers than public schools where the highest qualification recorded was the approved teacher. Both types of schools had large numbers of P1 teachers, the modal group, and very few P2s and P3s. Both groups of schools employed young teachers of 0-20 years of experience and very few of over twenty years of experience, probably due to a high turnover of older experienced teachers who found jobs elsewhere and quit teaching.

PART 2

4.2 A COMPARISON OF PERCEIVED SATISFIERS AND DISSATISFIERS ON TABLE 2, BASED ON SUPPLIED ITEM RESPONSE BETWEEN TEACHERS IN PUBLIC AND PRIVATE SCHOOLS IN NAIROBI KILIMANI ZONE

The frequency and percentage Table 2 compared the perception of job satisfiers and dissatisfiers by response category (4) and (5) - satisfiers and (1) and (2) - dissatisfiers to the supplied items on Part 2 of the questionnaire, between public and private primary school teachers in Nairobi Kilimani zone. Table 2 was presented in frequencies and percentages (see Table 2).

TABLE 2: A COMPARISON OF TEACHER PERCEPTION OF SATISFIERS (S) DISSATISFIERS (D) AND INSIGNIFICANT JOB FACTORS (NI) BY FREQUENCY AND PERCENTAGE OF SUPPLIED ITEM RESPONSES BETWEEN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE. (N = 100)

No.	FACTOR(Items numbered as on questionnaire)	PUBLIC SCHOOLS						PRIVATE SCHOOLS					
		S		D		N/I		S		D		N/I	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Relationship with peers	35	70	4	8	6	12	27	54	6	12	17	34
2	Freedom to select resource	30	60	12	24	13	16	40	80	6	12	4	8
3	Status of teachers in Kenya	8	18	35	72	6	12	9	18	35	70	6	12
4	Physical condition of staffroom	27	54	15	30	8	16	36	72	6	12	8	16
5	Relationship with pupils	35	70	7	14	8	16	37	74	6	12	7	14
6	Opportunity for advancement	7	14	35	70	8	16	11	22	25	50	14	28
7	Recognition from other teachers	25	50	11	22	14	28	20	40	8	16	22	44
8	Salary paid for job	5	10	40	80	5	10	22	44	20	40	8	16
9	Ease or difficulty of subject(s)	28	56	13	26	9	18	33	66	5	10	12	24
10	The supply of teaching materials	22	44	17	34	6	12	35	70	5	10	10	20
11	Ability level of pupils	30	60	8	16	12	24	34	68	10	20	6	12
12	Recognition from Headteacher	24	48	9	18	17	34	24	48	10	20	16	32
13	Amount of preparation required	26	52	13	26	11	22	30	60	3	6	17	34
14	Relationship with in-school Admin.	27	54	10	20	13	26	30	60	2	4	18	36
15	Current method of promotion	3	6	40	80	7	14	4	8	26	52	20	40
16	Time-tabling of your classes	21	42	15	30	14	28	31	62	10	20	9	18
17	Seeing results of your own work	31	62	10	20	9	18	40	80	5	10	5	10
18	Relationship with inspectors	16	32	15	30	13	36	7	14	4	8	39	78*
19	Pay compared to others	4	8	40	80	6	12	6	12	21	42	23	46
20	Job security (steady job)	20	40	20	40	10	20	18	36	10	20	22	44

..../

Table 2 ...contd.

FACTOR (Items numbered as on questionnaire)	PUBLIC SCHOOLS						PRIVATE SCHOOLS					
	S		D		N/I		S		D		N/I	
	F	%	F	%	F	%	F	%	F	%	F	%
21 Involvement in school DM	20	40	13	26	17	34	16	32	11	22	23	46
22 Pupils' attitudes to learning	25	50	15	30	10	20	25	50	15	30	10	20
23 Teaching grade levels (standards)	22	44	13	26	17	34	25	50	9	18	21	42
24 Provision for house allowance	6	12	35	70	9	18	15	30	21	42	14	28
25 Working without supervision x	30	60	6	12	14	28	35	70	3	6	12	24
26 Week's teaching hours	19	38	22	44	9	18	30	30	9	18	11	22
27 Recognition from inspectors/officers	6	12	21	42	23	46	6	12	9	18	35	70*
28 Competence of school administration	18	36	15	30	17	34	27	54	5	10	18	36
29 Opportunity for innovation	15	30	22	44	13	26	11	22	16	32	13	26
30 Working with pupils	35	70	6	12	9	18	37	74	4	8	9	18
31 Number of subjects taught x	24	48	21	42	5	10	28	56	10	20	12	24
32 Medium of instruction (lower)	27	54	5	10	18	36	28	56	4	8	18	36
33 Medium of instruction (upper)	36	72	5	10	9	18	22	44	5	10	23	46
34 Transport to school	10	20	24	48	16	32	22	44	12	24	16	32
35 Introduction of subject changes	18	36	20	40	12	24	12	24	16	32	22	44
36 In-service education opportunity	18	36	21	42	11	22	9	18	21	42	20	40
37 Retirement benefits' provision	5	10	32	64	13	26	6	12	22	44	22	44
38 Achievement from teaching	30	60	6	12	14	28	40	80	5	10	5	10
39 Inspectors and officer advice	19	38	19	38	12	24	15	30	10	20	25	50*
40 Average number of pupils in class	11	20	37	74	2	4	33	66	9	18	8	16
41 Physical conditions of classroom	27	54	14	28	9	18	35	70	7	14	8	16
42 Society's expectation of teacher	15	30	21	42	14	28	20	40	17	34	13	26
43 Consultation with P.T.A.	22	44	15	30	13	26	10	20	7	14	28	56
44 Family needs and aspirations' effect	16	32	29	58	5	10	15	30	17	34	18	36
45 Community effect on personal life	17	34	20	40	13	26	23	46	6	12	22	44
46 Challenge in teaching	25	50	13	26	12	24	34	68	8	16	8	16
47 Chance to try own method	26	52	10	20	14	28	30	60	6	12	16	32
48 General organization of work	24	48	15	30	11	22	25	50	5	10	20	40
49 Chance to command others	16	32	13	26	21	42	12	24	10	20	28	56
50 Chance to be 'somebody'	12	24	21	42	17	34	16	32	11	22	23	46

KEY: S - Satisfiers
D - Dissatisfiers

N/I - Neutral/Irrelevant
DM (in NO.21) - Decision Making

F - Frequency
% - Percentage

PTA - Parents Teachers Association

As indicated on table 2, the neutral (3) and irrelevant (0) responses were lumped into two separate columns, one for public and the other for private schools. They indicated generally, an insignificant perception of the job factors by teachers. Neutral (3) meant neither satisfied nor dissatisfied, while 'irrelevant', to the respondent meant, the item was not applicable. Frequencies and percentages in this column of below 40%, being insignificant by the prescribed criterion were prevalent. However, this percentage in items 18, 27 and 39, all to do with inspectorial relationship, were outstandingly high in private schools. This may have been because the respondents in private schools viewed relationship with inspectors and education officers as irrelevant in their context. The question is; shouldn't school inspectors and education officers from the Ministry of Education extend their inspectorial services to the private primary schools? Whether privatization of primary education in Kenya shouldn't be coordinated with the rest of the Kenyan educational system for quality control was questioned at the end of this paper.

4.3 A COMPARISON OF THE MAIN PERCEIVED TEACHER SATISFIERS BETWEEN PUBLIC AND PRIVATE SCHOOLS STUDIED

A comparison of the teacher perception of the main satisfiers was made between public and private schools in the area of study basing on Table 3 which was composed of the main satisfiers extracted from Table 2. A column of Herzberg's

nomenclature on the same factors was included for comparison and a check of concurrence. All the factors which were identified as main satisfiers for both educational groups were quantified by the percentages of recorded response on Table 3 as Key Satisfiers (KS) when percentages were above 70%, Strong Satisfiers (SS) when between 60-69%, and mild Satisfiers (MS) between 50-59%. Factors with less than 50% response were recorded as Insignificant Satisfiers (IS). On Table 3, all the percentage figures representing these satisfiers had a bracketed figure which denoted the amount of dissatisfaction the same factors contributed. These were included on the table for the benefit of the construction of the comparative divergent bar graph of the forthcoming sub-section (see Table 3).

TABLE 3: A COMPARISON OF THE MAIN PERCEIVED TEACHER SATISFIERS AS EXTRACTED FROM TABLE 2, BETWEEN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE AND AGAINST HERZBERG'S NOMENCLATURE
(N = 100)

EXTRACTED SATISFIERS	PUBLIC SCHOOLS		PRIVATE SCHOOLS		HERZBERG'S NOMENCLATURE
	% S	(% D)	% S	(%D)	
1 Relationship with peers	70(KS)	(8-ID)	54(MS)	(12-ID)	H
2 Freedom to select resources	60(SS)	(24-ID)	80(KS)	(12-ID)	M
3 Physical conditions of staffroom	54(MS)	(30-ID)	72(KS)	(12-ID)	H
4 Relationship with pupils	70(KS)	(14-ID)	74(KS)	(12- D)	H
5 The supply of teaching materials	44(IS)	(34-ID)	70(KS)	(10- D)	M
6 Seeing results of your own work	62(SS)	(20-ID)	80(KS)	(10-ID)	M
7 Working without supervision	60(SS)	(20-ID)	70(KS)	(6-ID)	H
8 Week's teaching hours	38(IS)	(44-ID)	60(SS)	(18-ID)	H
9 Working with pupils	70(KS)	(12-ID)	74(KS)	(8- D)	H
10 Medium of instruction (upper)	72(KS)	(10-ID)	44(IS)	(10- D)	H
11 Achievement from teaching	60(SS)	(12-ID)	80(KS)	(10-ID)	M
12 Average no.of pupils in class	22(IS)	(74-KD)	66(SS)	(18-ID)	H
13 Physical conditions of c/room	54(MS)	(28-ID)	70(KS)	(14-ID)	H
14 Challenge in teaching	50(MS)	(26-ID)	68(SS)	(16-ID)	M
15 Chance to try own method	52(MS)	(20-ID)	60(SS)	(8-ID)	H
16 General organization of work	48(IS)	(30-ID)	50(MS)	(10-ID)	H
17 Ability level of pupils	60(SS)	(16-ID)	58(SS)	(20-ID)	H

KEY: %S - Percentage Satisfied IS - Insignificant Satisfier (below 50%)
 %D - Percentage Dissatisfied KS - Key Satisfier (over 70%)
 M -Herzberg's Motivator (Satisfier) SS - Strong Satisfier (60-70%)
 H -Herzberg's Hygiene (Dissatisfier)MS - Mild Satisfier (50-60%)
 ID- Insignificant Dissatisfier KD - Key Dissatisfier (over 70%)

As indicated on Table 3, the perceived key satisfiers (KS) given by the percentage satisfied, in public schools studied, included (a) Medium of instruction (Upper), (b) Relationship with peers, and (c) Relationship with pupils, and (d) Working with pupils. The strong satisfiers (SS) in public schools were: (a) Seeing the results of your own work, (b) Freedom to select resources, (c) Working without supervision, (d) Week's teaching load, and (e) Achievement from teaching. The mild satisfiers (MS) were: (a) Physical conditions of staffroom, (b) Physical conditions of classroom, (c) Chance to try own method and (d) Challenge in teaching. The rest of the factors were insignificant satisfiers (IS) in public schools but appeared on the table because they were stronger satisfiers in private schools and so formed the points of contrast in the perception of satisfiers between the two educational groups. These included (a) Supply of teaching materials, (b) Week's teaching hours, (c) Average number of class and (d) General organization of work.

In private schools as also indicated on Table 2, the perceived key satisfiers were (a) Freedom to select teaching materials, (b) Seeing results of your own work (c) Achievement from teaching, (d) Relationship with pupils, (e) Physical conditions of staffroom, (f) Physical conditions of classroom, (g) Supply of resources and (b) Working without

supervision. The strong satisfiers were: (a) Challenge in teaching, (b) Average number in class, (c) Week's teaching hours, and (d) Chance to try own method. The weak or mild satisfiers were: (a) Relationship with peers, and (b) General organization of work. There was only one insignificant satisfier among those identified relating to private schools; namely, the Medium of instruction 'Upper).

This data on Table 3 indicated that there were points of general similarity, general difference and strong areas of contrast in the teacher perception of satisfiers between public and private primary school settings in Nairobi Kilimani zone.

The general similarity was in the general identification of these satisfiers. 13 out of the listed satisfiers were common to the two educational groups of teachers. The only exceptions were: Week's teaching hours, which in public schools was only an insignificant factor while in private schools it was a strong satisfier. On the other hand, the 'Medium of Instruction', was a key satisfier in public schools but only insignificant in private schools. The factor "Average number of pupils in class" was only 22%-IS, and 74%-KD in public schools, but 66%-SS in private schools." General organization of work was in insignificant satisfier in public schools and yet mild satisfier in private schools.

Most of the common satisfiers in both settings had to do with work and hence concurred Herzberg's 'Work itself' as a motivator. Examples of these were in items 2,6,14 and 15 on the serial number of factors on Table 3. Similarly, the item "Achievement in teaching" having been a common satisfier, also concurred with Herzberg's 'Achievement' as a motivator.

The general difference in the teacher perception of satisfiers between the two school settings was that teachers in private schools had registered higher satisfaction levels, judged by percentage satisfied, than those in public schools basing on common satisfiers. Private schools recorded nine key satisfiers, four strong satisfiers and only two mild satisfiers. There was only one insignificant satisfier. Public schools, on the other hand recorded only 'luke warm' satisfaction with three key satisfiers, five strong satisfiers and four mild satisfiers. This difference indicated that teachers in private schools were generally more satisfied with their job than their counterparts in public schools.

There were elements of strong contrast in the teachers' perception of satisfiers evident in four items in Table 3 as observed earlier. These were item (3), Week's teaching hours,(10) Medium of instruction,(12), Conditions of Work and (16),General organization of work. Concerning the concurrence of these factors with Herzberg's nomenclature,indicated in the

last column of Table 3, it can be observed that most of the perceived satisfiers by the two sets of teachers were in fact dissatisfiers or Hygiene's by Herzberg's mode of naming. The general exception as already stated was in the items on 'Work itself' and achievement. The other particular exceptions were recorded in the contrasting factors; for instance item (8), 'Week's teaching hours' (work load), being Herzberg's hygiene was also similarly perceived in public schools but not in private schools. Similarly, item (10) 'Medium of instruction' (Upper), was a hygiene in Herzberg's study but in public schools, it was a key motivator, but only an insignificant satisfier in private schools. Item (12), 'Average number in class', a strong satisfier in private schools was very insignificant in public schools where, in fact, it turned out to be a key dissatisfier.

In conclusion, it can be noted that the main satisfiers identified by percentage satisfied teachers in both public and private schools of Nairobi Kilimani zone were generally similar with an exception of four out of 17 factors, which brought out the points of contrast between the two educational groups. The items on 'Work itself' and 'Achievement' have been identified as satisfiers by the two groups and also by Herzberg's identification. However, each of the perceived satisfiers indicated by the percentage - dissatisfied, (bracketed figures on Table 3), showed that they also contributed some amount of dissatisfaction no matter how insignificantly. This phenomenon will be discussed

again using the comparative divergent bar graph.

4.4 A COMPARISON OF THE MAIN PERCEIVED TEACHER DISSATISFIERS AS EXTRACTED FROM TABLE 2 BETWEEN PUBLIC AND PRIVATE SCHOOLS UNDER STUDY

In this section, the percentages of the teachers dissatisfied were subgrouped into similar categories as those in 4.3, the satisfied. All factors identified as the main dissatisfiers were subgrouped as key dissatisfiers (KD) when with over 70% dissatisfied, strong dissatisfiers (SD) when with 60-69%, mild dissatisfiers (MD) with 50-59% and insignificant dissatisfiers (ID) with less than 50% dissatisfied. On Table 4, all percentage figures representing the satisfied associated with these same dissatisfiers have been bracketed to denote the amount of satisfaction those same factors also contributed. The figures were later used for the construction of the comparative divergent bar graph and interpreted in section 4.5.

TABLE 4: A COMPARISON OF THE MAIN DISSATISFIERS AS EXTRACTED FROM TABLE 2 BETWEEN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE

(N = 100)

EXTRACTED DISSATISFIERS	PUBLIC SCHOOLS	PRIVATE SCHOOLS	HERZBERG'S NOMEN-CLATURE
	% D (%S)	% D (%S)	
1 Status of teachers in Kenya	75(KD) (16-IS)	70(KD) (18-IS)	H
2 Opportunity for advancement	70(KD) (14-IS)	50(MD) (22-IS)	M
3 Salary paid for job	80(KD) (10-IS)	40(ID) (44-IS)	H
4 Method of promoting teachers	80(KD) (6-IS)	52(MD) (8-IS)	H
5 Pay compared to others	82(KD) (8-IS)	42(ID) (12-IS)	H
6 Provision of house allowance	70(KD) (12-IS)	42(ID) (30-IS)	H
7 Retirement benefits' provision	64(SD) (10-IS)	44(ID) (12-IS)	H
8 Average number of pupils in class	74(KD) (22-IS)	18(ID) (66-SS)	H
9 Family needs and asp. effects	58(MD) (32-IS)	34(ID) (34-IS)	H

KEY: %D - Percentage Dissatisfied SD - Strong Dissatisfier
 %S - Percentage Satisfied MD - Mild Dissatisfier
 asp.- aspirations ID - Insignificant Dissatisfier
 KD - Key Dissatisfiers H - Herzberg's Hygiene
 IS - Insignificant Satisfier M - Herzberg's Motivator

Table 4 indicated the main dissatisfiers as follows: In public schools, the key dissatisfiers included (a) Pay compared to others, (b) Salary paid for job, (c) Method of promoting teachers, (d) Average number in class, (e) Teachers' status in Kenya, (f) Opportunity for advancement and (g) Provision of house allowance. Retirement benefits' provision was the only strong dissatisfier while "Family needs and aspirations' effect" was the only mild dissatisfier.

In private schools, the only key dissatisfier was "the status of teachers in Kenya", and the only mild dissatisfiers were: "Opportunity for advancement" and "Method of promoting teachers". Other dissatisfiers on Table 4, were insignificant including (a) Salary for job, (b) Pay compared, (c) Provision of house allowance, (d) Average number of pupils in class, causing also, 66% strong satisfaction in contrast and (e) Family needs and aspirations' effect.

The points of general similarity, general difference and sharp contrast were detected by data analysis on Table 4, concerning the perception of teachers of the main satisfiers between public and private primary schools of Nairobi Kilimani zone.

The percentage figures of teachers dissatisfied in both settings indicated that the two categories of teachers had

perceived the same factors of dissatisfaction on the whole. However, the dissatisfiers were more clearly spelt out by higher percentages in public schools than in private schools.

The main point of general difference was that there were more well expressed dissatisfiers, by percentage dissatisfied, in public schools than in private schools. Thus, there were seven out of nine key dissatisfiers in public schools, four of which recorded 80% and above of teachers dissatisfied. Strong dissatisfiers and mild dissatisfiers were fewer, one each, out of the nine dissatisfiers.

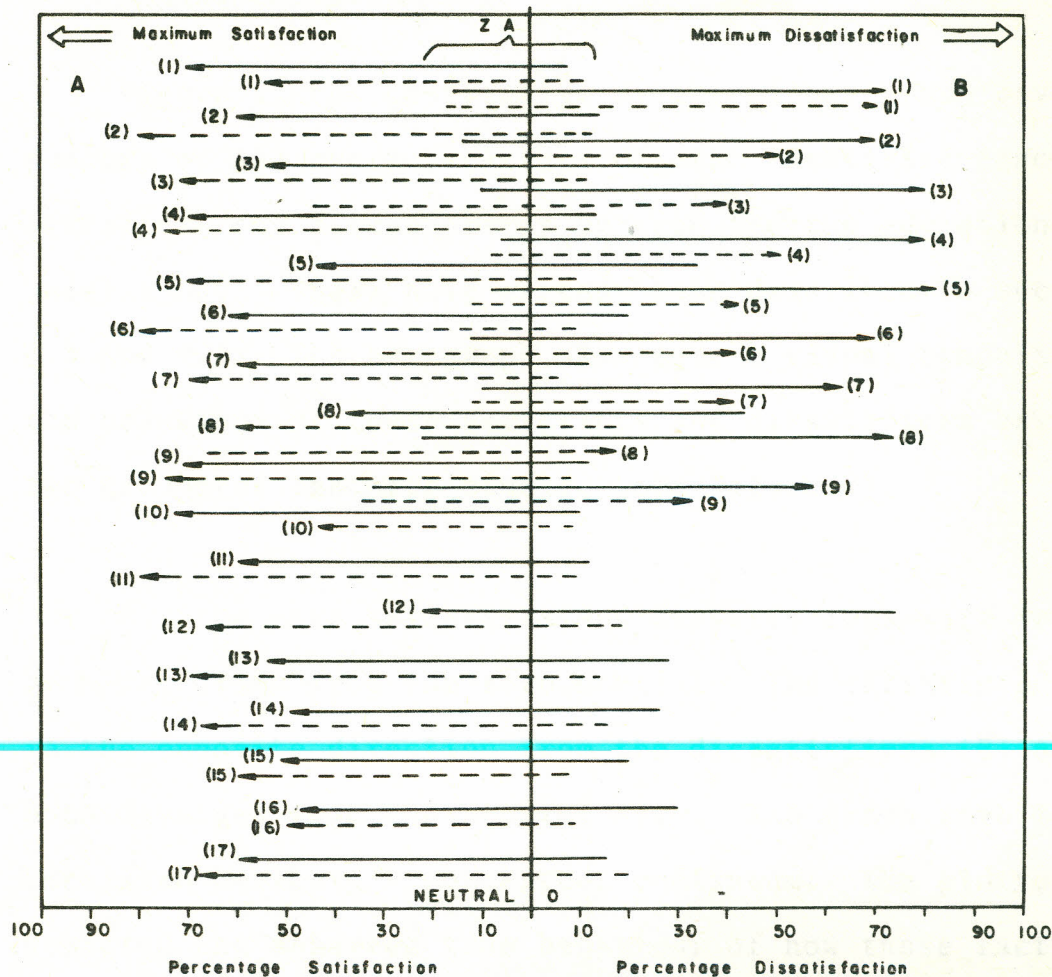
On the contrary, in private schools, there was only one key dissatisfier of 70%. Two of the remaining nine were mild dissatisfiers while the other six were insignificant dissatisfiers. It can be concluded that there is more dissatisfaction in public schools than in private schools.

The main area of contrast between public and private primary school teachers in the studied zone concerning the main factors of dissatisfaction was noted on item (8), on Table 4, namely "Average number of pupils in class"; noted earlier in section 4.3. This factor caused 74% KD to teachers in public schools but on the contrary, it caused 66% satisfaction to teachers in private schools. While a key dissatisfier in public school setting, it was a strong satisfier in private school setting.

On the concurrence with Herzberg's nomenclature, it was noted that all the perceived dissatisfiers on Table 4 except two, concurred with Herzberg. The first exception was item (2) "Opportunity for advancement" which in both public and private school settings of primary teachers in the zone of study was a common dissatisfier but by Herzberg's proposition it was a motivator. This may reflect perhaps the difference between the educational groups and Herzberg's industrial group in the perception of job dissatisfiers.

In summary it can be said that the main dissatisfiers perceived by teachers (by percentage dissatisfied) in both public and private primary schools of Nairobi Kilimani zone were generally similar. However, higher percentages in Table 4, in public schools, indicated that their teachers registered higher overall dissatisfaction with their job than their counterparts in private schools where work and work conditions were more attractive probably. For this reason, dissatisfiers in public schools were more pronounced than in private schools. In item (8) "Average number of pupils in class", there was a clear contrast between public school teachers who perceived it as a key dissatisfier while those in private schools found it a strong satisfier. The factor "Opportunity for advancement" was the only dissatisfier common to both educational groups that did not concur with Herzberg's hygiene.

FIG. 2: A COMPARATIVE DIVERGENT BAR-GRAPH DEPICTING A SUMMARY OF THE CHARACTERISTICS OF THE STUDIED SATISFIERS AND DISSATISFIERS.



KEY --- Satisfiers and dissatisfiers in Public Schools
 --- Satisfiers and dissatisfiers in Private Schools
 ZA Approximate Zone of Ambience

(A) SATISFIERS:

1. Relationship with peers
2. Freedom to select resources
3. Physical Condition of staffroom
4. Relationship with pupils
5. The supply of teaching resources
6. Seeing result of your work
7. Working without supervision
8. Week's work hours
9. Working with pupils
10. Medium of instruction (Upper)
11. A sense of achievement from teaching
12. Average number of pupils in class
13. Physical condition of classroom
14. Challenge of work
15. Chance to try own method
16. General organization of work
17. Ability level of pupils

(B) DISSATISFIERS

1. Teachers status in Kenyan Society
2. Opportunity for advancement
3. Salary for job done
4. Method of promoting teachers
5. Pay compared with others
6. Provision of house allowance
7. Provision of retirement benefits
8. Average number of pupils in class
9. Family needs

4.5 A SUMMARY OF CHARACTERISTICS OF THE MAIN SATISFIERS AND DISSATISFIERS

Figure 2, the comparative divergent bar graph gave a summary of the characteristics of the identified teacher satisfiers and dissatisfiers between the two educational groups under study. These have already been described in sections 4.3 and 4.4. The bar graph also gave a visual comparison of the behaviour of these satisfiers and dissatisfiers between the two groups of teachers studied (see Figure 2).

All the main satisfiers and dissatisfiers were represented by bars, drawn from the zero neutral. The satisfiers (A) acted in the opposite direction from the dissatisfiers (B) and so both diverged from the neutral zero. The graph zero therefore, idealized Herzberg's conceptual continuum. The plotted bars depicted the observed true behaviour of how these factors acted to contribute to satisfaction and dissatisfaction among the studied teachers in the two educational groups. Continuous bars represented satisfiers and dissatisfiers among public school teachers while the broken-line-bars represented satisfiers and dissatisfiers to teachers in private schools. A description of the characteristics of satisfiers and dissatisfiers was outlined below basing on the bar graph.

An interpretation of the comparative convergent bar graph suggested the following concerning the main satisfiers:

(a) Factor number 11 "work's teaching hours" contributed nearly the same amount of satisfaction to the dissatisfiers in public schools.

- (a) Most of the identified satisfiers were consistently perceived by teachers from both public and private schools.
- (b) Representative bars of satisfiers were longer for private school teachers than for public school teachers. This suggested that there was more over-all teacher satisfaction in private than public schools in Nairobi Kilimani zone.
- (c) From the zero point (Neutral) satisfiers acted more strongly towards maximum satisfaction than dissatisfaction, considering the length of the bars on this graph. However, they acted towards dissatisfaction as well in a relatively weaker manner. The amount of satisfaction satisfiers caused was greater than the dissatisfaction they caused. Looking at the graph, it can be concluded that the main satisfiers perceived by teachers studied were bipolar in behaviour i.e. acting towards the satisfaction pole and the dissatisfaction pole from zero on the continuum.
- (d) The only exceptional satisfier to the conclusion in (c) was factor number (12) "Average number of pupils in class" which, on the contrary caused only 22% satisfaction but 74% dissatisfaction.
- (e) Factor number (8) "Week's teaching hours" contributed nearly the same amount of satisfaction to the dissatisfaction in public schools.

Concerning the main dissatisfiers depicted by the graph on Figure 2, the following observations were made:

- (a) Most of the identified dissatisfiers were commonly perceived as dissatisfiers to primary teachers in both public and private schools of Nairobi Kilimani zone.
- (b) Representative bars on the graph for dissatisfiers were longer for public school teachers than for those in private schools. This meant that public school teachers were more dissatisfied than their counterpart in private schools.
- (c) From zero, dissatisfiers acted more strongly towards maximum dissatisfaction than satisfaction judging by the length of the bars on the graph. It was however, also noted that these dissatisfiers acted to contribute towards the satisfaction pole as well but again in a relatively weaker form. The amount of dissatisfaction dissatisfiers caused was greater than the satisfaction they caused. It can also be concluded that these dissatisfiers in this study were bi-polar since they also acted towards both the dissatisfaction pole and satisfaction pole from zero on the continuum.
- (d) Exceptional to the conclusion in (c) above was item number (8), "Average number of pupils in class" which contributed to only 18% dissatisfaction but as much as 66% satisfaction in private schools.

- (e) Item number (3) "Salary paid for job" tended to contribute nearly equal dissatisfaction as satisfaction to teachers studied in private schools.

In conclusion, it can be said that the identified main satisfiers and dissatisfiers were on the whole, common to both educational settings under study i.e. that the satisfiers teachers perceived in public schools, were also perceived in private schools. The same applied to dissatisfiers. The only exceptions as shown by the graph are items (8) and (12), both of one factor namely "Number of pupils in class", which caused satisfaction to private school teachers but dissatisfaction to those in public schools.

It was observed, basing on the graph and tables 3 and 4, that all factors identified as main satisfiers and dissatisfiers were bi-polar in behaviour. Each set of factors however acted more strongly towards their own poles; either towards maximum satisfaction or dissatisfaction.

Finally, it can be noted that all factors studied on the graph indicated a zone of ambience (ZA) where the factors acted to contribute to both satisfaction and dissatisfaction; only beyond this zone can one recognize which factor perfectly contributed to satisfaction or dissatisfaction. This zone is indicated on the graph in Figure 2.

PART 3

Data on tables 5, 6 and 7 represented the mentioned satisfiers, dissatisfiers and opinions of viable change by 1991 expressed by teachers in public and private primary schools of Nairobi Kilimani Zone. These were elicited by the open response in Q1, Q2 and Q3 of Part three of the questionnaire.

Unlike the items in Part 2, based on the MSQ, as modified by Holdaway, Ngaroka and the current researcher, these items in Part 3 sought to reveal the teachers' own unguided feelings about their job; the good things in Question one, the bad things in Question two and their opinions on desired viable changes in their work by 1991 on Question three. This instrument was therefore close to Herzberg's critical incidence method.

In sub-sections 4.6, 4.7 and 4.8 of Part 3, brief outlines of good things (satisfiers), bad things (dissatisfiers) and desired changes respectively, as mentioned by teachers and tabulated by their frequency and percentage of mention, have been compared between public and private primary schools of Nairobi Kilimani zone. Each of these sets of factors was described as mentioned by respondents. Then a comparison was made between the data on Table 5 and Table 3 to highlight any unique factors mentioned by the respondents.

4.6 A COMPARISON OF THE MENTIONED GOOD THINGS (SATISFIERS) FROM OPEN RESPONSE BETWEEN PRIMARY TEACHERS IN PUBLIC AND PRIVATE SCHOOLS IN NAIROBI KILIMANI ZONE

As shown on Table 5, this comparison was clearly brought out in the description of the satisfiers mentioned (see Table 5).

TABLE 5: A COMPARISON OF GOOD THINGS MENTIONED BY TEACHERS BETWEEN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE, GIVEN BY FREQUENCIES AND PERCENTAGES OF MENTION ON OPEN RESPONSE ITEMS IN PART 3, QUESTION 1 OF THE QUESTIONNAIRE (N = 100)

PUBLIC SCHOOLS				PRIVATE SCHOOLS			
No.	FACTOR (SATISFIER)	F	%	FACTOR (SATISFIER)	F	%	
1.	Ed. tours and activities	11	22	Good pay and benefits	13	26	
2.	Good relationship (peers)	10	20	Good environment (physical)	12	24	
3.	Working with children	9	18	Good staff relationship	10	20	
4.	Good relationship (H/T)	8	16	Good administration	8	16	
5.	Free time/holidays	7	14	Good pupil response	7	14	
6.	Nation building	6	12	Developing children	6	12	
7.	Keeping informed through work	5	10	Adequate stationery, etc.	6	12	
8.	Freedom to choose methods	5	10	Good parent/teacher relation	6	12	
9.	Teachers work anywhere in Kenya	5	10	Fair terms of service/ professionalism	5	10	
10.	Good performance in one's subject	5	10	Freedom for creativity (innovation)	5	10	
11.	Prize-giving day	5	10	Duty to fulfill	5	10	
12.	Constant salary/steady job	5	10	Keeping abreast(knowledge)	5	10	
13.	Challenging work	3	6	Long holidays	3	6	
14.	Cooperation with parents	3	6	Extra curriculum activities	3	6	
15.	Good pupils discipline	3	6	Punctuality	2	4	
16.	Achievement/Self-esteem	2	4	Christmas bonus	2	4	
17.	Teaching the subject you like	2	4	Job security	1	2	
18.	Teaching Kiswahili	2	4				

KEY: F = Frequency
% = Percentage

H/T = Headteacher
Ed. = Educational tours

The good things mentioned by teachers in public schools included (a) educational tours, and co-curricular activities, (b) good relationship with other teachers (peers), (c) working with children, (d) good relationship with the headteacher, and (e) freetime or holidays as the five mentioned satisfiers. Most of these were common to the factors on Table 3.

In private schools, the top five satisfiers mentioned on Table 5, were: (a) good pay and benefits, (b) good physical environment, (c) good staff relationship, (d) good administration and (e) good pupil response. They were quite similar to their counterparts on Table 5. A comparison between public and private school data also showed remarkable similarities between the mentioned satisfiers in each case. This finding had confirmed that the adopted MSQ questionnaire on Table 3, was indeed a reliable and valid measure of the satisfiers in the current research.

The main difference between the mentioned satisfiers on Table 5 and those perceived and identified by supplied item response on Table 3, was the frequencies and percentage figures which were higher than were on Table 5. This was probably due to the difference in nature of the two instruments used in both cases for data collection. The highest percentage of mention of the responses on open response items was 22% in public schools and 26% in private schools, while on Table 3, the highest percentage of the satisfied (by supplied response items was 72% in public and 80% in

private schools). On the whole, however, frequencies and percentages on both tables tended to carry relative agreement in their interpretation of facts. For instance, both tables clearly indicated that there was higher levels of satisfaction in private schools than in public schools studied.

Table 5 data interpretation revealed some unique satisfiers not referred to in Table 3 since on Table 5, the data had been elicited by open response and the respondents could mention any good things more freely and spontaneously. This was the major contribution of Part 3 of the questionnaire which is essentially a modified Critical Incidence Method (CIM) used by Herzberg and associates.

For public schools, unique good things the teachers mentioned were: (a) educational tours, (b) free time and holidays, (c) nation building, (d) keeping informed through work, (e) teachers can work anywhere in Kenya, (f) prize-giving day, (g) constant salary, (h) pupil discipline, and (i) teaching Kiswahili.

Remarkably unique among these were: educational tours, nation building and freetime and holidays also cited in the study by Karugu (1980) and Ngaroka (1985) in other Kenyan public schools. The fact that teaching keeps teachers informed was quite peculiar to teachers in Nairobi and elsewhere in Kenya since some other personnel e.g. in industry have relatively

little opportunity to read and be informed as much as teachers. Similarly, the fact that teachers can work anywhere in the republic positively facilitated teachers' requested transfers and hence allowed convenient staff movement to all parts of Kenya, a condition usually handy on marital grounds.

Prize-giving day, mentioned as one of the key satisfiers on Table 5, is an aspect, especially glorified by the City Commission Education Office. It is often accompanied by pleasurable pomp and important guests of honour. This evidently contributed to teachers' satisfaction with their job. Teaching Kiswahili is also a remarkably unique satisfier for teachers in Nairobi because their pupils were better versed with Kiswahili language than probably their counterparts in the rural areas of Kenya.

In private schools, the unique satisfiers mentioned were: (a) good pay and benefits, (b) good administration, (c) adequate stationery, (d) fair terms of service and professionalism, (e) freedom for creativity and innovation, (f) a duty to fulfil, (g) keeping abreast with knowledge, (and this is similar to keeping informed in public schools), (h) long holidays, (i) extra-curricular activities, (j) punctuality, and (k) Christmas bonus. Most of these, quite unique to this study, were common factors between public and private school contexts. They were unique because there were

no counterparts on Table 3. Some of these unique factors, especially public schools, had been cited by earlier Kenyan researchers such as Karugu, Macharia, Gatheru and Ngaroka.

In summary, it can be noted that the data analysis on Table 5 highlighted some unique satisfiers mentioned by teachers by open response in both public and private schools studied. This not only confirmed the satisfiers' results on Table 3 but contributed fresh facts to them.

It was noted earlier that the frequency and percentage figures on Table 5 were a lot lower than those on Table 3. The reason for this may have been the open response questionnaire which appeared somewhat a less reliable measure than the modified MSQ used for Table 3 data collection. Here, the number of factors was controlled by being limited to 50, whereas in the earlier case there had been no limit to the factors. Therefore, this data was more useful for revealing what the teachers perceived as good than it had been reliable in quantifying.

Since, however, the mentioned factors on Table 5 are fairly coincidental to those of Table 3, it implies that the MSQ used for Table 3 data was as reliable a measure of job satisfaction as had been proven earlier in research.

The relative percentages also favourably compared between Table 3 and 5 and their interpreted comparison between public and private school settings. This strengthened the findings on Table 3.

All in all, however, Table 5 revealed similarity in mentioned factors to the identified factors on Table 3. There was also a general similarity of mentioned factors between public and private school settings studied.

4.7 DATA ANALYSIS ON TABLE 6

TABLE 6: A COMPARISON OF THE BAD THINGS (DISSATISFIERS) MENTIONED BY TEACHERS BETWEEN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE, GIVEN BY FREQUENCIES AND PERCENTAGE OF MENTION ON OPEN RESPONSE ITEMS IN PART 3, QUESTION 2 OF THE QUESTIONNAIRE N = 100

PUBLIC SCHOOLS				PRIVATE SCHOOLS			
BAD THINGS (DISSATISFIERS)	F	%		BAD THINGS (DISSASFIERS)	F	%	
1 8-4-4 Syllabus overload	25	50		Poor payment inflation considered	20	40	
2 T.S.C. salary is low	21	42		Extra work with 8-4-4 system	15	30	
3 Limited promotion prospects	20	40		Limited chances of promotion	15	30	
4 No house allowance for married women	19	38		Pupil indiscipline & dishonesty	8	16	
5 High expectation by society (blame on teachers)	11	22		Societal views of teachers	6	12	
6 Constant changes in curriculum	10	20		Lack of inservice facility and staff development	5	10	
7 Crowded classrooms (up to 50)	10	20		Lunch break, too short	5	10	
8 Lack of adequate textbooks	10	20		Many working hours	5	10	
9 Traffic jams and lateness	8	16		Lack of preparation time	5	10	
10 Poor promotion methods	8	16		Too much official monitoring	5	10	
11 Parents' attitudes to teachers	6	12		Poor transport facilities	4	8	
12 Poor co-ordination between KIE Inspectorate, and schools	5	10		Headteacher favouritism	4	8	
13 Interference by politicians	5	10		No job security (retirement)	2	4	
14 Harrasement by inspectors, administration officers, etc.	4	8		Unspecified pay terms for TTs	2	4	
15 Practical lessons uncertified	2	4		Undemocratic timetabling	2	4	

KEY:

- K.I.E. - Kenya Institute of Education
- T.S.C. - Teachers Service Commission
- T.T.s - Technical Teachers.

As indicated on Table 6, the bad things (dissatisfiers) mentioned by the two groups of teachers studied included in public schools (a) 8-4-4 syllabus overload, (b) low T.S.C. salary, (c) limited promotion prospects, (d) no house allowance for married women, and (e) high expectation by society (blame on teachers) as the top five. In private schools, the top five dissatisfiers were (a) poor payment, inflation considered, (b) extra work with 8-4-4 system, (c) limited chances of promotion, (d) pupil indiscipline and dishonesty, and (e) societal views of teachers. Again, there is a remarkable similarity between those mentioned in public and private schools and also between those listed on table 6 and Table 4 in the earlier analysis. This also clearly adds credit to the reliability and validity of the questionnaire used in Part 2.

The frequencies and percentages on Table 6 were also much lower than those on Table 4; possibly due to the nature of instrument used for Table 6 data collection as compared to that used for Table 4 data. 50% mention of "8-4-4 syllabus overload" by teachers in public schools as opposed to 40% mention of "poor payment, inflation considered in private schools, both factors being the top items, indicated that, as earlier observed, there is more dissatisfaction in public schools than in private schools. The rest of the table in both its columns for private and public schools reiterated this point.

The unique bad things or dissatisfiers mentioned in public schools included: 8-4-4 syllabus overload, also mentioned in private schools. It is probably unique to all Kenyan teachers today as they currently experience 8-4-4 implementation. Crowded classrooms is a factor increasingly becoming a dissatisfier in all public schools in Kenya with the current high population growth. Similarly, interference by politicians is quite a common dissatisfier in the Kenyan education system countrywide. Most other mentioned dissatisfiers were also cited by Kenyan earlier researchers.

In private schools, the unique dissatisfiers were, 'limited chances of promotion' and lack of inservicing which were hardly considered by the employers in private schools. The question is, shouldn't employers of teachers in these schools seriously consider their staff development for greater organizational stability and staff motivation? Many working hours associated with lunch break being too short and lack of preparation time all highlighted how overworked teachers in private schools were. This is probably in a bid for the employer to obtain value for money paid to them, but it is a dissatisfier that might need some external moderation for instance by the supervision from the Ministry of Education. It is recommended that, a private schools' department at the Inspectorate should be established for this purpose among others.

On the whole, there were more unique dissatisfiers mentioned in private schools than in public schools. Payment and 8-4-4 extra work, 'societal views of teachers' and limited chances of promotion were common between the two educational groups.

4.8 A COMPARISON OF EXPRESSED OPINIONS OF VIABLE DESIRED CHANGE BY 1991 BETWEEN TEACHERS IN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE

Teachers' opinions on the desired viable changes by the year 1991, given by frequency and percentage of expression shown on Table 7, were compared between public and private primary schools in Nairobi Kilimani zone. They were generally associated with the good and bad things mentioned on Table 5 and 6 (see Table 7).

Teachers in public schools expressed the following top five opinions; (a) adjust the salary and benefits, (b) implement schemes of service (long awaited for), (c) review the cumbersome 8-4-4 syllabus, (d) give house allowance to married women, and (e) increase house allowance. The other opinions expressed by the same teachers were: increase teaching force, initiate hospital and travelling allowance, reduce number of pupils in class and, reform inspectorial services.

TABLE 7: A COMPARISON OF EXPRESSED OPINIONS (BY OPEN RESPONSE) OF DESIRED VIABLE CHANGES IN THEIR JOBS BY 1991, BETWEEN TEACHERS IN PUBLIC AND PRIVATE PRIMARY SCHOOLS OF NAIROBI KILIMANI ZONE (N = 100)

PUBLIC SCHOOLS			PRIVATE SCHOOLS		
OPINIONS	F	%	OPINIONS	F	%
1. Adjust salary and benefits	33	70	Increase salary as per inflation	21	42
2. Implement schemes of service (long-awaited)	15	70	Create advancement chances e.g. promotion and development	15	30
3. Review cumbersome 8-4-4 syllabus	14	28	Provide housing near school	6	12
4. Give house allowance for married women	14	28	Revise loaded 8-4-4 syllabus	5	10
5. Increase house allowance	10	20	Recognize teachers' efforts	5	10
6. Increase teaching force	5	10	Tighten pupil discipline	4	8
7. Initiate hospital, and travelling allowances	5	10	Provide school transport for teachers	4	8
8. Reduce number in class	5	10	Launch provident fund (retirement benefit)	2	4
9. Reform inspectorial service	4	8	Enhance a sense of legitimacy (belonging)	1	2

KEY: F - Frequency
% - Percentage

In private schools, teachers expressed the following top five opinions:

- (a) increase the salary as per inflation,
- (b) create advancement chances in promotion and staff development,
- (c) provide housing near the schools,
- (d) revise the loaded 8-4-4 syllabus, and
- (e) recognize teachers' efforts.

The other expressed opinions in private schools were: tighten pupil

discipline, provide transport for teachers to school, and enhance a sense of legitimacy i.e. belonging to the school.

Both groups of teachers resounded the earlier mentioned satisfiers and dissatisfiers in these opinions. For both groups of teachers, adjusting and increasing salary was quite paramount, having been expressed by 70% of the teachers in public schools and 42% in private schools. The variation of the figures, here again, implied that the teachers were more eager to express their grievances in public schools than in private schools where work and work conditions may be better organized.

Implementation of the long awaited for schemes of service for non-graduate teachers in Kenya, was well expressed as the second top opinion from public school teachers. Their counterparts in private schools were more worried about advancement and staff development, key issues in their job which were hardly addressed by their employers.

In both groups of schools, house allowance for married women and housing in general, as well as the revision of 8:4:4 loaded syllabus feature next among the opinions of both categories of teachers.

Unique to public schools was the opinion expressed on the reduction of number of pupils in class. This opinion might not be one of viable changes in the near

future since the population growth is still on the increase in Kenya.

Peculiar to private schools, teachers expressed their opinion on the launching of the provident fund probably because most employers in the private sector hardly give a thought to their teachers' retirement welfare unlike their counterpart public school teacher employer, the Teachers Service Commission, where the teachers were permanent and pensionable in most cases. Tightening of pupil discipline, an opinion expressed by private school teachers clearly indicated that the special class of pupils, commonly enrolled in these schools, is more to be associated with indiscipline through parental overprotection than their counterparts in public schools.

It can be summarized that the top five opinions expressed were generally similar when compared between public and private school teachers. However, there were some unique opinions peculiar to each group which clearly reflected the difference in nature and background of work conditions in each context.

In conclusion to Chapter 4, it can be observed that data presentation, analysis and interpretation on the seven tables and the comparative divergent bar graph (Figure 2) has revealed a number of similarities, and differences in teacher perception of job factors between those in public schools and private schools of Nairobi Kiliman zone.

General information Table 1, revealed that there were more P1 teachers than other grades employed in both public and private schools studied. It also revealed that 22% were graduate teachers among those employed in private schools, 6% were approved teachers in public schools, and 10% were untrained and employed in both public and private schools.

Data on Table 3 and 5, then on Table 4 and 6, indicated that both the identified and mentioned satisfiers and dissatisfiers respectively were generally common to the two educational groups. There were, however, some unique satisfiers, dissatisfiers and expressed opinions of change by 1991. These indicated the uniqueness of contexts of the two settings of teachers studied. It was noted that higher satisfaction (measured by the percentage satisfied) was registered in private schools than public schools as illustrated on Tables 3,5 and the divergent bar graph. On the contrary, there was higher dissatisfaction of teachers in public than private schools also based on the percentage dissatisfied as on Table 4, 6 and the comparative divergent bar graph. It was concluded that most of the satisfiers on Table 3, with the exception of 4 factors connected to work itself and achievement, were actually hygienes by the Herzberg's nomenclature. On the other hand, all dissatisfiers except one, "opportunity for advancement", on Table 4, concurred with Herzberg's hygienes. Finally, it was observed

by the visual impression that all factors plotted from the zero, on a continuum towards their poles of maximum satisfaction of dissatisfaction, displayed bi-polar directionism in the zone of ambience. Only beyond this zone did they act in a perfectly uni-polar manner towards contributing to either satisfaction or dissatisfaction.

The generalization of the results of this study was limited to the extent that the sample provided, and the generalization of the results in the field of education was limited to the extent that the sample was representative of its Kenyan perspective. The results of the study are reviewed in chapter 2. Finally, the results of the study were made in close association with the results of the study by the author in 1971.

The results of the study were summarized in a report which was re-addressed to the members of the research group given to each of them. The results of the study were summarized in a report which was re-addressed to the members of the research group given to each of them. The results of the study were summarized in a report which was re-addressed to the members of the research group given to each of them.

(a) The first research question was:
What are the general demographic details of teachers employed between public and private primary schools of Nairobi district?

The summarized answer was:

CHAPTER 5

CONCLUSION

5.0 PREAMBLE

The presentation, analysis and interpretation of data in the last chapter addressed each of the research questions attempting to fulfil the purpose of this study. In this chapter, these questions were readdressed and their answers given in summary. The general conclusions of this study were drawn, as new insights the research had provided, concerning job satisfaction and dissatisfaction in the schools studied and Herzberg's Two-Factor theory, were discussed in the general framework of its Kenyan perspective as outlined in the literature review in chapter 2. Finally, some recommendations were made in close association with the conclusions drawn.

5.1 THE ANSWERS TO THE RESEARCH QUESTIONS

In this section, each of the research questions was re-addressed and an answer in summary was given to each of them while a conclusion to the research problem was made.

(a) The first research question was:

"How do the general demographic details of teachers compare between public and private primary schools of Nairobi Kilimani zone?"

The summarized answer was:

- (i) There were more P1 teachers in both public and private schools studied than any other grade.
- (ii) There were eleven graduate teachers among all those studied in private schools while there were only three approved teachers in public schools in which this was the highest teacher grade employed in these schools. The 22% graduate teachers in private schools was an encouraging factor of deployment of highly educated teachers in primary schools being a desirable occurrence in Kenya. The fact that public schools recorded 6% ATs among the teachers studied was also encouraging because it indicated that the promotion and advancement of primary school teachers had actually been evident in public schools studied even though the number promoted appeared fairly small.
- (iii) The untrained teacher (UT) factor is still evident among both public and private primary school teachers studied with a total of 10% UTs in both private and public primary schools studied in Nairobi Kilimani Zone. This is a fact to frown at, considering the long-term national objectives for teacher training since the Lijembe Report of 1976. However, it can be regretted to note that the UT factor is still here to stay and continues to be a necessary evil in the Kenyan education system which has a shortage of trained teachers.

(b) The second research question was:

"Which factors do the teachers in public and private schools studied identify most frequently as contributors of job satisfaction?"

The answer was mainly interpreted from Table 3 and confirmed by the data on Table 5. On Table 3, the frequencies and percentages of the satisfied, indicated that fourteen out of the seventeen factors identified to contribute to job satisfaction registered above 50% satisfied among the respondents to part 2 instrument on the questionnaire. They included among others: medium of instruction (upper), (72% KS), relationship with peers (10%KS), working with pupils (70% KS), and freedom to select resources (60% SS) in public schools. These were generally confirmed by the data on Table 5, which was based on the open response to part 3 instrument on the questionnaire.

In private schools, ranking highest by percentage of the satisfied were: freedom to select resources (80% KS), seeing results of your own work, (80% KS), achievement from teaching (80% KS), working with pupils (70% KS) and relationship with pupils (74% KS) among the top five. The other satisfiers for the two groups of teachers were as given on Table 3 and 5 in chapter 4. Table 5 confirms the data on Table 3 and also cites the teacher satisfiers peculiar to the studied contexts.

(c) The third research question was:

"Which factors do the teachers in public and private schools studied identify most frequently as contributors of job dissatisfaction?"

The answers to these question were derived from data analysis on Table 4 and 6. The frequencies and percentages on Table 4, ranked from the highest percentage dissatisfied in public schools gave the following top five dissatisfiers; pay compared (82% KD), salary paid for job (80% KD), method of promoting teachers (80% KD) average number of pupils in class (74% KD) and, status of teachers in Kenya (72% KD). The other lesser dissatisfiers were: opportunity for advancement (70% KD), provision for house allowance (70% KD), retirement benefits (64% SD) and family needs and aspirations' effect (58% MD).

In private schools, the top five dissatisfiers as indicated on Table 4 were: status of teachers in Kenya (70% KD), method of promoting teachers (52% MD), opportunity for advancement (50% MD) retirement benefits' provision (42%ID), and salary paid for job (40% ID). From these lists of dissatisfiers identified, it is evident that higher level of dissatisfaction (based on the % dissatisfied) was registered among public school teachers than their private school counterparts. Data on Table 6 collected by open response questionnaire, probably less reliable, tended to confirm the Table answer as a whole with relatively lower frequencies and percentages.

(d) The fourth research question was:

"Are there any similarities and differences in the perception of job factors (satisfiers and dissatisfiers) between teachers in public schools and those in private schools of Nairobi Kilimani zone?"

The answer was: there were both similarities and differences on both satisfiers and dissatisfiers. On satisfiers, the comparison made in teacher perception of these factors between public and private primary teachers studied revealed that there was a general similarity in the general identification of satisfiers as on Table 3. Thirteen out of the seventeen factors on the list were commonly perceived by the two categories of teachers (see data analysis in chapter 4 on Table 4). The main difference between the two groups of teachers on satisfiers was on three factors namely: the medium of instruction (upper), a key satisfier (72% KD) in public schools was only an insignificant satisfier (44% IS) in private schools. Similarly, week's teaching hours, was a strong satisfier (60% SS) in private schools and only an insignificant satisfier (38% IS), in public schools. The average number of pupils in class was perceived as a key dissatisfier in public schools (74% KD), but a strong satisfier (66% SS), in private schools. This was therefore a major factor of contrast between the teachers in the two categories of schools studied.

A general difference between the public and private school teachers in perception of the satisfiers was that the latter (private) registered higher job satisfaction than the

former, basing this observation on the overall frequency and percentage figures of the satisfied.

On the dissatisfiers, it could be observed that there were also both differences and similarities in the factor perception by teachers studied. As interpreted from tables 4 and 6, the two groups of teachers perceived nearly the same factors contributing to dissatisfaction. However, higher percentages of the dissatisfied, i.e., high level in public schools and less in private schools. The average number of pupils in class, again, an identified key dissatisfier in public schools (74% KD), was on the contrary a strong satisfier in private schools. This again was seen as a strong factor of contrast in perception of factors contributing to job dissatisfaction between the the two groups studied.

In a summary answer to the question above, it can be noted that Table 4 and 6 revealed some similarities and differences in the perception of factors contributing to job satisfaction and dissatisfaction by the teachers studied. In addition, Table 6 revealed some unique satisfiers peculiar to public schools in this study, for example, "8-4-4 syllabus overloaded", interference by politicians, lack of adequate textbooks and resources, traffic jams causing lateness, and harrassment by inspectors. In private schools studied, the dissatisfiers peculiar to them included: extra work with

8-4-4 syllabus, limited chances of promotion, pupil in-discipline, lack of inservice and staff development, many working hours, and unspecified pay terms for technical teachers.

(e) The fifth research question

"What viable changes would the teachers in the two groups of schools studied like to be made in their jobs by the year 1991?"

The answer was that in public schools as indicated on the opinion Table 7, the desired viable changes included: adjust salary and benefits, implement schemes of service (long awaited), review the cumbersome 8-4-4 syllabus, provide house allowance for married women, and increased house allowance among the other nine opinions. In private schools, as also shown on Table 7, the desired changes were: increase salary as per inflation, create advancement chances e.g. promotion and staff development, provide housing near the school, revise the loaded 8-4-4 syllabus and recognize teachers' efforts, among the other nine.

(f) Sixth research question

"Do the factors perceived as contributors to job satisfaction and dissatisfaction to teachers in public and private schools of Nairobi Kilimani zone concur with Herzberg's nomenclature?"

The answer was; that some do but some don't. On Table 3, of the seventeen satisfiers listed, only four, connected with 'work itself' and 'achievement' concurred with Herzberg's motivators.

On the other hand, all dissatisfiers on Table 4, concurred with Herzberg's except one, "opportunity for advancement", which had been a motivator by Herzberg but a hygiene (dissatisfier) in this study. This disagreement in nomenclature may simply be a reflection of the difference in work conditions between educational groups such as those studied here, and industrial groups like the one Herzberg and associates studied in 1959 in America.

Relating to the other Kenyan studies of job satisfaction for teachers, it can be noted that the findings of this research were in general agreement with those of the Kenyan earlier researchers such as Karugu, Ngaroka, Gacheru, Macharia and others. A case in point were the factors associated with 'work itself', 'achievement' and salary in this study which have, as those of earlier Kenyan researchers, respectively concurred with Herzberg's two motivators and a hygiene. These can thus be called universal motivators (work itself and achievement) and the universal dissatisfier (salary) by this study.

Job security found by Karugu and Ngaroka a satisfiers and by Herzberg, a hygiene, has surprisingly in this study come out as a perfect ambient factor among public school teachers. On Table 2, it can be observed that this factor, recorded 40% satisfied (IS) and 40% dissatisfied (ID) while in private schools it caused 30% to be satisfied (IS) and 20% to be dissatisfied (ID). Going by these figures one would brush it aside as an insignificant factor. However, the fact that it

contributed to as much satisfaction as dissatisfaction in public schools renders it an ambient factor in this research.

Concerning job security, it can be concluded that this study has failed to confirm Karugu's assertion that it was a motivator contrary to Herzberg's proposition; neither has it been capable of concurring with Herzberg's contention that it was a hygiene. This is because it stands out here as an ambient factor causing as much satisfaction as dissatisfaction to teachers in public primary schools in Nairobi Kilimani zone. It can also be concluded that ambient factors like this one only contribute insignificant satisfaction as dissatisfaction. They are weak factors.

5.2 GENERAL CONCLUSIONS, NEW INSIGHTS OF THE HERZBERG'S TWO FACTOR THEORY AND RECOMMENDATIONS FOR FUTURE RESEARCH

The general conclusions and insights provided by this study were derived from the data analysis for each of the research questions. These are considered in turn in this section.

Regarding the first question, the comparison made of demographic information between the two categories of teachers studied; it can be concluded, as was done in chapter four that the private school employers have commendably taken a step towards employing graduate teachers in the primary schools studied as opposed to those in public schools of this study

who reportedly, on Table 1, had only recruited a sample of three approved teachers. These were their most highly qualified teachers on the staff.

It could therefore be recommended that the Ministry of Education in Kenya should seriously plan to step up training levels and its ability to deploy more highly qualified teachers (financial sources allowing it). Already at Kenyatta University, primary teacher education programmes (PTE) have been established at both bachelors and masters levels. This is a good step in this direction.

The present numbers of untrained teachers studied in both public and private schools of Nairobi Kilimani zone implies that the UT factor, still evident, is probably here to stay due to the shortage of trained teachers. In this regard, ways and means should be sought left and right, to alleviate this shortage in Kenya. The approved teachers in public schools, though few in real terms, indicated evidence of teacher promotion in public primary schools studied. This should be maintained and encouraged as incentive and job satisfier. In private schools, the managers could emulate the public school in this respect, and establish staff advancement and development programmes for healthier administrative practice and the maintenance of job satisfication for their teachers.

Regarding the second research question, on the satisfiers, data analysis has revealed the existence of some factors of job satisfaction common to both public and private school settings. These are certainly very encouraging to teachers and should be maintained to foster high teacher morale in the two educational settings.

The unique satisfiers i.e. those peculiar to both the public and private schools, each in turn as revealed by Table 5 data, indicated that there were contextual differences between the two settings of teachers and so, with this in mind, headteachers, managers and directors, and other educational administrators in these schools should carefully study their own contexts to design or redesign work conditions that would maximize on these and other satisfiers to foster job satisfaction for their teachers. It could also be recommended in this connection, that for better co-ordination of plans and activities in both public and private schools, Kenya Education Staff Institute (K.E.S.I.), Kenya Institute of Education (K.I.E.), Inspectorate, Teachers Service Commission (T.S.C.), private school administrators and teachers at large, could plan to work together constantly to co-ordinate their efforts to foster job satisfaction for their teachers in Kenya as a long-term objective.

On the third research question, on dissatisfiers, analysed data on Table 4 and 6, also indicated some common dissatisfiers among teachers in the two groups of schools studied. However, like in the satisfiers' case, there was disparity in the general level of dissatisfaction of teachers. High percentages of the dissatisfied were recorded among public school teachers studied than their counterparts in private schools in the zone of study. The opposite had been true with satisfiers, where teachers in private schools, by high percentages appeared to be more satisfied than those in public schools. This could imply that work conditions are generally better in private schools than in public schools, such as a good pay, cleaner classrooms and staffrooms, fewer pupil numbers in class and other satisfying conditions. The M.O.E. could attempt to plan and implement better work conditions for their public school teachers trying as far as possible to emulate the private schools' example by studying the satisfiers so far found peculiar to them (private schools) for adoption and incorporation into public schools whenever funds and other constraints allowed it. This same conclusion goes for the fifth research question.

On the sixth question on the concurrence with Herzberg, the satisfiers and dissatisfiers summarized on Table 3,4,5, and 6, and on the comparative divergent bar graph, indicated that most of the satisfiers except four, connected to 'work itself' and 'achievement' did not concur with Herzberg's

nomenclature. It was noted from the interpretation of the comparative divergent bar graph that since all the factors represented by bars of the percentages satisfied or dissatisfied, were plotted from the zero on the continuum towards either the pole of maximum satisfaction or dissatisfaction; they were observed to act towards both poles within a zone of ambience. Beyond this zone, factors acted in a perfect uni-polar manner towards contributing to either satisfaction or dissatisfaction.

It can be concluded that, this research concurred with Herzberg's study in discerning two general sets of factors, the satisfiers and dissatisfiers among the teacher perceived job factors among teachers in two groups of schools studied.

This study has however, differed from Herzberg's proposition that the two sets of mutually exclusive factors, were not obverse of each other. This in principle, had proposed that all motivators and hygienes acted from zero (neutral), on the continuum to contribute to either satisfaction only or dissatisfaction only.

In this research, as illustrated by the comparative divergent bar graph, all satisfiers did indeed act to contribute towards maximum job satisfaction as thought by Herzberg and associates. However, they were seen to contribute

to some dissatisfaction as well, though minimum, from the zero towards the opposite direction of the continuum. The same also applied to dissatisfiers which as their representative bars suggested, also contributed to some minimum satisfaction. In this small zone of ambience, i.e. where the factors acted to contribute to both satisfaction and dissatisfaction, these factors were seen to be obverse of each other and not perfectly mutually exclusive, hence the deviation from Herzberg's view point.

Beyond the zone of ambience however, the factors were perfectly uni-polar as in the Herzberg postulate. The conclusion in this connection is that more similar studies should re-examine this proposition in more different work contexts to confirm or refute it. In the present study the researcher concurs with Sergioranni's observations on this issue.

The opinions of change by 1991 expressed by teachers in both public and private primary schools of Nairobi Kilimani zone were reasonable enough as seen in section 4.8, in chapter 4. These opinions could provide useful tips towards the redesigning of adequate job conditions for teachers that would maximize satisfaction and minimize dissatisfaction. All educationists associated with planning for these schools could utilize these opinions to improve on current job conditions for teachers geared towards improving teachers' morale and

subsequently their possibility to perform better. This would hopefully improve the Kenyan education quality and standards.

Other recommendations inspired by this research include:

- (a) The open response elicited by Part 3 instrument on the questionnaire, though confirming the data obtained by Part 2 instrument on the same questionnaire, was evidently a less reliable measure in view of the percentages given. This confirms that the adopted MSQ in Part 2 was a more reliable measure of job satisfaction and dissatisfaction than the adopted CIM with limitless choice of answers. For future research in the same issue, MSQ is to be the highly recommended method.
- (b) Since as observed in the interpretation of Table 1, on respondents' demographic information that, there were fewer older experienced teachers among those studied in public and private schools of Nairobi Kilimani zone, it implies that those teachers have probably quit teaching to seek other jobs in the civil service and private sector. It may be necessary to counteract this evidently high turnover by looking into ways and means to improve working conditions to help retain these older experienced teachers within the profession as they are generally more capable of ensuring, maintaining and improving educational standards in Kenya than their

youthful, inexperienced counterparts who may be energetic enough but may not be better than the older teachers.

- (c) Since the 8-4-4 syllabus was expressed by teachers in both public and private primary schools in the study as overloaded, overburdensome, and a common dissatisfier, and since both groups of teachers have already recommended by the opinions of change they expressed, that it should be revised, this researcher also recommends that it should be seriously re-examined in view of reducing the teachers' burden while maintaining its content and standards of relevance to life situations. The revision of syllabus would be in a bid to enhance higher teacher morale and job satisfaction. Since the teachers do the implementing of the curriculum, it is only fair that they should have a say in matters of curriculum design.

In this connection, it could therefore be recommended that teachers from both public and private schools should be incorporated on the K.I.E. course and subject panels to allow them to participate in curriculum design. There should be a department at the K.I.E. to represent the private schools' interests so that teachers from these schools could also have their say on the 8-4-4 syllabus. Similarly, the M.O.E. Inspectorate department could be established to

monitor educational progress and to co-ordinate its development in all private primary schools with a special target of enhancing teachers' job satisfaction and improved educational standards.

On the inspectorial services for supervision, quality control and counselling, it was noted in Table 2 data analysis and interpretation that the high percentage in private schools of neutral and irrelevant (N/I) on items 18, relationship with inspectors, 27, recognition from inspectors and 39, inspector and officer advice, all concerning inspectorial services that teachers indicated little or insignificant perception of these services. This should not readily be the case. The Ministry of Education has a role to play in this matter. Its inspection of private school teachers as well as those in public schools could play vital roles such as co-ordination, supervision, quality control and counselling. All these would contribute positively to the creation of good work conditions for teachers in both public and private schools. The most adequate mode of inspectorial services offered could be that of collegueship, not authoritarian styles as suggested by Maranga, 1985.

The final recommendation in this connection is that inspectorial services for both public and private primary school teachers in Kenya could be revitalized and strategically made to attempt to foster job satisfaction for teachers and to minimize dissatisfaction.

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Demographic Personal Data

Please respond to each question by marking the appropriate information that applies to you.

1. Marital Status

Married () Single () Separated ()

Divorced ()

2. Sex Male () Female ()

3. Age 18-20 years ()

21-30 years ()

31-40 years ()

APPENDIX AQUESTIONNAIRE

The questionnaire provided is in ~~three~~ parts. Please complete each part as instructed. The information that you provide will be treated with anonymity. You are not required to reveal your name or any form of identification. The required information is strictly for education purpose. The usefulness of the information will however depend solely on your honesty.

PART ONEDemographic Personal Data

Please respond to each question by ticking against the appropriate information that applies to you.

1. Marital Status

Married () Single () Separated ()

Divorced ()

2. Sex: Male () Female ()3. Age: Below 20 years ()

20-30 years ()

30-40 years ()

Over 40 years ()

4. Education/Academic Qualification

- (a) Certificate of Primary Education (CPE, KAPE) _____
- (b) Kenya Junior Secondary Education (KJSE) _____
- (c) East African Certificate of Education (EACE, KCE) _____
- (d) East African Advanced Certificate of Education
(EAACE), KACE) _____
- (e) Bachelor's Degree _____
- (f) Master's Degree _____
- (g) Doctoral Degree _____

5. Professional Qualifications:-

- (a) Approved Teacher (AT) _____
- (b) Secondary Teacher One (SI) _____
- (c) Primary Teacher One (P1) _____
- (d) Primary Teacher Two (P2) _____
- (e) Primary Teacher Three (P3) _____
- (f) Primary Teacher Four (P4) _____
- (g) Untrained Teacher (UT) _____
- (h) Any other (Specify) _____
- _____

6. Years of Teaching Experience

0-10

11-20

20-30

7. Your Religion:-

Christian

Muslim

Hindu

Any other

PART TWO

The following is a list of factors or items related to your work and working conditions. Please read each facet item carefully and then put a circle round the number that best represents your feeling.

The Response Categories/Choices

- 0 - It is not relevant or not applicable
- 1 - Highly dissatisfied
- 2 - Slightly dissatisfied
- 3 - Neutral
- 4 - Slightly Satisfied
- 5 - Highly Satisfied

	0	1	2	3	4	5
1. The ability level of the pupils you deal with?						
2. Recognition from the head teacher for your good performance?						
3. The amount of preparation required before teaching?						
4. Your relationship with the school administration?						
5. The current method of promoting teachers?						

What do you feel about:

	IRRELEVANT/NOT APPLICABLE	HIGHLY DISSATISFIED	SLIGHTLY DISSATISFIED	NEUTRAL	SLIGHTLY SATISFIED	HIGHLY SATISFIED
1. Your relationship with other teachers?	0	1	2	3	4	5
2. Freedom to select teaching materials such as textbooks?	0	1	2	3	4	5
3. The status of teachers in Kenya society?	0	1	2	3	4	5
4. The physical conditions of the staffroom e.g. working space?	0	1	2	3	4	5
5. Your relationship with the pupils in the school?	0	1	2	3	4	5
6. Opportunity for advancement and promotion based on your ability?	0	1	2	3	4	5
7. Recognition received from other teachers for your good performance?	0	1	2	3	4	5
8. What do you feel about, the amount of salary that you receive for doing your job?	0	1	2	3	4	5
9. The ease or difficulty of subjects that you have been assigned to teach?	0	1	2	3	4	5
10. The supply of teaching materials?	0	1	2	3	4	5
11. The ability level of the pupils you deal with?	0	1	2	3	4	5
12. Recognition from the head teacher for your good performance?	0	1	2	3	4	5
13. The amount of preparation required before teaching?	0	1	2	3	4	5
14. Your relationship with in-school administration?	0	1	2	3	4	5
15. The current method of promoting teachers?	0	1	2	3	4	5

	IRRELEVANT/NOT APPLICABLE	HIGHLY DISSATISFIED	SLIGHTLY DISSATISFIED	NEUTRAL	SLIGHTLY SATISFIED	HIGHLY SATISFIED
16. The time-tabling of your classes?	0	1	2	3	4	5
17. Seeing the results of your own work?	0	1	2	3	4	5
18. Your relationship with School Inspectors?	0	1	2	3	4	5
19. Your pay compared to that of other personnel in your area?	0	1	2	3	4	5
20. The possibility of the teaching job providing for a steady employment (Job Security)?	0	1	2	3	4	5
21. Opportunities for involvement in decision making in the school system?	0	1	2	3	4	5
22. The attitude of pupils to learning?	0	1	2	3	4	5
23. Assignment to teach particular grade levels (standards)?	0	1	2	3	4	5
24. Provision for house allowance?	0	1	2	3	4	5
25. The opportunity available to work without supervision?	0	1	2	3	4	5
26. The number of hours you teach every week?	0	1	2	3	4	5
27. Recognition from School Inspectors and Education Officers for your good work?	0	1	2	3	4	5
28. Competence of the in-school administration?	0	1	2	3	4	5
29. Opportunity in your job to develop and refine new skills and abilities.	0	1	2	3	4	5
30. Working with your pupils?	0	1	2	3	4	5
31. The number of subjects you are expected to be able to teach?	0	1	2	3	4	5
32. The medium of instruction in the lower primary?	0	1	2	3	4	5
33. The medium of instruction in upper primary?	0	1	2	3	4	5

	IRRELEVANT/NOT APPLICABLE	HIGHLY DISSATISFIED	SLIGHTLY DISSATISFIED	NEUTRAL	SLIGHTLY SATISFIED	HIGHLY SATISFIED
34. The transport to school?	0	1	2	3	4	5
35. The introduction of changes within the subjects that you normally teach?	0	1	2	3	4	5
36. Opportunity for useful in-service education?	0	1	2	3	4	5
37. The provision for retirement benefits?	0	1	2	3	4	5
38. Sense of achievement you get from the task of teaching your pupils?	0	1	2	3	4	5
39. Amount of useful advice from School Inspectors and Education Officers or your manager?	0	1	2	3	4	5
40. Average class size (i.e. number of pupils per class)?	0	1	2	3	4	5
41. The physical conditions of classroom?	0	1	2	3	4	5
42. The society expectations of a teacher's behaviour?	0	1	2	3	4	5
43. Parent Teacher Association (PTA) consultation in working conditions?	0	1	2	3	4	5
44. Your family needs and aspirations as affected by your job?	0	1	2	3	4	5
45. The effect of the surrounding community to your personal life?	0	1	2	3	4	5
46. The amount of challenge that you experience in teaching?	0	1	2	3	4	5
47. The chance to try your own method of planning lessons and teaching?	0	1	2	3	4	5
48. The general organization of work?	0	1	2	3	4	5
49. The chance to tell other teachers what to do?	0	1	2	3	4	5
50. The chance to be "somebody" in the community?	0	1	2	3	4	5

PART THREE

Please answer the following questions to the best of your ability to reflect the feelings you have about your current job in the teachers service. Please write your answers in the space provided.

Q. 1. Write 1-3 of the most important events, activities or anything that you consider as important factors contributing most to overall satisfaction (good feelings) in your current job as far as you are concerned.

1. _____
2. _____
3. _____

Q.2. Write 1-3 of the most important events, activities or anything that you consider as important factors, contributing most to overall dissatisfaction (bad feelings) in your current job as far as you are concerned.

1. _____
2. _____
3. _____

Q. 3. List 1-3 specific suggestions (opinions) regarding achievable changes that you would like to see made in your work and working conditions by 1991.

1. _____
2. _____
3. _____

APPENDIX BFIELD WORK SCHEDULE

ACTIVITY	DATE
1. Typing and approval of proposal	1/10-15/10, 1990
2. Reconnaissance, try-out, revision and finalization of questionnaires	15/10-20/10, 1990.
3. Data Collection	21/10-5/11, 1990.
4. Analysis of Data	5/11-15/11. 1990.
5. Writing, typing and proof-reading the report	15/11-30/11, 1990
6. Photocopying and binding of report	1/12-10/12, 1990
7. Submitting of the project report	6/1/1991.

APPENDIX CTHE BUDGET PROPOSAL (FOR THE RESEARCH)

<u>ITEM</u>	<u>ESTIMATED COST</u>
	Kshs.
1. Stationary	1,000.00
2. Stencils	200.00
3. Paper and index cards	800.00
4. Secretarial services @ 15/= per page (120 pages) estimated	1,800.00
5. Photocopying services 5 @ 1/50 per copy	2,000.00
6. Running stencils	200.00
7. Travelling estimates Between the schools in Nairobi and Kenyatta University.	2,000.00
8. Binding services @ 90/= per copy (8 copies)	720.00
9. Emergency money	280.00
TOTAL	<u>Kshs. 9,000.00</u>

APPENDIX DA LIST OF ALL PUBLIC AND PRIVATE SCHOOLS INNAIROBI KILIMANI ZONEPUBLIC SCHOOLS

1. Kilimani Primary
2. Mulimani "
3. State House "
4. Nairobi "
5. St. George's "
6. Lavington "
7. Kileleshwa "
8. Muthangari "

PRIVATE SCHOOLS

1. St. Christopher Primary
2. Makini "
3. St. Mary's "
4. Loreto Convent (Msongari)
5. St. Nicholas "
6. St. Hannah's "
7. French School "
8. Dutch School "
9. Riara "
10. German School "
11. Loreto Convent (Valley Road)
12. Kianda "
13. All Saints "
14. Salvation Army "
15. Rusinga "
16. Spanish School "
17. Hillcrest School "
18. St. Austin's Academy

APPENDIX ETHE LETTER TO THE HEADTEACHERS

Headteacher,


Dear Headteacher,

RE: REQUEST FOR CONDUCTING RESEARCH IN YOUR SCHOOL

I am bonafide student doing a Masters of Education (Primary Teacher Education). I am currently carrying out a small scale research of factors relating to work and working conditions of teachers in public and private schools in Nairobi, Kilimani Zone. The information required is strictly for educational purposes.

Your school is among the ten that have been randomly selected. Some teachers in your school will constitute part of the sample. I am planning to visit your school between mid-October, and 5th November 1990 to give out questionnaires to be filled by the teachers. This will take about twenty minutes of their time. Your assistance and cooperation will be most appreciated.

Yours faithfully,



MARGARET MUKOYA IMMONJE

APPENDIX F

Kenyatta University,
Comm. and Tech. Department,
(M.Ed. P.T.E.),
P.O. Box 43844,
Nairobi.

9th October, 1990.

The Permanent Secretary,
Office of the President,
Nairobi.

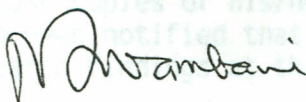
Dear Sir,

RE: APPLICATION FOR RESEARCH PERMIT

I am a bonafide student of Master of Education; (Primary Teacher Education) degree at Kenyatta University. I wish to apply for a permit to do an educational research in Nairobi Kilimani Zone.

My research topic is a comparative study of the factors that contribute to job satisfaction and dissatisfaction between teachers in private and public primary schools in the area stated above. My research instrument will be the use of questionnaires.

Yours faithfully,



MARGARET MUKOYA IMMONJE

- Encs. 1. Curriculum Vitae.
2. Three Passport size photocographs.
3. Three copies of my research proposal.

OFFICE OF THE PRESIDENT
PROVINCIAL ADMINISTRATION AND INTERNAL SECURITY

P. O. Box 3051
NAIROBI.

REF. DP. 13/001/20C 215/3

16TH OCTOBER 19⁹⁰

The Secretary,
National Council for
Science and Technology,
P. O. Box 30623,
NAIROBI.

RE: RESEARCH AUTHORISATION

APPLICANT(S) MARGARET MUKOYA IMONJE

The above named has been authorised to conduct research on

"A COMPARATIVE STUDY OF THE FACTORS THAT CONTRIBUTE TO
JOB SATISFACTION AND DISSATISFACTION BETWEEN TEACHERS
IN PRIVATE AND PUBLIC PRIMARY SCHOOLS IN NAIROBI;
KILIMANI ZONE

As indicated on the application form, this research will be conducted in
KILIMANI ZONE OF NAIROBI AREA

for a period ending 5TH NOVEMBER, 1990

Under the Standing Research Clearance awarded to Kenyan Universities/
Public Institutions.

I herewith enclose copies of his/her application for record purpose.
He/She has also been notified that we will need a minimum of two copies
of his/her research findings at the expiry of the project.

C. A. MWANGI (MRS.)
For: PERMANENT SECRETARY/ADMINISTRATION

C.C
THE CHAIRMAN,
DEPARTMENT OF EDUCATION,
KENYATTA UNIVERSITY,
NAIROBI,
THE PROVINCIAL COMMISSIONER,
NAIROBI AREA,

The Applicant(s)

MARGARET MUKOYA IMONJE,
P. O. BOX 44600,
NAIROBI.

APPENDIX H

REF: GL/NC/141/VOL.11/204

16th October 1990

The Headteacher

Kilimani Primary School
Milimani " "
St. Georges " "
State House " "
Nairobi " "
Lavington " "

Dear Sir/Madam,

RE: PERMISSION TO CARRY OUT RESEARCH

This is to inform you that Mrs. Margaret Mukoya Imonje is a bonafide student at Kenyatta University. She has permission from the Office of the President permit No. OP.13/001/20c 215/2 of 16th October 1990 and from this Office to carry out research in your school.

The title of her research "A Comparative Study of the Factors that Contribute to job satisfaction and Dissatisfaction Between Teachers in Private and Public Primary Schools in Nairobi, Kilimani Zone".

This permit is valid until 5th November 1990.

Please give her all the necessary assistance and co-operation.

Yours faithfully,

J. W. NDUNGU

J.W. Ndungu
Ag. Asst. Chief Adviser to Schools
FOR: CITY EDUCATION OFFICER

c.c. Divisional Adviser - Westlands
Zonal Adviser - Kilimani

Mrs. M. M. Imonje

APPENDIX I

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss MARGARET
MUKOYA IMONJE

of (Address) KENYA TECHNICAL TEACHERS
TRAINING COLLEGE, BOX 44600 NRB.

has been permitted to conduct research in

..... Location,

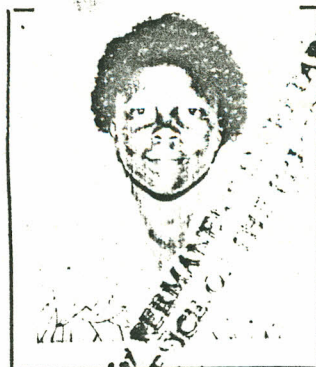
..... District,

N A I R O B I Province,

on the topic "A COMPARATIVE STUDY OF
THE FACTORS THAT CONTRIBUTE
TO JOB SATISFACTION AND DIS-
SATISFACTION BETWEEN TEACHERS
IN PRIVATE AND PUBLIC PRIMARY
SCHOOLS IN NAIROBI, KILIMANI
ZONE"

for a period ending 5TH NOVEMBER, 19.90

Research permit No. OP-13/001/20C 215/2.
Date of issue 16TH OCTOBER, 1990.
Fee received KSHS. 100.00



Applicant's
Signature

C. A. MWANGO (MRS)
Permanent Secretary,
Office of the President

CONDITIONS

1. You must report to the District Commissioner of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least four bound copies of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT