

DECLARATION

11 AN INVESTIGATION OF FACTORS THAT CONTRIBUTE TO JOB  
SATISFACTION AND DISSATISFACTION AMONG THE RURAL  
PRIMARY SCHOOL TEACHERS

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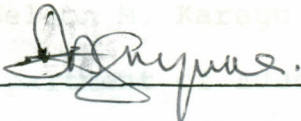
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DECLARATION

This Thesis is my original work and has not been presented for a degree in any other university. To all those concerned whether mentioned by name herein or not, I extend my general thanks.

Among those who deserve my gratitude include my supervisor, Dr. N. M. Karagu and Dr. Nathan O.



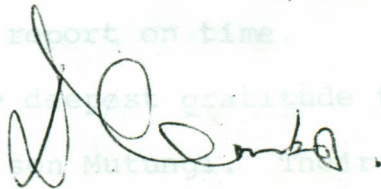
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ABSTRACT

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The Methodology

A teachers' questionnaire was constructed by the researcher to collect data for this study. This was responded to, by 215 teachers who were drawn from 23 randomly sampled primary schools in Kilosa Division, Mchakos District. The questionnaire had two sections. In section one, there were 8 items which sought information pertaining to the personal characteristics of respondents. In the second section of the questionnaire there were 30 structured items which were to measure attitude of the teachers towards some aspects of the teaching job. The respondents indicated their degree of agreement or disagreement with the items. Two additional open-ended items were included. In the first item, respondents named any top aspects of the teaching job which made them feel very much satisfied with

## ABSTRACT

### The Problem

The problem of this study was to investigate the factors that were identified by the rural primary school teachers as contributing to their satisfaction and dissatisfaction in the teaching profession. Secondly, this study attempted to identify the current needs of the rural primary school teachers in their working environment.

### Scope and Limitations

### The Methodology

A teachers' questionnaire was constructed by the researcher to collect data for this study. This was responded to, by 215 teachers who were drawn from 23 randomly sampled primary schools in Kilome Division in Machakos District. The questionnaire had two sections. In section one, there were 8 items which sought information pertaining to the personal characteristic of the respondents. In the second section of the questionnaire there were 30 structured items which were to measure the attitude of the teachers towards some aspects of the teaching job. The respondents indicated their degree of agreement or disagreement with the items. Two additional open-ended items were included. In the first item, the respondents named any two aspects of the teaching job which made them feel very much satisfied with

the teaching job. In the second item the respondents mentioned any two aspects of their job which made them feel very much dissatisfied with the teaching job.

### The Design

The design of the study was descriptive statistics. Frequencies, percentages and rank order were the kind of statistics utilized for the purpose of describing the data collected.

### Scope and Limitations

It was not possible to investigate the phenomena of job satisfaction and dissatisfaction in all the rural primary schools. The study was only confined to a few schools in two educational zones Kilungu and Kithembe in Machakos District. Since this study was conducted in the rural area where means of communication are poor, it was not possible to visit all the schools. Further more, the time set aside for this study could not enable the researcher to visit all the schools in the rural areas. Financial constraints became a limitation in covering a wider area of the study. The researcher assumed that the respondents of this study were reasonably honest and expressed true feelings when responding to the questionnaire. Therefore the validity of this study depends upon such an assumption.

## Findings

The findings of this study indicated that there were factors in the teaching job which contributed to job satisfaction among the rural primary school teachers. Some of these were: (1) Working near home (2) Getting 3 holidays in a year (3) Helping the young children (4) Cooperation of the teachers (5) The good terms and conditions of the teaching service.

It was also revealed from the study that there were factors in the teaching job which contributed to dissatisfaction. Some of these were: (1) Poor salary; (2) Being overworked; (3) Poor supply of school equipment; (4) Unfair means and limited opportunities for promotion; (5) Leave allowance was not paid; (6) Married teachers were never paid house allowance; (7) Lack of recognition for teachers; (8) Teachers had to travel long distance to collect their salary; (9) Unnecessary salary deductions; (10) Poor school buildings.

The current needs of the rural primary school teachers were found to be: better salary, promotional opportunities, better facilities to enhance teaching and learning processes in the schools, and improved status of the teachers in the community.

When the results were analysed based on the teachers' various personal variables, it was revealed that the teachers' sex, age, professional grades, teaching experience and status of the teachers in the schools, influenced their perception of the factors that contributed to their job satisfaction and dissatisfaction.

### Implications

This study provides educational administrators with information concerning the attitude of the rural primary school teachers towards some of the aspects of the teaching job. It acquaints them with the current needs of the rural primary school teachers. Such information becomes useful to the educational planners in finding ways and means of improving teaching profession. This would make it possible to retain satisfied teachers in the profession.

### Recommendations

Measures should be taken to see that the teachers' salaries are improved and the relevant allowance are paid irrespective of their sex. Additional staff, both teaching and non-teaching is required in the rural primary schools to ease the teachers'

## CHAPTER I

responsibilities and improve the efficiency and effectiveness of the teaching profession. Adequate supply of school equipment needs to be observed for the smooth performance of the teachers. Promotional opportunities for teachers ought to be created in order to boost the working morale of the teachers. Lastly, the terms and conditions of the teaching profession ought to be improved in order to enhance the status of the teachers in the community.

THE BACKGROUND OF THE PROBLEM

the role of the teacher as we know it today was in the hands of the parents, grand parents and the community elders whose major duty was to guide and direct the youth and helping them adjust to their developmental and cultural needs. This form of teaching took place in the day to day affairs and activities in the life of the community.

In the modern form of education, teaching and learning takes place in well established institutions. The learners are in the hands of employed teachers. These teachers impart specified knowledge

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James B. Sheffield, Education in the Republic of Kenya (Washington D.C., United States Government Printing Office, 1971), p. 6.

## CHAPTER I

### THE BACKGROUND OF THE PROBLEM

Formal education in Kenya was introduced by Christian Missionaries. The Primary objective of this education was to make converts and train chatechists.<sup>1</sup> However, long before the coming of the Christian Missionaries and even afterwards there existed an indogenous or a traditional African education. In this traditional African education the role of the teacher as we know it today was in the hands of the parents, grandparents and the community elders whose major duties were guiding and counselling the youth and helping them adjust to their developmental and cultural needs. This form of teaching took place in the day to day affairs and activities in the life of the community.

In the modern formal type of education, teaching and learning takes place in well established institutions. The learners are in the hands of employed teachers. These teachers impart specified knowledge

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<sup>1</sup> James R. Sheffield, Education in the Republic of Kenya (Washington D.C., United States Government Printing Office, 1971), p. 6.

to the learners in schools.

On the other hand the indigenous education emphasized the development of the total person so that such a person fitted well in the community. Such an individual was given norms, codes of ethics and certain skills including classified tribal wisdom. But in the formal education, which was introduced to the Kenyans by the European Missionaries, the emphasis was the achievement and acquisition of reading, writing and numberwork skills. There was particular concern over examination results and certificates.<sup>2</sup> The formal education in the long run came to be regarded as a means of producing better skilled labour force and inculcating within the native population proper respect for law and order.<sup>3</sup> This was when the colonial government started taking interest in the type of education that was suitable for the Africans. The idea was to give the Africans little education that would suit them for the rural environment.

In course of time the Africans decided that the type of education that was being provided by the

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<sup>2</sup> John Anderson, The Struggle for the School (Nairobi: Longmans Kenya Ltd., 1970), p. 1.

<sup>3</sup> Ibid.

<sup>4</sup> P. W. S. Juma, Evolution of Primary Education (Nairobi: East African Literature Bureau, 1973), p. 15.

Missionaries and the colonial government was not sufficient. It was mediocre and rural oriented. As a result they started African Independent schools in several parts of the country which were later closed down by the colonial government due to the schools' involvement with political leaders that were opposed to the presence of the Europeans in the country. Githunguri African Teachers College was started in 1939,<sup>4</sup> and it was from this College that the teachers for the independent schools were trained.

The colonial government continued to cater for an education system in which the Europeans' children went to their own schools which were highly financed. The Asians too had their own schools which were promoting their cultural and religious heritage. Their schools were financed by the colonial government too but not as highly as the European schools. The Africans were also attending their own schools which were very poorly financed. Therefore the education system was stratified and obviously the teachers' treatment for each of the three races were relatively different.

When Kenya became independent in 1963 the

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<sup>4</sup> D. N. Sifuna, Revolution of Primary Education (Nairobi: East African Literature Bureau, 1975), p. 15.

government tried to correct this situation.

One of the top priorities of the newly independent government was to unify the separate streams of that system into a coherent national plan for all Kenyans regardless of race.<sup>5</sup>

One major objective of the Kenya education system was to provide equal opportunities for all citizens. The problem was that the whole country was not uniformly developed by the colonial government. Some areas where the Europeans settled and where urban centres had been started were more developed than the rest of the areas. The majority of the population at independence was found in the most disadvantaged areas in terms of development. There was an urgent need for education nationwide. Provision for adequate education was one priority the new government had to consider if at all it was to satisfy the hopes and aspirations of the masses. Education was viewed by everyone as an important tool in bringing rapid development in the country since there was shortage of middle and high level manpower that was to take over from the outgoing expatriates in

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J. R. Sheffield, op. cit. p. 15.

the government offices, in commerce and in the industries. "This economic need for manpower began to influence and shape education in the country to a great extent."<sup>6</sup> One thing this demand for manpower necessitated as a matter of urgency was the expansion of schools due to increased enrolments. It became necessary to open up new schools. In effect the demand for teachers to man these schools was inevitable. By all means teachers were to be obtained locally to satisfy the demand.

In a school, the teachers play a very important role. They are charged with a very important responsibility of moulding the character of the youth of a country at the youths' delicate stages of development and growth. This means that the teachers should be dependable members of the society due to their important and strategic role. They are required to be highly trained in psychology, sociology, philosophy, and in addition they should have good general education. Teachers ought to command respect from their pupils and the public in general. Teachers' conduct should be worth emulating by their pupils since they spent the

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<sup>6</sup> Ibid, p. 14.

greatest part of the year with pupils. Indeed the fact is that with the introduction of modern formal education parents have tended to abdicate their responsibility to the teachers. It is believed that the teachers are capable of giving the pupils all the knowledge that the pupil might require. Therefore the trust accorded the teacher is so great that he or she ought to be seen fit and most capable for that kind of trust.

In Kenya the majority of the teachers work in the rural areas because 80 percent of the Nation's population lives there.<sup>7</sup> For this reason the rural area in Kenya is where most of the schools are found. These range from nursery schools to high schools. Omamo remarked that:

Teachers are moving towards the centre of the rural life. Their position is becoming more and more strategic ..... The government should therefore do everything possible to assist the teachers to win more confidence among the rural community.<sup>8</sup>

The teachers who man most of the schools in Kenya are employees of the Teachers Service Commission with an exception of a handful who are employed by private

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<sup>7</sup> Republic of Kenya, Kenya Development Plan 194/1988 (Nairobi, Government Printer 1984), p. 58.

<sup>8</sup> O. Omamo, "The Challenge of Teacher Education in Rural Transformation" in The Kenya Teacher No. 12 (Nairobi: November 1971), p. 2.

The Kenya Teacher No. 13 (Nairobi: December 1972), p. 13.

organizations. The Teachers Service Commission was established under an Act of Parliament in 1967.<sup>9</sup> Some of its major objectives are to register the teachers, regulate the teaching profession and to look into the discipline of the teachers. This Commission also determines the terms and conditions of service for its employees. Ayany says:

It shall be the duty of the Commission to keep under review the standard of education, training, fitness to teach appropriate to persons entering the teaching service and the supply of teachers .....<sup>10</sup>

Prior to the establishment of the Teachers Service Commission, the teachers were employees of either the various missionary organizations that existed in the country or were employed by the various county councils in the country. There was no uniform terms and conditions of service for all the teachers but instead each organization had its own unique way of serving its employees. There was total lack of communication and coordination in the teaching profession. For example the county councils did not have uniform salary scales for the teachers but each

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<sup>9</sup> Republic of Kenya "Teacher Service Commission Act" in The Laws of Kenya Chapter 12 (Nairobi: Government Printer, 1967).

<sup>10</sup> S. G. Ayany, The Kenya Teacher No. 39 (Nairobi: December, 1982), p. 13.

one of them provided different educational facilities in their schools depending on each councils' means. Education suffered a great deal during this time before the establishment of the Teachers Service Commission. On this Sheffield says:

During times of economic distress budget cutbacks frequently fell on school equipment and teachers' salaries. In such times many county councils lay off trained teachers preferring to hire the untrained ones at much lower salaries. Thus the insecurity of the teaching staff as well as the diluted quality led to the establishment of the Teachers Service Commission.<sup>11</sup>

It can therefore be said that the Teachers Service Commission was set up to unify and streamline employment of the teachers in Kenya. By the already mentioned Act of Parliament, the Kenyan Government became responsible for recruitment, employment and the posting of the registered teachers throughout the country. This too helped in improving and maintaining the standard of education as well as the teaching profession.

It would be wrong to think that the establishment of the Teachers Service Commission was automatic. It

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<sup>11</sup>J. R. Sheffield, op. cit., p. 53.

did not just happen so easily. The fact is that this was after a long confrontation and struggle between the Kenya National Union of Teachers (K.N.U.T.). K.N.U.T. is a professional as well as a trade <sup>Labour</sup> union body of teachers which was formed in 1957 and registered in 1959. Among the unions demands were:

- (1) Single employer for all teachers.
- (2) Unified terms and conditions of services for all teachers.
- (3) Free pension for all teachers.
- (4) Pay rise for teachers in all grades.
- (5) Provision for negotiation machinery.
- (6) Responsibility allowance for all posts of responsibility and
- (7) Abolition of the colonial Code of Discipline.

By means of threats, strikes and negotiations K.N.U.T. has already done much to improve the professional status of teachers. Some of the achievements include, better salaries, uniform terms of service for teachers in the country, better housing and house allowance and so on.

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<sup>12</sup> S. G. Ayany, op. cit., p. 11.

The Teachers Service Commission has published a Code of Regulations for teachers which guides them on their rights and obligations. This document contains matters concerning appointments, expenses, leave, housing, retirement, discipline and many other matters concerning the teachers.

By providing the teachers with a common employer and uniform terms and conditions of service, a partial solution to the many problems that faced the teachers in their profession and in their places of work had been found. There are still very many problems that may still be persisting in the country's education system. One such area where the teaching profession may be greatly affected is in the physical development of schools. This problem is felt more in the rural areas. It is the parents of the pupils and the local community that are expected to bear the burden of the development of physical facilities in the schools. The standard of development in these schools depends entirely on the poverty or riches of the people in the community around the school. If the community is composed of poor people obviously the educational facilities of the schools in that community will be equally poor. This means that there is a constant inequality in terms of school

development in the rural areas due to this dependence on the local community to support the schools while their ability to support the schools is of varying degrees and relatively inadequate. This means that the working conditions and environment of rural primary school teachers is relatively poor and not conducive to the best performance of the teachers.

Whereas the teaching conditions are poor, the nature of the job makes things worse. Ochieng says:

Teaching is a tough job. Apart from having to talk all day, one has also to prepare lessons which demand a lot of reading, one has to mark examinations, and homework. Compared with the people in the civil service teachers are definitely overworked.<sup>13</sup>

These teachers working in rural areas find that they are disadvantaged in that they lack very many facilities which are available to their urban counterparts. They do not have facilities such as libraries, housing, banking, clean water, telephones and

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<sup>13</sup> William Ochieng, "Run-Away Teachers: Why Teachers Leave Teaching," in Mwalimu: Kenya Education Supplement, No. 3, (April, 1984), p. 21.

electricity. Such amenities are good yet, they may not be available in rural areas. Teachers working under such difficult conditions may be finding their job unpleasant especially when they consider that their counterparts in the urban areas though equally qualified and working under the same employer are better off in terms of the availability of the above mentioned facilities. This factor may have a negative effect on the performance of the teachers in the rural areas. It could be a cause of frustration for many teachers working in the rural areas.

Those teachers, who on appointment happen to be graduates of <sup>decent</sup> descent secondary schools or from magnificent teachers colleges, where they were used to pleasant living conditions, obviously will be affected by the living conditions of most rural primary schools. For many it might take long before they can adjust to the poor conditions in most rural primary schools. The fact that they might be unhappy with the environment in which they are working will affect the teachers' morale for work. It is expected that the rural primary school teachers would express feelings of concern over the poor working conditions under which they find themselves.

The role the teacher plays in education remains very important. The teacher remains the key factor in the school organization. The progress of any country relies heavily on the work of the teacher since every country needs an educated citizenry if at all it is going to develop.

In findings from a study done by UNESCO it was reported:

Adequate social status should match the importance of his role (the rural teacher) more particularly the conditions under which the teacher lives and works should not place him at a disadvantage in comparison with other professionals .... Not infrequently, the best teachers make for the cities, where they find greater opportunities in terms of promotion, lodging, the education of their children, medical services and entertainment.<sup>14</sup>

If teaching in the rural schools is going to attract the best teachers, it is important that factors that can distract good teachers from their profession, be understood and removed. It is best that ways and means of attracting the best teachers be sought. Shiundu says:

One clear way to attract the best brains into the teaching profession is by offering better terms of service especially remuneration, better working conditions and remove any element that will harm the status and lower the morale

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<sup>14</sup> UNESCO, Education in Rural Environment (Paris: UNESCO, 1974).

of teachers ... underpaid and poorly housed teachers are not likely to improve learning, instead they will concentrate on nursing their grudges or acquiring material supplements.<sup>14</sup>

He further goes on to recommend that there should be a clear scheme of service and promotion procedure and that measures should be taken to achieve greater commitment to teaching through changes in the teaching environment. The government should consider seriously, improving training, working and living conditions for the teachers.

There is a general feeling that there is need for the Ministry concerned with education to concern itself more with the quality of education. In Kenya it can be said that the popular demand for educational opportunities has diluted the quality of education over the years because of the pressure on the government to cater for the quantitative expansion of educational facilities.

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<sup>15</sup> John Shiundu, "The Growth of Teaching Profession in Independent Kenya: Prospects and Challenges," (Nairobi: Bureau of Education Research, Kenyatta University College, February, 1984), p. 31 - 32.

<sup>16</sup> Republic of Kenya, The Report of the National Committee on Educational Objectives and Policies, (Nairobi: Government Printer, 1976), p. 217.

<sup>17</sup> "Promoting Teachers of Merit," Daily Nation (Nairobi) Thursday 7, February 1985, p. 11.

The National Committee on Educational Objectives and Policies stipulated that adequate opportunities are essential for high morale among the teachers.

To be able to maintain high morale and the best qualities in the teaching profession, it is essential to detect and reward good work and remove poor detrimental work ... assess the performance of teachers continually for use in rewarding fair promotion... to offer promotion opportunities for teachers within the classroom which should be equivalent to promotion opportunities to senior administrative grades within the teaching service.<sup>16</sup>

In spite of the above recommendations, much of the complaint levelled against the Ministry of Education by the teachers and which is seen as a job dissatisfaction is the mode of promotion (merit promotion). On promoting teachers through merit consideration a newspaper correspondent had this to say:

The current system has several loopholes which have led to frustration among teachers. While the system is sound on paper, its implementation has left a lot to be desired.<sup>17</sup>

This critic of this system of promotion states that

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<sup>16</sup> Republic of Kenya, The Report of the National Committee on Educational Objectives and Policies, (Nairobi: Government Printer, 1976), p. 217.

<sup>17</sup> "Promoting Teachers of Merit," Daily Nation (Nairobi) Thursday 7, February 1985, p. 11.

the laid down criteria for promoting teachers is expecting too much on the primary school teachers since few of them have the opportunity to attend seminars, courses, and workshops. A negligible number, if any, conduct research or publish material. Yet these are some of the requirements for promotion on merit! This is a clear indication that there are very rare chances for the teachers and especially those who work in the rural areas, to fulfil the above mentioned requirements.

Promotions and prospects of upward mobility of teachers are not very many for the teachers. Ochieng says:

People who have taught in primary schools for twenty years or so are still pushing the same bicycles. For teachers the chances of becoming Provincial Education Officers, Directors of Education or Permanent Secretaries are as rare as blue eyed Chinese.... More annoying to teachers is the system of promotion on merit which is claimed to have locked in corruption tendencies.<sup>18</sup>

It is quite clear from the foregoing text that teaching as a profession in this country has very many problems. The profession has come a long way.

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<sup>18</sup> Willian Ochieng, op. cit., p. 21.

It has evolved through the hands of Christian Missionaries when teachers were employed to perpetuate the interests of various religious denominations. Their allegiances to these denominations was paramount for the purpose of converting the <sup>breathrens</sup> heathens. This went on until such a time when the colonial government of the time, felt that:

The great masses of the Africans living in the native reserves or villages was not to be educated in a way that would cause its members to loose interest in rural life. They were to be taught by 'Africans of high characters and tactiful disposition but not high intellectual attainment... education was for self development and subsistence agriculture.<sup>19</sup>

There is also a time when teachers worked under the alliance of both the colonial government and the Christian Missionaries. Some other time the primary school teachers were employees of the local authorities - the municipalities and County Councils. A time came when they fought for a unified service and the Teachers Service Commission was formed to provide for a single employer for most of the teaching force in this country. With all those stages through which the profession has undergone the profession cannot be assumed to have reached its climax. The teachers know better. It is likely that there are pleasant things that the teachers find in their jobs. It is also

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<sup>19</sup>

J. R. Sheffield, op. cit., p. 10.

likely that there are other things that the teachers find unpleasant and especially among those working in a rural setting.

### The Statement of the Problem

S. M. H. Jones in his report on the status of the teaching profession in Africa<sup>20</sup> showed that the status of the teaching profession in Africa is low. Recruitment has been haphazard while training has been inadequate. The teacher according to this report, does not often get the salary which keeps him contented or to enable him to maintain a standard of living comparable to that of other workers with the same qualifications. He further reported that the teacher has to work in conditions which would daunt the bravest of the spirits. The cumulative effect is to depress the public image of the teacher and to assign the profession a lower status than it once enjoyed.

With regard to material working conditions it has been discovered that practically all teachers expressed the view that they were not only underpaid but their salaries were lower than those paid to workers<sup>21</sup> who had less training than the teachers.

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<sup>20</sup> S. M. H. Jones, Field Report on the Survey of the Status of the Teaching Profession in Africa (Paris: Unesco, 1962), pp. 76 - 77.

<sup>21</sup> Jack David Mooers 'Factors Related to Teachers Dropout in Zambia.' (Los Angeles: University Of California, Unpublished Dissertation, Ed.D. 1968), p.11.

There seems to be a wide spread feeling of injustice among the teachers.

F. C. Ochoga remarked that it is repeatedly said that the teaching profession is not regarded by most of our educated young people as a desirable occupation.<sup>22</sup> This is because of the many job opportunities that were available in the country soon after independence in other fields of work. Many highly qualified teachers, because of little pay in teaching had to go to more attractive occupations in search for quick promotions and better pay. This could perhaps be the same reason why even nowadays many young people still look down upon the teaching profession. Those who join teaching these days might be doing so because there are no other prospects in *their areas of interest. Their commitment to teaching* is doubtful since the moment they get any other opportunity to quit and join other organizations they would never hesitate to do so.

Teaching as a career at the school level is not considered very attractive.

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<sup>22</sup> F. C. Ochoga, "The Role of a Teacher in Nation Building" in Kenya Education Journal, No. 10 Vol. 2 (Nairobi: January, 1967), p. 17.

<sup>23</sup> V. S. Chako, and M. P. Subrahmanya, Middle School Teachers in Ghana (Lagos: Institute of Statistical Social and Economic Research, University of Ghana, 1967) p.

It is important to know more about the teachers serving in the schools. The attitude of these teachers towards the teaching profession may determine their sense of satisfaction, interest and success in their work.<sup>23</sup>

### The Purpose of the Study - objectives

The objective of this study was to investigate the factors that were considered by the rural primary school teachers who handle the majority of the primary school pupils in this country as sources of satisfaction or dissatisfaction in their teaching job. Secondly, the study was to determine whether primary school teachers' perception of those factors which contribute to their satisfaction or dissatisfaction in their job were influenced by the teachers' various personal variables. Thirdly the study also attempts to identify the current needs of the rural primary school teachers.

### The Significance of the Study

The study was to investigate the factors that were considered by the rural primary school teachers as contributing to satisfaction or dissatisfaction. The primary school teachers in the rural areas play a very important role for they deal with the develop-

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<sup>23</sup> V. J. Chako, and M. T. Subrahmanya, Middle School Teachers in Ghana (Legon: Institute of Statistical Social and Economic Research, University of Ghana, 1969), p. 1

ment of the majority of the pupils in the country. Therefore the knowledge of the factors that these teachers consider to be contributing to satisfaction or dissatisfaction would be of particular significance to the educational administrators, the teachers and the government in general.

The educational administrators within and outside the school, concern themselves with the welfare of the teachers. This study hopes that these education administrators will promote those things that the rural primary school teachers identify as satisfying and remove those that are identified as dissatisfying to the teachers. Knowledge of the current needs of the teachers in the rural areas would be a step forward in finding solutions to these needs.

Data provided in this study would be relevant for a comparative study of the needs of rural and urban school teachers and the needs of teachers in comparison with other workers.

The study hopes to make it possible for the necessary recommendations to be made that would improve the status of the teaching profession in Kenya.

#### Assumptions of the Study

The assumptions of the study were that:

1. The rural primary school teachers can identify

factors in their job that they consider as satisfying.

2. The rural primary school teachers can identify factors in their job that they consider dissatisfying.

3. The sex of the rural primary school teachers may influence the perception of the factors that satisfy or dissatisfy them in their teaching job.

4. The age of the rural primary school teachers may influence the perception of the factors that satisfy or dissatisfy them in their teaching job.

5. The professional qualifications of the rural primary school teachers may influence the perception of the factors that satisfy or dissatisfy them in their teaching job.

6. The status of rural primary school teachers may influence the perception of the factors that satisfy or dissatisfy them in their teaching job.

7. The teaching experience of the rural primary school teachers may influence the perception of the factors that satisfy or dissatisfy them in their teaching job.

8. Rural primary school teachers tend to emphasize needs in their job that correspond with low order needs in relation to Maslow's Hierarchy of Needs.

#### Definition of Significant Terms

Below is the operational meaning of the terms and

concepts which were adapted for the purpose of this study:

Job: This term refers to the teaching career or the profession of the teacher in the school. This includes transmitting knowledge to the pupils and the guidance of the pupils' activities either in or outside of their classrooms.

Job Satisfaction: In this study the term is used to refer to all the things that were considered pleasant by teachers in relation to their work (job) in the schools where they function as teachers. Whatever makes the teachers happy or pleased with their work in the teaching career can be said to give them satisfaction.

Job Factors: This term is used in this study to refer to things concerning the work of the teachers that they may express their feelings about. This may include the pay, working and living conditions, equipment, achievement, promotion, status, recognition and such other related things.

Job Dissatisfaction: This refers to the factors that teachers will claim to give them unpleasant feelings in their job. Whatever makes them unhappy in their career can be said to give them dissatisfaction.

Rural Area: The term was used in this study to

denote the areas that are remote from the towns or cities, so that they are not under any influence of the town (urban) life style whatsoever. For instance in Machakos District there can be said to be town or urban influence within the vicinity of Machakos Town where modern facilities such as tapped water, electricity, a large group of houses and other buildings where people live and work are found. On the other hand we can talk of the rural areas of Machakos District - the area which is far removed from the town influence.

Primary School: This term is used in the study to denote a school where graduates of nursery school enter to join class one usually at the age of six. In this kind of school there exists classes one up to class eight. The school which has all these classes can be said to be a full primary school...

Primary School Teacher: This concept will be used in this study to refer to the employees of the Teachers Service Commission who transmit knowledge and give guidance to pupils in the primary schools. Usually these teachers are trained for the teaching job but there are some who are not trained for the job. The trained teachers fall under the following categories: P4, P3, P2, P1, SI, Diploma in Education, University Graduates : Approved Teachers. The

untrained teachers may be holders of either or several of the following academic certificates: Certificate of Primary Education (C.P.E.); The Kenya Junior Secondary Education (K.J.S.E.), The Kenya Certificate of Education (K.C.E.) or The Kenya Advanced Certificate of Education (K.A.C.E.). Nowadays the minimum requirement for recruitment of untrained teachers is Kenya Certificate of Education. Similar requirements are followed when selecting trainees. Therefore the government does not train teachers of grades which are below P1 except candidates from the areas that are considered as marginal areas such as Turkana, Pokot and so on, which are less developed. This allowance is provided with a view to raising the standard of development of such remote areas.

Maslow's Hierarchy of Needs: This concept was formulated by Abraham Maslow.<sup>28</sup> According to him human needs are said to fall under five categories: Physiological (survival) needs; safety (or security) needs, social (affiliation) needs, esteem needs and self-actualization (self-fulfilment) needs. These categories of needs are arranged in a hierarchy ranging from the lowest order of needs - physiological to the highest needs - the self-actualization needs. In this study primary school teachers expressed their feelings about the teaching job. By so doing they

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<sup>28</sup> A. H. Maslow, Motivation and Personality, 2nd ed. (New York: Harper & Row Publishers, 1970).

were indicating how they seek satisfaction of their individual needs in their current schools. They expressed this by giving two aspects of their job which give them the most satisfaction and two aspects of their job which give them the most dissatisfaction in their respective schools where they teach. The teachers responses in aspects of their job were also used to indicate the factors that affect them negatively or positively in their job. All these responses helped to determine whether they were emphasizing more the lower order needs (physiological needs) or higher order needs (psychological needs) in relation to Maslow's Hierarchy of Needs.

#### Scope and Limitations

The study was investigating factors that contribute to job satisfaction or dissatisfaction among the rural primary school teachers. It was not possible to investigate these phenomena for all the rural primary school teachers in Kenya. Therefore this study was only conducted in a few sampled primary schools in Machakos District. The study was confined to schools sampled from two educational zones of Kilome Division. The two educational zones are Kilungu and Kithembe each of which is administered by an Assistant Primary School Inspector assisted by a

Teachers' Advisory Centre tutor. Kilungu zone had 33 primary schools while Kethemba zone had 28 primary schools. The schools sampled for the study were all full primary schools. Young schools were excluded from the sampling. They had less than 8 classes.

These schools are in the rural area. Given the problems of communication in such areas, it was not possible to visit all of the schools within the short period of this study. The researcher was also limited by finance and so could not conduct the study in all the primary schools. However it was assumed that the views and all the information obtained from the teachers of the sampled schools were representative and accurate enough to make the generalizations and conclusions in this study.

#### The Design of the Study

The study utilized simple descriptive statistics in analysing the data that was collected. Frequency distribution and percentages were the only methods used when describing the responses of the subjects, the instrument, the administration of the instrument data collection and its analysis procedure is provided below.

#### The Subjects

The subjects for this study were drawn from a

population of rural primary school teachers of Kilome Division in Machakos Districts. All the teachers utilized for this study were obtained from 23 randomly sampled primary schools. In all, there were 243 teachers.

### The Instrument

The Teachers' Questionnaire was constructed by the researcher. It was comprised of two sections. In section one there were items whose responses were intended to give individual teachers' personal characteristics. In section two there were two types of items. There were closed ended items which were intended to measure the respondents' attitudes towards selected aspects of the teaching job. They were required to indicate whether they agreed or disagreed with these items. The other type of items in this section was composed of open-ended items in which the respondents were to write down any two factors of their teaching job that made them feel very satisfied with the teaching job and any two factors in their job which made them feel very dissatisfied with the teaching job.

### Administration of the Instrument

The researcher administered the questionnaire to the respondents, by personally paying visits to the

schools, where after a briefing on the purpose of the visit the teachers were given the numbered questionnaires to respond to. The motive of numbering the questionnaire was to try to monitor the return rate. Out of the 243 questionnaires administered 215 were returned. There was a return rate of 88.4 per cent.

### Data Collection and Analysis

The rural primary school teachers were required to respond to the questionnaire which was given to them after visits were made to their sampled schools. Most of the items required to be ticked by the respondents. Only two of the items were requiring the subjects to write up responses. Frequencies were tabulated for each of the items in which a tick was needed. Percentages were also worked out to know how the responses to each item were. For the write up questions a content analysis was done on the responses in order to establish satisfying and dissatisfying factors found in the teaching job. Then, the frequency of the responses and percentage were worked out for these items.

From these responses it was possible to determine the aspects of the teaching job that were highly rated by the rural primary school teachers as contributing to their job satisfaction or dissatisfaction.

It was also possible to determine whether the rural primary school teachers emphasized low order needs in their responses or higher order needs as regards the Maslow's Hierarchy of Needs.

### Questions Raised in the Study

The study was looking for answers to the following questions:

1. Which job factors do rural primary school teachers consider satisfying in their teaching job?
2. Which job factors do rural primary school teachers consider dissatisfying in their teaching job?
3. What are the current needs of rural primary school teachers?

### Organization of the Rest of the Study

In Chapter II was presented a Review of Literature. In Chapter III was detailed description of the design of the study and the methodology that was utilized. In Chapter IV the data collected was analysed. Lastly in Chapter V a summary of the research problem, method and findings were presented. Also in this Chapter are the conclusions drawn and recommendations made.

Fredrick A. Taylor. One of his early works is in his

F. W. Taylor, Scientific Management, (New York: Harper, 1947).

## CHAPTER II

### LITERATURE REVIEW

This chapter was an attempt to bring to light some of the studies and texts that have evolved over the years on the workers and the attitudes that these workers have developed towards work in general and the teaching profession in particular. Particular emphasis was going to be laid on literature dealing with job satisfaction or dissatisfaction of workers and the factors that lead them to these feelings of satisfaction or dissatisfaction.

It was intended in this chapter, to look at the above mentioned aspects of workers and their work from the era of 'classical management' early in the 20th century up to this time. Being such a long time, this review cannot cover each and every work of literature based on workers. However a substantial amount of this literature review had been examined.

#### Work and Administrative Behaviour of Workers

#### The Scientific Management Approach

Pioneering studies on workers can be traced back to the beginning of this century in the work of Fredrick W. Taylor.<sup>1</sup> One of his major works is in his

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<sup>1</sup> F. W. Taylor, Scientific Management, (New York: Harper, 1947).

book 'Scientific Management.' Taylor tended to consider employees as merely an extension of the machinery which they operated. His thoughts and ideas are associated with those of Henry Fayol (1949)<sup>1</sup>, and Max Weber (1947)<sup>2</sup>. During this era of Scientific Management it was assumed that workers who were motivated by economics and limited by physiological conditions needed constant direction. There was a tendency then, to ignore the Psychological and Sociological variables but it was however demonstrated that many jobs could be performed more efficiently. Nevertheless, they disregarded the individual needs of the workers. Productivity of workers and efficiency were emphasised during this era of scientific management.

#### The Human Relations Movement

This era was pioneered by Mary Parker Follet who said

Fundamental problem in all organizations was in developing and maintaining dynamic and harmonious relationships.<sup>3</sup>

Parker's ideas were expanded by Elton Mayo<sup>4</sup> who

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<sup>1</sup>Henri Fayol, General and Industrial Management, (London: Pitman, 1949).

<sup>2</sup>Max Weber, The Theory of Social and Economic Organization ed. Talcott Parsons, (New York: Free Press, 1947).

<sup>3</sup>Mary P. Follet, Creative Experience (London: Longmans and Green, 1924), p. 300.

<sup>4</sup>Elton Mayo, The Human Problems of an Industrial Civilization (Boston: Graduate School of Business Administration, Havard University, 1946).

stressed the need to understand employees as human beings. He was an industrial psychologist and worked with Fritz Roethlisberg, a social psychologist at Havard University. The two carried out a number of experiments with workers to establish the relationship between physical conditions of work and productivity. These experiments were conducted at the Western Electric Company's Hawthone Plant at Chicago. Among the generalizations of this study was that, workers behaviour did not conform to the official job specifications. The study revealed that there is no direct relationship between changes in working conditions and production output of workers. Another important finding of this study was that, administrators' interest in workers, together with personal interest in the workers' duties resulted in better performance. Secondly, the function and functioning of informal groups were found to be of primary importance in worker motivation.

The group which was under experiment in the Hawthone Plant developed an informal structure with norms, values and sentiments that affected performance. One other finding that was most significant in that study was that, workers tend not to act or react as individuals but as members of informal groups which are described as systems of interpersonal relations which form within an organization to affect decisions

of the formal organizations.

For this movement of human relations, it was realized that social psychological needs of the worker and his group, and the human relations approach to management, were very important. It was maintained that employees should have a feeling that the company's goals are worthy their efforts, that they should feel themselves part of the company and take pride in their contributions to its goal.

In this approach to management, it was emphasized that by practising democratic principles of management and advocating employees participation, in structuring the work environment and establishing open channels of communications, management and workers could resolve their differences in a spirit of good will and cooperation.

#### Behavioural Science Approach

Other contributions to management and organizations led to the behavioral science approach which was pioneered by Chester Barnard (1938)<sup>5</sup> in his book Functions of the Executive. This approach fused social relations and formal structure which were ignored by the Scientific Management Approach and human relations approach respectively. The approach drew ideas from disciplines such as psychology,

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<sup>5</sup> Chester I. Barnard, The Functions of the Executive. Cambridge, Mass: Harvard University Press, 1938).

sociology, political science and economics. It was concerned with the work behaviour in formal organizations. Chester Bernard demonstrates in his work, the inevitable interaction between the formal and the informal organizations.

Herbert Simon (1947) in his book Administrative Behavior<sup>6</sup> extended the work of Bernard. He used the concept of 'organizational equilibrium' as a focal point for a formal theory of work motivation. The organization was described as an exchange system in which inducements are exchanged for work. An employee is said to remain in an organization as long as he perceives the inducement to be larger than his contributions.

Apart from the above three approaches, there are many more others which could be formulated after looking at the literature and research work done in recent years. There has emerged over the years, a marked use of operational research techniques to solutions of large scale administrative problems and problems of workers in various types of organizations.

### Job Satisfaction and Dissatisfaction

In connection with aspects of work, very many theories have been formulated after research works have been done to investigate the factors that contribute

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<sup>6</sup> Hebert Simon, Administration Behavior (New York: MacMillan, 1947).

to job satisfaction or dissatisfaction of workers. Literature has also been written in an attempt to find ways and means of motivating workers. Three of the most widely applied and researched theories on work motivation and work attitudes are: The Maslow's Theory of Hierarchy of Needs,<sup>7</sup> Herzberg's Motivation Hygiene Theory<sup>8</sup> and McGregor's two theories of man: Theory X and Theory Y.<sup>9</sup> Very many researchers and writers have based their works and made references to the original works of these psychologists.

According to Maslow's theory, human needs are arranged in a hierarchy with physiological needs forming the base, followed by safety needs, then followed by esteem needs and finally the need for self actualization forming the apex. Workers are seen to strive to fulfill each of these needs in their job situations. According to this theory, in a working situation, factors that compose the physiological needs may include; favourable working hours, untiring and enjoyable work; clean and tidy surroundings and means of communication to and from work and so on. Every worker tends to seek after these physiological needs.

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<sup>7</sup> A. H. Maslow, Motivation and Personality, 2nd Edition, (New York: Harper and Row, 1970).

<sup>8</sup> F. Herzberg, The Motivation to Work (New York: Wiley, 1959).

<sup>9</sup> Douglas McGregor, The Human Side of Enterprise (New York: McGraw-Hill, 1960).

The safety needs are identified as need for protection, the need to live in a predictable organized world, the need for justice, fairness and consistency.<sup>10</sup> The safety needs may also include good terms and conditions of service, where pensions' scheme and fringe benefits, insurance and healthy schemes are included.

The affiliation or belongingness needs for the worker may include the need to have a place in a group, to be accepted and loved and even to be able to express the love for others.

The above three basic levels of human needs have been termed as the lower order needs (physiological needs) in the Maslow's Hierarchy of needs. The esteem and the need for self-actualization are considered as 'higher order needs' (psychological needs). The former include the need for stable, firmly based high evaluation of the self, self esteem, self respect, independence, trust in one self as well as respect for others. These may also include prestige, recognition and appreciation from others. The latter, that is, the need for self-actualization refers to man's desire for self-fulfilment, for doing what one is suited for and for self-development.

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William Backer, Motivating Black Workers, (Johannesberg: McGraw-Hill Book Company, 1973), p. 6.

Becker says:

Maslow's work is important because he emphasises that a host of motives may direct behaviour and that people participate in activities simply because they are convinced that these activities are valuable.<sup>11</sup>

He further says that:

Maslows theory has had a major influence on the work of many researchers and writers in the field of organizational behavior. Well known investigators such as Argiris, McGregor, Porter, Beer and others have all incorporated it (Maslow's theory) into their own scheme.<sup>12</sup>

On the same theory Maher says:

Traditional motivators ... have almost always been directed towards lower order type of needs. Money (physiological, safety); security(safety), human relations (social) working conditions (Physiological safety) and status (ego) are typical of the traditional motivators.<sup>13</sup>

According to Maher, the highest order needs - those associated with self-fulfilment (being or becoming all one possibly can be or become), - have been virtually ignored. He sees the implications of

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Ibid., p. 8.

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Ibid.

13 J. R. Maher, New Perspectives in Job Enrichment, (New York: Van Nostrand Reinhold Co., 1971), p. 11.

Its in Organizational Behavior and Administration, (New Jersey: Prentice-Hall, 1966, 1978), pp. 200 - 209.

McGregor's approach to motivation as consistent with those of Maslow. To enhance motivation, greater use and application must be made of theory Y assumptions:

(1) Expenditure of effort at work is natural.

(2) External control and threat are good means of producing work.

(3) Man will exercise self-control and self-direction if his needs are met.

(4) Average Person will seek responsibility.

(5) Employee will exercise and use ingenuity when managed by self-direction and self-control.<sup>14</sup>

This theory of McGregor believes that man is basically interested and motivated to work, and only becomes alienated from work when given unsatisfactory employment.<sup>15</sup> The application of this theory must come through increased responsibility, greater delegation of authority and the granting of an opportunity to do demanding and changing work.

Bridges and Chapman,<sup>16</sup> made their own contribution to Maslow's theory of hierarchy of needs. In

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<sup>14</sup> Ibid., p. 12 - 13.

<sup>15</sup> C. J. Coulson Thomas, Company Administration (London: W. H. Allen, 1975), p. 221.

<sup>16</sup> F. J. Bridges and J. E. Chapman, Critical Incidents in Organizational Behavior and Administration, (New Jersey : Printice-Hall, Inc., 1978), pp. 200 - 209.

connection with the esteem need, they said:

All people in one society (with a few pathological exceptions) have a need or desire for a stable, firmly based, (usually) high evaluation of themselves for self respect or self esteem and for esteem of others.<sup>17</sup>

These authors went on to say that there is first, the desire for strength, for achievement, for adequacy for confidence in the face of the world and for independence and freedom. Then we have what we may call the desire for reputation or prestige, recognition, attention, importance or appreciation.

Satisfaction of the self esteem need, leads to feelings of self-confidence, worth, strength, capability and adequacy of being useful and necessary in the world and more specifically in the place of work. It has been suggested by Bridges and Chapman that thwarting of these needs produces feelings of weakness, inferiority and helplessness. These feelings in turn give rise to either basic discouragement, or else compensatory or neurotic trends.

Chapman and Bridges further said:

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<sup>17</sup> Ibid, p. 200.

The deprivation of physiological needs has behavioral consequences ... The man whose needs for safety, association, independence or status are thwarted is sick just as surely is he who has ricketts ... We will be mistaken if we attribute his resultant passivity, his hostility, his refusal to accept responsibility to his inherent human nature.<sup>18</sup>

Whenever any management finds its workers are not being productive inspite of good pay, excellent working conditions, fringe benefits and other compensatory deeds, it is because the workers have shifted their motivational emphasis to social and perhaps egoistic needs. Unless there are opportunities at work to satisfy these higher order needs (the psychological needs), people will be deprived and their behaviour will reflect this deprivation.

Turning to the other Psychologist-Herzeberg and his theory of Motivation-Hygiene, his work originates from a study he carried out in collaboration with Bernard Mausner and Barbara Synyderman in 1959. This forms one of the basic contributions in studies on job attitudes. Their work is found in the book Motivation to Work.<sup>19</sup> At the time of their study the need for full utilization of manpower was great:

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<sup>18</sup> Ibid, p. 209

<sup>19</sup> F. Herzberg, Motivation to Work, (New York: John Wiley and Sons inc., 1959).

There was a feeling that in a world in which there was a surfeit of material things man was loosing zest for work, that man and his work had become distant and alienated ... it seemed overwhelmingly necessary to tackle the problem of job attitudes ... the study of job attitudes would be increased productivity, decreased turnover, decreased absenteeism and smoother working relations.<sup>20</sup>

In Herzberg's study, the subjects who were industrial workers in Pittsburgh were asked to identify periods of time in their own working history (critical incidents) when their feelings about their jobs were unquestioningly either higher or lower than usual. The assumption was that people would place their jobs on a continuum, identify the extremes of this continuum to report to the researchers. The interviewers informed the respondents that they were primarily interested in hearing about actual experiences - not fictitious ones.

When the respondents in this research of Herzberg reported feeling happy with their jobs, they most frequently described factors related to tasks, to events that indicated to them that they were successful in the performance of their work, and to the possibility of professional growth. Conversely when feelings were

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<sup>20</sup> Ibid, p. ix.

of unhappiness, they were not associated with the job itself but with conditions that surround the doing of the work. These events suggest to the individual employee that the job context is unfair or disorganized such that it represents to him an unhealthy physiological work environment. Herzberg called this situation as factors of 'hygiene' for they acted in a manner analogous to the principle of medical hygiene. Improvement in these factors of hygiene will serve to remove the impediments to positive job attitudes.

Among the factors of hygiene they included supervision, interpersonal relations, working conditions, salary, company policies, administration practices, benefits and job security.

In their findings, Herzberg and his colleagues said that, when these factors deteriorated to a level below that which the employee considers acceptable, the job dissatisfaction ensues. When job context can be characterized as optimal we would not get dissatisfaction, but neither would we get much in the way of positive attitudes.

Further findings in Herzberg's study of motivation of workers revealed that, when people experienced happiness and satisfaction in their jobs, these feelings in most cases originated from the task itself. Such factors which he called 'motivators' included opportunities for growth or advancement in the job, --

achievement of the workers and recognition for achievement, increased responsibility and work itself.<sup>21</sup>

According to Becker:

Motivator factors, often called intrinsic factors, satisfiers, job content factors and growth factors operate on a continuum running from satisfaction to no satisfaction. The hygiene factors often called extrinsic factors, dissatisfiers, maintenance factors or job context factors operate on a different continuum running from dissatisfaction to no dissatisfaction.<sup>22</sup>

Many more studies have been done with a wide variety of occupations including skilled and unskilled workers and their results have not been basically different from those of Herzberg and his colleagues.

In a book, Motivational Theories and Application for Managers, Sanzotta says:

Organizations have spent large sums of money on human resource development programmes in response to what they see as the effects of a dissatisfied, poorly motivated work force, low productivity, high turnover, absenteeism and counter productive behavior.<sup>23</sup>

Other writers, while still dealing with the problem of adult motivation introduced the idea of

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<sup>21</sup> W. Backer, op. cit., p. 10.

<sup>22</sup> Ibid, p. 11.

<sup>23</sup> Donald Sinzotta, Motivational Theories and Application for Managers, (New York: AMACOM., 1977), p. 3.

'third force psychology.'<sup>24</sup> They said that man is moved by what is ahead. According to this view, ones visions and goals, hopes and aspirations are the prime movers of man not ones factors, doubts and hates - or what one can get for the moment in the response - stimulus inter-change. They further suggest that, we tend to avoid certain things like hunger, fear, cold, loss of job, embarrassment, psychological exposure, ridicule, hostility, shame, and other things that suggest pain, discomfort and failure. In order to provide for our real and important avoidance needs we react by avoiding a hostile environment.

While still on this view, Sergiovanni and Carver say that when we are motivated by an approach drive, we act not to avoid the unpleasant but rather to seek benefits and satisfaction at a higher level. In this case, they say that we act because our actions are good, and meaningful, make us and others feel good about us. People have a desire to be considered important in the eyes of others and to have control over their own destinies. This improves their opinion of themselves. Looked at, in the light of workers, the foregoing is important as regards their work and

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<sup>24</sup> T. J. Sergiovanni and F. D. Carver, The New Executive: A Theory of Administration, (New York: Harper and Row Publishers Inc, 1973), pp. 56 - 57.

its environment.

### The Concept of Job Satisfaction and Dissatisfaction

It is important at this juncture to look at the concept of job satisfaction and dissatisfaction as understood and used by writers. The concepts have preoccupied scholars for a long time. They have been used generally for workers of different occupations, teachers included.

One major problem with the concept of job satisfaction and job dissatisfaction has been its definition. Writers have come up with various definitions. For instance Locke (1969)<sup>25</sup> defined the concept by saying, "job satisfaction and dissatisfaction are complex emotional reactions to the job." Porter cited in Lawler (1973)<sup>26</sup> said that it is the difference between what a person thinks he should receive and what he actually does receive." Mumford (1972) in her book 'Job Satisfaction'<sup>27</sup> says that the concept is a vague one and

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<sup>25</sup> E. A. Locke, "What is Job Satisfaction," Organizational Behavior and Human Performance, Vol. 4, November, 1969.

<sup>26</sup> E. E. Lawler, Motivation in Work Organization. Mounteney, California: Books/Cole, 1973.

<sup>27</sup> Enid Mumford, Job Satisfaction, (London: Longmans Group Ltd., 1972).

is hard to define. Vroom, defined job satisfaction as 'positive orientation of an individual towards the role which he is presently occupying.'<sup>28</sup> However Mumford says that the definition given by Vroom does not say what the components of job satisfaction are and hence this definition is lacking. She says:

There appear to be no all-embracing theories of job satisfaction and work on the subject has been focused on certain factors thought to be related to feelings of satisfaction or dissatisfaction.<sup>29</sup>

Mumford's book is an attempt to understand the attitudes, behaviour and motivation of Computer Personnel, to identify their needs in work, how these needs originate and the nature of the constraints which may prevent these needs being met in full.

She says:

The way in which an individual defines his own role and has this defined for him by an organization in which he works is of course inextricably bound up with his ability to achieve job satisfaction, it leads to certain sets of job expectations and to feelings of frustration if these expectations are not being met.<sup>30</sup>

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<sup>28</sup> V. H. Vroom, Work Motivation (New York: Wiley, 1964).

<sup>29</sup> E. Mumford, op. cit., p. 4.

<sup>30</sup> Ibid.

According to Mumford, research on job satisfaction can be divided into a number of different schools of thought: There is what can be called psychological needs school which is exemplified by the two psychologists mentioned above, Maslow (1954) and Herzberg (1966) and Likert (1967) and others who see the development of motivation as the key factor in job satisfaction. They concentrate their attention on stimuli which are believed to lead to motivation - the need for individuals for achievement, recognition, responsibility and status.

A second school devotes its attention to leadership. This includes psychologists such as Blake and Mounon<sup>31</sup> and Fiedler.<sup>32</sup> They see the behaviour of supervisors as an important influence on employee attitudes and direct their observations at leadership style and responses of the subordinates to these styles.

A third school is represented by Lupton and Gowler (1969)<sup>33</sup> and Gowler and Legge (1970)<sup>34</sup> who approach job satisfaction from quite different angles and examine the effort reward-bargain as an important variable. This leads to a consideration of how wages and salaries

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<sup>31</sup> R. N. Blake and J. S. Mounon, The Managerial Grid, (Houston Gulf, 1964).

<sup>32</sup> F. E. Fiedler, A Theory and Leadership Effectiveness, New York (McGraw-Hill, 1967).

<sup>33</sup> T. Lupton and D. Gowler, Selecting a Wage Payment System, (London: Engineering Employers' Federation, Research Paper 1969).

<sup>34</sup> D. Gowler and K. Legge, The Wages Payment System, (London: Gower Press, 1970).

of particular groups are constructed and the influence of factors such as overtime payment and the state of labour market on earnings and employees' attitude to them. Psychologists maintain that "people have a subjective perception of what is a fair day's pay for a fair day's work,"<sup>35</sup> and if they do not receive this, their satisfaction will not be high.

Mumford went further on to give other schools of thought related to job satisfaction and all have had important contributions towards the theory of job satisfaction and dissatisfaction. Some of the contributors to this thinking on the subject including Herzberg seem to suggest that it is only necessary to identify the needs of the employees. The organization for which these employees work then must ensure that these needs are met if it wishes to secure the advantage of the labour force performing at a high level of job satisfaction.

This approach appears to ignore the real constraints under which most firms operate and which may severely limit the satisfaction which they can provide ... A more realistic approach to job satisfaction may be to look at the individual's needs in work, but to examine also the firm and the demands which it has to make of its employees because of exerted pressure by environment in which it operates.<sup>36</sup>

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<sup>35</sup> Ibid, p. 4 .

<sup>36</sup> E. Mumford, op. cit., p. 5 .

Therefore in Mumford's view, job satisfaction should not be considered only in terms of the needs and aspirations of the employees but also in the light of the requirements and needs of the organization which employs them.

The employees' needs are influenced by a variety of individual personal factors including sex, family background, education, social class, skills, age and such other variables. These needs will vary over an individual's life cycle such that, the needs of a person starting his career are likely to vary from those of a person who is on the verge of retirement. Similarly the needs of a young person will vary from the needs of an elderly employee.

Chris Argyris<sup>37</sup> has listed the stages through which an individual grows from infancy to adulthood. He grows from a state of passivity to a state of increased activity, from behaving in only a few ways as an infant to being capable of behaving in many different ways and so on. All these different changes that occur in a man affect the organization in which he is working in very many different ways. Therefore it is very important that a man in the organization

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<sup>37</sup> C. Argyris, Understanding Organizational Behavior, (Homewood, Illinois: Dorsey and Urwin, 1960).

should have full control of his own behaviour.

When investigating job factors that cause concern to workers' salary has been one of those aspects that workers find as a course of satisfaction or dissatisfaction.

How much money is enough? ... people always feel entitled to more money and regardless of what is paid, satisfaction with wages is shortlived and dissatisfaction waits around the corner.<sup>30</sup>

It is not possible to satisfy the need for more money for it is the source satisfying many of the human needs and desires. Maslow has shown that mans lower order needs once satisfied, there is a shift to desire to fulfill higher order needs.

In an article, "Motivating People: Money Isn't Everything," it says that companies should stop deluding themselves that more money and fringe benefits automatically lead to more productivity.<sup>31</sup> In this article the Newsweek staff say that more money does not make any changes. Their primary effect is to encourage people to stay on the job, but not to produce more or to be happier. The further say that,

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<sup>30</sup> T. J. Sergiovanni and F. D. Carver, The New School Executive: A Theory of Administration. New York, Harper and Row Publishers, inc. 1973. p. 78.

<sup>31</sup> Newsweek Staff, "Motivating people: Money Isn't Everything." In Optimizing Human Resources (edited) Gordon I. Lippit, Addison - Wesley publishing Co. Inc. 1971 p. 315.

while continuing to provide for the physical needs of employees, companies should begin thinking of ways to satisfy psychological needs such as feelings of responsibility and accomplishment. In this article it is further suggested that such needs are the things that make people work harder but not monetary rewards in terms of pay. Participative management should be encouraged by those in authority, instead.

It is further suggested that theorists find no fault with the assumption that people work for money up to a certain level to provide for their personal conceptions of the good life. But there is a considerable evidence according to these theorists that, people simply don't view money the same way companies do - as an incentive to production by withholding it up as a reward, or threatening to withdraw it for poor performance. The absence of money and fringe benefits will make people unhappy but their presence does not necessarily make them happier or more productive.

The Newsweek staff in the above cited article have cited a management consultant Saul W. Gellerman of Englewood Cliffs New Jersey to have concluded that more money in routine amounts, (such as the annual increment.) is largely taken for granted, anticipated before it arrives and viewed as justly deserved reward for past services, not a stimulus to new effort.

## Job Satisfaction and Dissatisfaction for the Teaching Profession

Studies have been conducted to establish the job satisfaction and dissatisfaction of teachers.

Sergiovanni and Carver (1971) have attempted to establish the level of teachers in relation to Maslow's Hierarchy of needs.

They said:

It makes no sense to motivate at autonomy level if teachers are insecure or to motivate at the security level when they seek autonomy.<sup>40</sup>

They stated that the factors which contribute to teacher motivation (that stimulate extraordinary performance) form a cluster characterized by achievement, recognition and responsibility. The absence of these factors does not contribute to job satisfaction or dissatisfaction. According to them teachers dissatisfaction seem to result from three clusters. Poor interpersonal relations; incompetent; inadequate or unfair administrative practices; and matters external to the school which comprise one's personal life. They seem to agree with Herzberg when they say that the above factors have potential to lower one's performance but neutralizing them or improving them does not

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<sup>40</sup> T. J. Sergiovanni and F. D. Carve , op. cit., p. 58.

motivate teachers to perform in extraordinary ways.

Sergiovanni and Carver go further to classify workers into motivation seekers and hygiene seekers-whereby the former are said to focus on esteem, autonomy and self actualization needs. They are said to be focusing on higher order needs. The latter that is, the hygiene seekers are said to focus on security, social and physical needs. These are termed as lower order needs which are most basic in animistic sense as opposed to the former which are most basic in humanistic sense. In their terms these authors are incorporating both Maslow's and Herzber's theories. They stress the importance of dissatisfiers for they provide the necessary preparation for facilitating the satisfiers. They argue:

Salary, working conditions, good supervision, teaching materials, small classes, preparation periods, overtime pay and other hygienic factors must be provided to teachers if we are to prevent dissatisfaction.<sup>41</sup>

In their concluding remark they say:

Teachers seek jobs and stay on the job if physical, social, status, economic and security dimensions, associated with conditions of work are satisfactory. If work conditions are not perceived as satisfactory, then turn-over can be expected for those unable to move.<sup>42</sup>

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41 Ibid, p. 72.

42 Ibid, p. 110.

On job satisfaction they have cited Chase's findings that, an important factor relating to satisfaction for teachers was the dynamic and stimulating leadership of the principal. Teachers also emphasized helpfulness, opportunities for professional growth, respect and friendliness as administrative qualities which contributed to job satisfaction. They have also cited Bidwell who had done a related study. He found out that teachers' satisfaction depends on teachers' expectations of how administrators should behave and the extent to which these expectations were fulfilled.

Teachers are not likely to perform well in unfriendly environment, but teachers by and large are not necessarily motivated simply because the school and the principal are friendly either. By the same token, while the professional growth opportunities motivate teachers to perform well, absence of these opportunities seldom produce enough dissatisfaction to cause teachers to change jobs.<sup>43</sup>

One important aspect of the teaching job that has been considerably covered is the status of the teachers. In a pamphlet which contains the text of recommendations concerning the status of teachers, jointly produced by the International Labour

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<sup>43</sup> Ibid, p. 70.

<sup>45</sup> Ibid, p. 5.

Organization (ILO) and the UNESCO, it was reckoned that as shortage of teachers had grown throughout the world, it has become evident that an adequate supply of qualified teaching staff will not be forthcoming without an improvement in the professional, social and economic conditions of the teaching profession.<sup>44</sup>

A growing concern over the status of teachers has been felt and expressed not only by the teaching profession but by all those responsible for education in national, community as well as by international agencies concerned with the advancement of education and proper use of human resources.<sup>45</sup>

The term status as used in relation to teachers means both the standing or regard accorded teachers as evidenced by the level of appreciation of the importance of their function and their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups.

In the UNESCO / ILO Pamphlet several recommendations were adopted by the special Intergovernmental

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<sup>44</sup> Status of Teachers, (Paris: Unesco, ILO, 1967).

<sup>45</sup> Ibid., p. 5.

Conference on the status of teachers. One important recommendation is on the school buildings: "They should be safe and attractive in overall design and functional in layout. They should lend themselves to effective teaching and use of extra-curricula activities especially in rural areas as a community centre; They should be constructed in accordance with established sanitary standards and with a view to durability, adaptability, and easy economic maintenance ... Authorities should ensure that school premises are properly maintained so as not to threaten in any way the health, and safety of pupils and teachers.

The pamphlet has a special provision for teachers in rural areas or in remote areas. It is recommended here that, decent housing, preferably free or at a subsidized rental should be provided for teachers and their families. Development plans and programmes should include provision for appropriate accommodation for teachers.

One other area where teachers are believed to be dissatisfied is on inspection and supervision. It is recommended that any system of inspection or supervision should be designed to encourage and help teachers in performance of their professional tasks and should be such as not to diminish the freedom, initiative and responsibility of teachers.

Teachers are, to a large extent, overworked since the nature of their job tends to occupy them for long hours. The ILO/UNESCO pamphlet recommends that class size should be such as to permit the teachers to give pupils individual attention. With a view to enabling the teachers to concentrate on their professional tasks, schools should be provided with auxiliary staff to perform non-teaching duties. In rural primary schools there are no subordinate staff that can help in some of the odd duties that are performed by teachers on top of their normal teaching load.

In fixing working hours, account should be taken for all factors which are relevant to the teachers' work load such as the number of pupils per class, adequate time for lesson preparations and marking of pupils' assignments, number of different lessons and subjects assigned to be taught per day, participation in co-curricular and extra-curricular activities, supervisory duties and counselling of pupils. All these duties are mentioned in the ILO/UNESCO pamphlet. This clearly indicates that teachers are overburdened workers and with this situation unchecked they might not perform their teaching duties as effectively and efficiently as is expected of them.

At the Conference in Paris, it is reported that one other important issue adopted was the salary. It is acknowledged that among the various factors

that affect the status of the teacher, special importance ought to be attached to salary. In the present world conditions, other factors such as the status accorded the teachers and the level of appreciation of the importance of their function, are largely dependent as in other comparable professions on the economic position in which they are placed.

It was recommended that teachers salary should:

(a) Reflect the importance to society of the teaching profession, and hence the importance of teachers as well as the responsibilities of all kinds, which fall upon them from the time of entry into the service.

(b) Compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications.

(c) Provide teachers with means to ensure reasonable standard of living for themselves and their families as well as to invest in further education or in pursuit of cultural activities, thus enhancing their professional qualifications.

(d) Take account of the fact that certain posts require higher qualifications and experience and carry greater responsibility.<sup>46</sup>

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<sup>46</sup> Ibid. pp. 17 - 18.

Further recommendations on the salary are that, the salary structure should be planned so as not to give rise to injustices or anomalies tending to lead to friction between different groups of teachers. Obviously there are disparities on teachers' salaries although the working load is supposed to be distributed in uniform or nearly uniform basis. This becomes a constant source of dissatisfaction among the teachers.

While still dealing with the salary aspect of the teaching job, it was further recommended in the ILO/UNESCO pamphlet that salary scales should be reviewed periodically to take into account such factors as rise in cost of living, increased productivity leading to higher standards of living in the country or a general upward movement in wage or salary levels.

In the foregoing, salary or wages has been **dealt** with at length because salary for any type of workers becomes a sensitive issue and workers feel very **strongly** about the salary issue. This could be due to the fact that most workers and especially teachers feel that they are not compensated enough for the equivalence of the amount and importance of the work they do in the schools. After all, it is only their salary that would make them satisfy some of their many needs including existence, security and esteem

or status needs.

In connection with the shortage of teachers - which is ever the problem in schools - the ILO/UNESCO document referred to, had this to say:

Recognizing that certain expedients designed to deal with shortage of teachers such as over large classes and the unreasonable extension of hours of teaching duty are incompatible with the teaching aims and objectives of education and are detrimental to the pupils, the competent authorities should take steps to render these expedients unnecessary and to discontinue them. 47

It is reckoned that the best means of overcoming any existing shortage of competent and experienced teachers is by improving the social status of teachers, their living and working conditions, their terms of employment and their career prospects. It was further reported in the conference mentioned above that, the shortage of teachers which exist in most countries is persuasive evidence that teachers' status is unsatisfactory. The conviction is growing that an effective system of education requires a corps of qualified teachers working deligently and with high morale. It is common believe that teachers have not received

equal share of the wealth that they help generate through their vital contribution in nation building.

There is therefore need for the relevant authorities to see that the status of teachers is up-lifted.

In an article written by Edward Holdaway on 'Facets and Overall Satisfaction of Teachers',<sup>48</sup> he presents data on levels of and relationship between overall job satisfaction and facet (factor) satisfaction for a sample of 801 Alberta teachers. One of its main purpose was to obtain opinions concerning how teachers felt about work and working conditions. In this study the teachers were asked to rate their degree of satisfaction with 58 named facets (factors) related to their work and working conditions and to rate their degree of overall satisfaction and dissatisfaction respectively, with teaching as an occupation. Other items in the questionnaire required personal data and opinions regarding changes that they would have liked to see made in their working conditions. Half of the respondents were dissatisfied on 10 items which included: Attitude of society towards education, status of teachers in the society, preparation time

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A. E. Holdaway 'Facets and Overall Satisfaction of Teachers,' (University of Alberta, Vol. 14, No. 1 Winter 1978), pp. 30 - 47.

available during school day, involvement in decision making in school system, methods used to evaluate teachers and so on.

With respect to overall satisfaction with teaching 89% of elementary school teachers were satisfied as compared to 75% and 79% for junior and senior high school teachers respectively. The result of this study tend to imply that the elementary school teachers are more satisfied with the teaching profession than the high school teachers.

In a book entitled Retention of Teachers<sup>49</sup>, there are papers prepared for a seminar on Retention of Teachers in Australian State Education System. Discussion in the seminar centred on aspects of professionalism and satisfaction of the teacher. Much attention focused on how the teacher was perceived by the society and the employing authorities. Suggestions were offered for a more systematic internship programme and for ways to protect the new teacher from his anxieties. Autonomy for teachers was seen during the discussion as desirable but sometimes anxiety provoking. There was disagreement over how far

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<sup>49</sup>. A. T. Davis and C. Duke, (ed.) Retention of Teachers, (Centre for Continuing Education, The Australian National University, December, 1971), pp. 2 - 4.

inspectors were now perceived as colleagues and advisers and over the desirable method and levels of supervision for teachers. It was agreed that the public image and status of teachers was a matter of common interest and common concern.

Selby's contribution in the seminar in connection with the salary for teachers was:

The young teacher comes to realize that while his initial salary is similar to that of his contemporaries with equivalent qualifications his prospects are much less promising... for class teachers, however hard working, can generally not advance beyond a moderate salary ... Many teachers find themselves out of sympathy with the state educational system and conclude that they do not have to tolerate them.<sup>50</sup>

Selby also cited Burkhardt's investigation where he was comparing teachers salaries for both graduates and non-graduates and salaries of other occupations to persons of similar age, sex, and educational achievement. A striking characteristic of his result is that, the longer a teacher serves the less well paid he becomes relative to similar people employed elsewhere. The salaries of teachers at a given stage in their career say five to ten years after commencing, have risen appreciably less rapidly than salaries for individuals with comparable academic qualifications

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<sup>50</sup> Ibid p. 9.

in other occupations.

Similar sentiments of salary differential have been expressed by Smock in connection with Kenya's labour market.<sup>51</sup> He says in his article that the Civil Service and the teaching service have been at a competitive disadvantage with many other employees in terms of salary scales and benefits. He further says that within the public sector the parastatal organizations frequently offer better conditions of service particularly for senior and skilled personnel than either the teaching service or the civil service.

In a study done by Mooers in 1968 on 'Factors Related to Teacher Drop-out in Zambia, he was ascertaining the reasons former teachers in Kitwe Zambia left the teaching service for other type of employment.<sup>52</sup> To guide him in his study he formulated questions whereby he was to establish the extent to which salary, perceived prestige of teaching, the perceived promotional opportunities, isolation and poor housing, material working conditions and retirement benefits served as factors in the decision to

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A. C. Smock, "Education and Career Pattern in Public Service Sector in Kenya," in Education and Work Employment, (edited) J. Hallack and F. Caillods, (Paris: Unesco, IIEP, 1980) p. 197.

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Jack David Mooers, "Factors Related to Teacher Drop-out in Zambia" (Unpublished Ph.D. Thesis Los Angeles: University of California, 1968).

leave teaching. In all, there were seven factors which he was trying to ascertain whether they contributed to the drop-out of teachers. In other words, he was trying to find out whether these factors served as factors that made the teachers dissatisfied with the teaching job which in effect caused their wish to quit teaching for other pleasant occupations.

Some of the findings of the study pointed out that, the majority (77%) of the former teachers as a group, left teaching because they felt that the pay was too low compared with what they earned elsewhere. It was also found out that 78% of the Interviewees felt that teaching profession had low to medium prestige. It was further generally felt that the teaching profession was declining in prestige as well, since 32% of the interviewees gave lack of promotional opportunities as a reason for their leaving teaching, while isolation and poor housing was mentioned by only 2% as a reason for leaving teaching.

Although dropping out of a job is a common phenomenon in almost all professions, it can be argued that the turnover rate is a more common phenomenon in the teaching profession. Maranga (1983)<sup>53</sup> reports that

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J. S. Maranga, "Mobility of Graduate Teachers: A followup study of K.U.C.B.Ed. Graduate teachers 1975", (Kenyatta University College, Research paper, 1983).

24% of B.Ed. graduate teachers are leaving the profession every year due to various reasons mainly related to terms and conditions of service. In 1970, the drop-out rate of secondary school teachers is reported to have been 34.7%. This is a very high rate of teacher drop-out. However, the rate might not be so high among the primary school teachers due to the fact that jobs have become rare and very many people join teaching as a last resort.

Shiundu (1984) reports:

Teaching and especially in primary school level is being used or misused as a way of providing jobs to the unemployed. As a result there are many people without initial motivation and orientation to being absorbed as teachers. There is no way one can expect such people to become professionally committed teachers and yet they seem to be the majority in the teaching profession.<sup>54</sup>

Such teachers would forever be dissatisfied with and frustrated by the teaching job unless relevant incentives are sought to retain them in the job both physically and psychologically. Usually such teachers do not hesitate to quit their jobs whenever an opportunity arises for them to do so.

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<sup>54</sup> J. Shiundu, "The Growth of Teaching Profession in the Independent Kenya: Prospects and Challenges," (Unpublished paper: Bureau of Educational Research, Kenyatta University College, February, 1984), p. 23.

## Promotional Opportunities for Teachers

One facet of the teaching profession that affects the teachers most often is the promotion opportunities that are available in the teaching job. \ It appears quite disappointing in the profession especially in Kenya. Until very recently teachers were promoted to the next relevant grade whenever they sat and passed the national examinations. The Ministry of Education, Science and Technology abolished promotion on academic grounds alone and introduced what is called promotion on merit grounds. In this type of promotion of teachers, academic qualifications are considered along with other notable activities in which a teacher excels. For example participation in extra curricula activities and actual high performance of the teaching job. Other promotion opportunities available in the teaching job are such that certain teachers are appointed to do administrative duties as either headteachers or deputy headteachers, or inspectors of schools. But these opportunities are very few compared to the number of teachers.

Shiundu says:

Most teachers have lost hope in regard to upward mobility. The present system of promoting teachers in Kenya could be described as the most dubious, corrupt and unethical scheme in the society whose role can only be perceived as mockery to the profession.<sup>55</sup>

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<sup>55</sup> Ibid., p. 24.

He says that in addition to the dissatisfaction due to the poor promotional opportunities, the profession is losing public respect:

It is also evident that the general societal attitude towards teachers is hostile ... any slight (human) error blooms and results in several unwarranted 'blames'. Under such circumstances most teachers develop attitudes and behaviour which are not conducive to the profession, at worst they hate and even quit teaching.<sup>56</sup>

At this point it is important to mention a study which was conducted in Nairobi among the city's primary school teachers. This was a study done by G. K. Karugu in 1980<sup>57</sup>. The present study which is investigating factors that contribute to job satisfaction and dissatisfaction of rural primary school teachers is almost parallel to the one done by G. K. Karugu. The only major difference is that Karugu's study was done to investigate factors contributing to job satisfaction - dissatisfaction of elementary school educators in the City of Nairobi which is an urban environment. The two environments rural and urban are quite different and so it is assumed that there might be a difference in the feelings of the teachers about their job.

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<sup>56</sup> Ibid., p. 24.

<sup>57</sup> G. K. Karugu, op., cit.

Karugu has mentioned in his study that one of his study limitations was that it was conducted in the city whereby it is geographically and economically different from other school districts in Kenya. He says:

Nairobi is a contemporary urban city in which is found a great degree of difference in social values than is found in rural areas of the country. School management in Nairobi is responsive to needs for change as is evidenced by the availability of instructional materials, decent school buildings and facilities and provision of anillary services that are not available in rural school districts such as the clerical staff, grounds crew and night watchmen etc.<sup>58</sup>

Therefore he sees the above as a limitation in the generalizability of his findings. For this reason it had become necessary for this study to be conducted in a rural area where the conditions in the schools are quite different in many aspects. Obviously the rural primary school teachers are greatly disadvantaged, as compared to the urban teachers when it comes to many of the aspects that are considered to make the teaching job pleasant.

In Karugu's study he had asked the teachers in one section of his questionnaire to write one to

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<sup>58</sup> Ibid; p. 12.

five of the most important events or activities or anything found in their current job that they considered as satisfying (good things about their job), as far as they were concerned. He further asked them to write one to five of the most important events, activities or anything in their current job that they considered as dissatisfying (bad things in their current job), as far as they were concerned. Further, he asked them to write five specific reasons why they would consider leaving their current job in the Education Department and also to write five specific reasons why they would choose to keep their current job in the education department.

In identifying the job satisfaction factors, the teachers came up with 23 factors while the headteachers came up with 20 factors considered to be most frequently satisfying in their job. Those factors which were mentioned most frequently by the two groups of educators were: vacations and holidays, opportunity for more learning, extra-curricular activities, job security and interesting and challenging career. In addition to the above factors the headteachers identified work itself, love for children and good communication with both parents, teachers and pupils.

On the other hand, in identifying job dissatisfaction factors a total of 39 different job

characteristic factors emerged from the teachers responses. These included: inadequate pay, poor promotion method, lack of recognition, no chance for advancement, and frequent supervision and administrative policies. The headteachers identified 29 job factors that were most dissatisfying. In addition to those mentioned by the teachers, they included: No job security and delay of school supplies and school Maintenance.

In identifying job factors which would make them resign their current jobs in the education department the headteachers identified only 20 factors. These included inadequate pay, no opportunity for advancement, no recognition, poor methods of promotion, no loan privileges and lack of house allowance for married women teachers.

When the respondents in Karugu's study were asked to identify the job factors that would make them retain their current job, the teachers identified 38 factors while the headteachers identified 23 factors. These included: job security, vacations and holidays, a sense of nation building, lack of alternatives, chance for continued learning, love for work itself and love for children.

The current study will continue to look for more facts about factors contributing to job

satisfaction and dissatisfaction among the teachers. it is going to focus on the job satisfaction and dissatisfaction of rural primary school teachers.

### SUMMARY

From the review of related literature which formed this second chapter of the study to investigate factors contributing to job satisfaction and dissatisfaction among rural primary school teachers:

1. Literature review has shown the contributions made by the writers on the scientific management pioneered by Fredrick Taylor and others who thought that workers were mere extension of the machines. The productivity and efficiency of these workers is what matters but not the welfare of the workers.

2. The human relations movement pioneered by **Follet** found out that personal interest in workers had resulted in better on-the-job performance.

3. The Behavioural Science Approach in organizations, which was a contribution of Chester Barnard and others stressed the importance of inducement for the workers in order to motivate them to remain in the organization.

4. Reviewed in this chapter was the work which has been pioneered by psychologists such as Maslow

and Herzberg who have formulated theories about the motivation of workers.

5. Job satisfaction and dissatisfaction factors have been reviewed in respect to the workers in general and teachers in particular.

The methodology of this study is presented in Chapter Three.

#### The Population

This study concerned itself with the rural primary school teachers of Kilore Division in Machakos District. The Division is found in a remote area away from the urban influence of Machakos town. The Administrative Division of Kilore is divided into 6 educational administrative zones. Each of the zones is under the supervision of an Assistant Primary School Inspector. The whole Division is under an Assistant Education Officer (A.E.O.). Working with the Assistant Education Officer in the Division is the Primary School Inspector.

At the time of this study, Kilore Division had 175 primary schools. The enrolment then was 52,833 pupils who were grouped into 1,604 classes, ranging

## CHAPTER III

### METHODOLOGY

This chapter contains the methods and procedures that were utilized in identifying the factors that were considered by rural primary school teachers as contributing to job satisfaction or dissatisfaction. There is also in this chapter the description of the population, the sample, the sampling procedures the instrument, the data collection procedures and data analysis procedures of this study.

#### The Population

This study concerned itself with the rural primary school teachers of Kilome Division in Machakos District. The Division is found in a remote area away from the urban influence of Machakos town. The Administrative Division of Kilome is divided into 6 educational administrative zones. Each of the zones is under the supervision of an Assistant Primary School Inspector. The whole Division is under an Assistant Education Officer (A.E.O.). Working with the Assistant Education Officer in the Division is the Primary School Inspector.

At the time of this study, Kilome Division had 175 primary schools. The enrolment then was 52,833 pupils who were grouped into 1,604 classes, ranging

from standard 1 to 8. The number of teachers was 1,581. The ratio of teachers to the classes was approximately 1:1.

In the study, only two educational zones were covered. These were Kilungu and Kithembe educational zones. The two zones had a total number of 61 primary schools. Some of these schools were fully established with all the classes. They had classes 1 to 8. But there were others which had less than the number of classes in a full primary school. Those fully established schools were the only ones considered in the study. There were, therefore, 55 primary schools in the study sample. The rest were excluded from the study sample since they could not provide a wide variety of the various categories of teachers. The various categories of teachers were an important consideration in the study.

### The Sample

The sample for the study comprised of 243 teachers from 23 primary schools randomly sampled from 55 full primary schools in Kilungu and Kithembe educational zones. That number of schools was slightly above one third or 37.7 percent of the full primary schools in the two zones. The number of

teachers in the study sample was 34.5 percent of all the teachers in the primary schools in the Division.

According to David Nachiamas and Chara Nachiamas,<sup>1</sup> there is no rule of thumb about the necessary size of the sample. It was assumed in this study that a sample which was above one third of the population was good enough to make reasonable generalizations. There were other factors such as distance between schools, poor transportation and expenses which were considered in determining the sample.

#### Sampling Procedure

After full details of the population were obtained, and decision was reached on the number of the schools to be utilized in the study sample, names of all the 55 full primary schools were written each on a piece of paper. These were folded and put in a container whereby they were thoroughly mixed. Without looking, the folded papers were drawn from the container, one by one. Each time a draw was made, the pieces of paper were thoroughly mixed again. Through this procedure, the 23 required pieces of paper were drawn. This ensured that every one of the 55 schools

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<sup>1</sup> David Nachiamas, Research Methods in the Social Science, (London: St. Martins Press Inc., 1976,) p. 253.

had an equal chance of being drawn. This draw provided the names of all the schools that were visited for the purpose of the study.

### The Instrument

To facilitate the study a questionnaire was developed by the researcher. The questionnaire had two parts. In section A the respondents were required to indicate by ticks the responses which gave the correct information concerning the individual teachers. This information included such information as, the teachers' sex, marital status, work experience, academic and professional qualifications etc.

Section B of the teachers' questionnaire was comprised of 30 items which were intended to measure the attitude of teachers towards certain aspects of their teaching job. This was based on the Likert's technique whereby the instrument was going to measure the degree of agreement or disagreement with the items. The respondents were required to tick on the questionnaire form to indicate their responses on a 4 point scale to show whether they Strongly Agree, or Agree, or Strongly Disagree or Disagreed with the items. In addition to these 30 items which were structured, there were two open-ended items which required

the respondents to name any two aspects of their job which made them feel very satisfied with the job.

In the second item, they were required to name any two aspects of their job that made them feel very dissatisfied with their job. The respondents were asked to make any further comments on the satisfaction or dissatisfaction of their job. Therefore the instrument's items were a combination of closed ended and open ended items.

In developing the items of the questionnaires, the factors which are found in the teaching job were put into consideration. The researcher was helped in getting these aspects through literature survey, particularly the literature connected with workers and their work content and context. Other aspects of the teaching job were revealed after reviewing literature on the teaching job. The open ended items of the questionnaire helped to bring to light, further factors of the teaching job which contributed to job satisfaction or dissatisfaction.

The content validity of the items of the questionnaire was obtained through criticism and advice given by specialists and experts in the departments of Educational Administration and in the Bureau of Educational Research. They were consulted and provided very useful criticism of the draft questionnaire. Their criticism and advice were utilized in

developing the final questionnaire (see Appendix).

### Data Collection Procedure

When the area of study was selected, a visit was made to the Assistant Education Officer who acquainted the researcher with important information and data on the schools. Further visits were extended to the Assistant Primary School Inspectors of the two educational zones that were to be covered in the study. The visits were to make the education officers aware that the researcher was going to visit some schools in their area for the purpose of the study.

A pilot study was carried out in one of the schools in the Division to pretest the questionnaire and make it perfect for the actual research. The school for the pilot study was selected through random sampling. Names of 4 schools in the Division, which are on the main road were written in pieces of paper. These pieces of paper were folded and mixed thoroughly in a container. One of these pieces of paper was picked. The name of the school which was on it was visited for the pilot study. This school was not included in the final sample.

The major objective of this pilot study was to test the content of the instrument and to put it in a

more understandable way after finding out the difficulties encountered by the respondents of the draft questionnaire. As a result of the pretesting, certain changes were made on the original questionnaire. These changes were made on the content and format of the questionnaire. The changes incorporated the advice and suggestions made by the experts in the departments of Educational Administration and in the Bureau of Educational Research.

The finalized and perfected instrument was administered personally by the researcher to all the teachers in the 23 randomly sampled schools. On visiting the schools the researcher was directed to the headteacher's office. The headteachers were to be briefed on the purpose of the visit to the schools. Usually the heads of the schools assembled the teachers in the school staff room where they were introduced and then the researcher briefed them on the purpose of the visit. The teachers questionnaire was then given to the teachers to complete and return to the researcher. If any of the teachers was absent the questionnaire was left with the headteacher for the teachers to fill whenever they attended the school. They were to put them into an envelop and these were to be collected later.

In order to ensure high return rate, where possible the completed questionnaires were collected on the same day they were given to the teachers. The return rate was 88.4 percent.

### Data Analysis Procedure

Data was analysed by tabulating frequencies and working out percentages of the responses. From Section A of the instrument, frequencies and percentages were calculated to establish the number of respondents in the various personal characteristics of the teachers.

In Section B, responses of the subjects were tabulated to establish the number of the subjects who agreed or disagreed with the items. The frequencies of strongly agree and agree were put together into agree. Those responses for each item which showed strongly disagree and disagree were put together into disagree. Therefore the responses to the closed-ended items in Section B were examined on these two dimensions of either agree or disagree. It was considered that the difference between strongly agree or agree were relative and depended upon the individual teacher's personalities and reactions to the contents of the items. Therefore the attitude of teachers towards the items of the questionnaire

was measured by looking at their agreement with or disagreement with the items. By so doing it was possible to judge which factors of the teaching job contributed to the teachers' satisfaction or dissatisfaction with the teaching job among the rural primary school teachers. It was also established from the responses of the teachers which aspects of the teaching job were agreeable to the teachers and which ones were disagreeable. From the tabulation of the responses it was possible to establish what the current needs of the rural primary school teachers were.

Responses to the open-ended items in section B of the instrument were listed down. It was established which factors of the teaching job were found by rural primary school teachers as contributing to job satisfaction and which ones teachers found as factors contributing to job dissatisfaction. Factors contributing to job satisfaction and those contributing to job dissatisfaction were identified. Frequencies and percentages were worked out for these responses.

In order to establish whether the responses of the

perception of the teachers was or was not influenced by the various personal characteristics of the teachers, some selected personal characteristics of the teachers were utilized for this purpose. Data collected was classified into the following categories: sex, age, professional training, teaching experience and status of the teachers. Frequencies and percentages were tabulated to determine how the responses were among the teachers in their various categories. A description of the observation of these responses was given. The researcher was able to see what aspects of the teaching job were considered important by majority of teachers of a particular category.

Chapter four presented the data that was collected and full details of its analysis.

Presented in this chapter also are the data pertaining to the responses of the teachers to the closed and open items. Then there are also data that showed the response of the teachers to the open-ended items of the questionnaire. Responses of the teachers in their various categories to the items of the questionnaire are presented in this chapter as well.

In all there are 13 tables which contain the above mentioned data. The most outstanding responses are mentioned in the description of the data. The

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter contains the data that were collected from rural primary school teachers for a study that was investigating the factors that were considered by the teachers as contributing to job satisfaction or dissatisfaction.

This study was conducted in Kilome Division in Machakos District. There were 243 teachers drawn from 23 randomly sampled primary schools who were given the teacher's questionnaire to fill. Those who returned the questionnaires were 215. Therefore the return rate of the questionnaire was 88.4 per cent.

Presented in this chapter are the data that form a summary of the various personal characteristics of the teachers who responded to the questionnaire. Presented in this chapter also are the data pertaining to the responses of the teachers to the closed ended items. Then there are sets of data that showed the responses of the teachers to the open-ended items of the questionnaire. Responses of the teachers in their various categories, to the items of the questionnaire are presented in this chapter as well.

In all, there are 15 tables which contain the above mentioned data. The most outstanding responses are mentioned in the description of the data. The

rest of the responses can be referred from the tables which are self explanatory.

In Table I is presented a summary of the personal characteristics of the respondents. These are given infrequencies as well as in percentages.

TABLE I

SUMMARY OF CHARACTERISTICS OF THE RESPONDENTS

<u>Characteristic</u>	<u>No. of Responses</u>	<u>Percentage</u>
<u>Sex</u>		
Male	124	57.7
Female	91	42.3
<u>Age in Years</u>		
Below 20	2	0.9
21 - 30	104	48.4
31 - 40	70	32.6
Above 40	39	18.1
<u>Professional Qualifications</u>		
Untrained	72	33.5
P4	2	0.9
P3	36	16.8
P2	42	19.5
P1	60	27.9
S1	2	0.9
<u>Approved Teacher Status</u>		
Graduate	-	-
<u>Academic Qualifications</u>		
K.A.P.E./K.P.E./C.P.E.	42	19.5
K.J.S.E.	42	19.5
C.S.C./E.A.C.E./K.C.E. (O-level)	104	48.4
E.A.A.C.E./K.A.C.E. (A-level)	27	12.6
Degree	-	-
<u>Teaching Experience</u>		
Below 2	29	13.5
2 - 5	41	19.1
6 - 9	38	17.8
10 - 13	35	16.3
14 - 17	23	10.7

TABLE I Continued

<u>Characteristic</u>	<u>No. of Responses</u>	<u>Percentage</u>
<u>Teaching Experience</u>		
18 - 21	19	8.8
Above 21	30	13.8
<u>Status</u>		
Assistant Teachers	173	80.4
Deputy Headteachers	21	9.8
Headteachers	21	9.8
<u>Accommodation</u>		
School house	39	18.1
Rented house	13	6.1
Owner occupied house	161	74.9
Any other	2	0.9
<u>Marital Status</u>		
Single	37	17.2
Married	178	82.8

As can be observed from the above table, the majority of the teachers in the rural primary schools are male teachers. In terms of age nearly half of the teachers were below 31 years of age. Although the majority of the teachers are trained teachers of various grades, the number of the untrained teachers was quite substantial. They formed 33.5 percent of the respondents. This means that about one third of *the rural primary school teachers were untrained.* One of the notable observations from the above data was that very few rural primary school teachers had managed to get promotions to higher grades. For instance, there were only 2 teachers in the sample

with S1 grade and only 1 teacher had been promoted to the status of approved teacher. There were no graduate teachers teaching in the rural primary schools. This indicated that among rural primary school teachers the need for training and promotion to higher grades was paramount.

In terms of academic qualifications, 61 percent of the teachers had attained form four education and above. Although none of the teachers had a degree. It is indicated that most teachers were highly learned and could perform that work confidently. But the number of those who had not attained form four education was still quite substantial. Therefore among the rural primary school teachers a good number could be said to be poorly educated and hence needed to be given the opportunity to improve their academic qualifications by encouraging promotions on academic grounds.

The above table showed that the majority of the teachers had a teaching experience of less than 14 years. Among this group of teachers a good number of them (32.6 percent) had not taught for more than 5 years. This indicated that a third of rural primary school teachers were not only young but also had a short teaching experience. This could be explained by the rapid expansion of basic education due to population explosion and the general public awareness

of the need for an educated populace in the recent years.

The majority of the teachers had the status of assistant teacher (80.4 percent). This is more than obvious since in every school there is only one head-teacher and one deputy headteacher. It is an indication that there is a great need for other promotional opportunities to be introduced in the teaching profession so as to provide an incentive to the teachers within the schools.

The majority of the teachers in the rural primary schools lived in their own houses (74.9 percent); while only a few of them lived in school houses or in rented houses. This implies that the majority of the rural primary school teachers were locally recruited. It could also imply that most of the rural primary school teachers preferred to teach near their homes. With the poor living conditions that were observed in many rural schools, living in ones home was the best thing for most teachers.

Lastly as can be observed from Table I above, the majority of the rural primary school teachers were married (82.8 percent). Since the role of the teacher is more or less that of a parent, being married was a sign of responsibility on the side of the teachers.

Presented in Table 2 are the responses of the teachers to some aspects of the teaching job. The responses are arranged in ranking order. These indicate the number of respondents who agreed with each aspect and those who disagreed. Percentage of these responses are also indicated. The researcher replaced the strongly agreed and agreed responses under agreed and the strongly disagreed and disagreed under disagreed. There were 15 aspects of the teaching job in which majority of the respondents indicated that they agreed with.

TABLE 2

## ASPECTS OF THE TEACHING JOB IN WHICH MORE TEACHERS AGREED

Items		No. Agreeing	%	No. disagreeing	%
9	I find teaching enjoyable	198	92.1	17	7.9
29	The success of this school depends a lot on my efforts	195	90.7	20	9.3
28	I am well prepared for the teaching job	193	89.8	22	10.2
23	Teachers should be consulted before any changes are made in the education system	192	89.3	23	10.7
10	I find teaching too demanding	189	87.0	28	13.0
27	There is good relationship among teachers in this school	184	85.6	31	14.4
30	I am satisfied with what I am able to do in this school efforts	172	80.0	43	20.0
2	Teaching needs frequent inspection	169	78.6	46	21.4
25	I would rather teach near home than take a more paying job away from home	166	77.2	49	22.8
3	I like the way my superiors do their work	164	76.3	51	23.7

TABLE 2 Continued

Item	No. Agreed	%	No. disagree	%
13 My teaching load in terms of periods per week is too much for effective teaching	153	71.2	62	28.8
4 There are well laid down regulations and policies on the duties of the teacher	133	61.9	82	38.1
7 The living conditions in this school are good	114	53.0	101	47.0
11 There are too many pupils per class for effective teaching and learning in this school	108	50.2	107	49.8
21 Whenever I do a good job in my school I am commended for it.	108	50.2	107	49.8

From the above Table, it was observed that 92.1 percent of the rural primary school teachers found teaching enjoyable. Teachers derive pleasure in doing their job. It was also observed that a great majority (90.7 percent) of the teachers were satisfied with what they were able to do in their respective schools. It was an indication that rural primary school teachers were happy with their performance and ability in the teaching job. They have a high perception and regard for their performance in the schools.

About 90 percent of the teachers who participated in this study said that they were well prepared for the teaching job. Although this number included some untrained teachers, it indicated that rural primary school teachers are confident in their work. The only way to make the teachers more confident was through pre-service training and inservice training, as well as seeing that those who were recruited for the teaching job have high academic qualifications. The latter could be the only reason why even the untrained ones said that they were well prepared for the teaching job.

In connection with consultation before any changes were effected in the education system, 89.3 percent of the teachers said that the teachers should be consulted. Teachers want to be given the opportunity to initiate changes in the education system. Very often,

a lot of changes are made in the education system without involving the teachers in the planning. This becomes a source of dissatisfaction among the teachers since they are the ones who implement any changes that are made in the education system. They ought to be the initiators of change instead of waiting for political pressure which more often tends to initiate changes in the education system.

Although the majority of the teachers said they found teaching enjoyable 87 percent also indicated that they found teaching too demanding. This is not a contradiction since teaching profession is quite involving. The teacher has to read widely, mark pupils' assignments, organize extra-curricular activities, and do very many other things in and about the school so as to fulfil the demands of the teaching job. All these demands cannot be said to deprive the teacher the enjoyment which the teachers indicated they found in the teaching job.

The rest of the aspects of teaching in Table 2 were not responded to by an overwhelming majority. One such item with a low response concerned the appraisal of teachers' performance in the schools. Nearly half of the teachers felt that whenever they did a good job in their schools they were not commended for it. Also half of the teachers said that

there were too many pupils per class for effective teaching and learning in their respective schools. Although the responses to this item depended on, and varied with the individual schools, it was commonly agreed that the number of pupils per class in most schools was too high for effective teaching and learning. Often this is one of the factors that contributed to dissatisfaction for most teachers since they found that they had more pupils in a class than they could give individualized assistance and instructions.

The living conditions for many schools in the rural areas are usually seen as a source of dissatisfaction among the teachers. In this study however, 53 percent of the teachers said that the living conditions were good. Since most teachers resided in their homes and went to work from home, may be, they found life quite manageable. In spite of this, most schools in the rural areas lacked most of the essential facilities such as clean water, light and descent housing facilities.

Over 70 percent of the teachers agreed that the teaching load in terms of periods per week was too high for effective teaching. On the average there was only one teacher per class which included the headteacher. This was an indication that the teachers

were overworked. They had to teach very many different subjects in their schools even when they were incompetent in them. They had very many lessons to prepare every day. Therefore this is an indication that one of the needs of the rural teachers, is the deployment of more teaching staff to make work lighter.

In Table 3 are presented the data pertaining to the teachers' responses to some aspects of the teaching job. These are arranged in rank order. There were 15 aspects of the teaching job in which majority of the teachers tended to disagree with.

TABLE 3 continued

ASPECTS OF THE TEACHING JOB IN WHICH MORE TEACHERS DISAGREED

Aspects of Teaching Job	No. Disagreed	%	No. Agreed	%
21 The salary I receive from my job is enough	202	93.9	13	6.0
11 This school gets enough supply of equipment	196	91.2	19	8.8
17 Pupils' discipline should be the responsibility of the heads and their deputies	192	89.3	23	10.7
16 Out of class activities are unnecessarily a bother to my teaching work	184	85.6	31	14.4
15 Marking of pupils' assignments makes my work harder	173	80.5	42	19.5
6 There is sufficient accomodation for teachers in this school	171	79.5	44	20.5
18 The role of teachers should be teaching only	169	78.6	46	21.4
14 Daily lesson preparation makes my work harder	159	74.0	56	26.0
19 Duties for teachers during holidays serve no useful purposes	159	74.0	56	26.0
22 There are many oppourtunities for promotion in teaching	158	73.5	57	26.5

TABLE 3 Continued

	Aspects of Teaching Job	No. Disagreed	%	No. Agreed	%
5	The school buildings in this school make my work comfortable	154	71.6	61	28.4
24	If I got another job I would leave teaching immediately	154	71.6	61	28.4
8	There are many personal benefits in teaching profession	125	58.1	90	41.9
26	If I got promotion to work far from home I would accept it	115	53.5	100	46.5
20	Teachers are respected people in the community	108	50.2	107	49.8

As can be observed from Table 3, top on the list of the aspects of the teaching job in which most teachers indicate their dissatisfaction is the salary. ✓ About 94 percent said that the salary they received was not enough. The supply of equipment in the schools ranks second in the table. Ninety one percent of the teachers indicated that the supply of equipment was inadequate. Without adequate supply of school equipment the teachers would not perform their duties satisfactorily. Eighty-nine percent of the teachers felt that the responsibility of maintaining discipline in schools was a collective responsibility for all teachers and therefore was not to be left to the haedteachers and the deputy headteachers. Teachers indicated that they wanted to feel responsible in matters concerning the discipline of a school.

To confirm that teachers in the rural primary schools were committed to their job, 85.6 percent indicated that out of class activities were not a bother to their teaching job. As was seen earlier, the job of teaching was too demanding. But inspite of this, teachers wanted to participate in out of class activities for these are part and parcel of the job of a teacher. Another heavy responsibility for the teachers is marking of Pupils' work and yet over 80% of the teachers said that this did not make their

work harder. This confirms that the teachers enjoyed their work inspite of the heavy responsibilities involved in the job.

There was low response when the teachers were asked to respond to the item on the respect commanded by the teachers in the community. Nearly half of the teachers disagreed that teachers were respected people in the community. Many rural primary school teachers therefore feel that they are not given due respect although their role in the community is so important. This fact would make teachers feel dissatisfied and wish to leave teaching for other respectable jobs. Could this lack of respect for teachers be due to the fact that they work around their home area? The community had known most of these teachers since their youth. And as it is commonly believed that 'familiarity breeds contempt', this could be the explanation for the low opinion the community has for the rural primary school teachers. It could also be explained that the community has more educated people than ever before and so the standing of the teacher among the community is no longer special. There is need for further research to establish why the reputation of the teacher in the rural areas is diminishing and yet his contribution in the public is indispensable.

The above data had indicated that the rural primary school teacher is dissatisfied with the salary paid, inadequate supply of equipment, too many pupils per class, heavy workload and low status in the community.

Table 4 presents data that shows what the rural primary school teachers considered as contributing to satisfaction in their teaching job. These are shown in rank order.

6. Pupils' good behaviour (innocency)	3	1.5
7. The enjoyment of the job	4	1.7
8. Good results of the pupils in examinations	7	3.3
9. Out of class activities	7	3.3
10. The opportunity to expand knowledge	6	3.0
11. The opportunity to build the nation	6	3.0
12. The cooperation of the parents	5	2.5
13. Owner occupied house allowance	5	2.5
14. Freedom (no closer supervision)	5	2.5
15. Seeing ex-pupils' progress	4	1.9
16. The job is available (schools are all over)	4	1.9
17. Sharing my knowledge/experience with the youth	4	1.9
18. Serving the community	4	1.9
19. Respect from the education officers	4	1.9
20. I am able to earn my living	4	1.9
21. Guaranteed pension	3	1.4
22. Fighting illiteracy	3	1.4
23. Respect by pupils and parents	3	1.4
24. The accessibility of my boss	2	0.9
25. Improvements being done to the profession	1	0.5
26. Cheap rural life	1	0.5
27. Good leadership	1	0.5
28. Promotion opportunities from one grade to another	1	0.5
29. Increased number of education officers	1	0.5

TABLE 4

ASPECTS OF TEACHING JOB WHICH MAKE TEACHERS FEEL  
VERY SATISFIED

	Frequency	%
1. Working near home	53	24.7
2. Three holidays in a year	39	18.1
3. Helping (staying with) the young children	34	15.8
4. Cooperation of Teachers	24	11.2
5. The terms and conditions of the teaching job	12	5.6
6. Pupils good behaviour (innocence)	9	4.2
7. The enjoyment of the job	8	3.7
8. Good results of the pupils in examinations	7	3.3
9. Out of class activities	7	3.3
10. The opportunity to expand knowledge	6	2.8
11. The opportunity to build the nation	6	2.8
12. The cooperation of the parents	5	2.3
13. Owner occupied house allowance	5	2.3
14. Freedom (no closer supervision)	5	2.3
15. Seeing ex-pupils' progress	4	1.9
16. The job is available (schools are all over)	4	1.9
17. Sharing my knowledge/experience with the youth	4	1.9
18. Serving the community	4	1.9
19. Respect from the education officers	4	1.9
20. I am able to earn my living	4	1.9
21. Guaranteed pension	3	1.4
22. Fighting illiteracy	3	1.4
23. Respect by pupils and parents	3	1.4
24. The accessibility of my boss	2	0.9
25. Improvements being done to the profession	1	0.5
26. Cheap rural life	1	0.5
27. Good leadership	1	0.5
28. Promotion opportunities from one grade to another	1	0.5
29. Increased number of education officers	1	0.5

The teachers were to write two aspects or factors of the teaching job that made them feel very much satisfied with the teaching job. Not all the teachers felt free to give their responses to this open-ended item. However a substantial number of them gave their responses. After the content analysis of their responses was done 29 aspects of the teaching job which made the rural teachers feel very much satisfied emerged.

The factors that were mentioned by more than ten teachers were considered important. As can be observed from Table 4 above, 53 teachers indicated that working near home gave them satisfaction. When asked to explain further, they said that this enabled them to see their families daily and also made life less expensive. The fact that majority of the rural primary school teachers were married men and women and that they claimed that their salary was inadequate made their explanation sound quite sensible.

Thirty nine teachers said that the three holidays they got in a year gave them satisfaction. In their explanations they said that this gave them a rest from the tedious work. Another aspect of their work which gave the teachers satisfaction was helping the young children or staying with them. They considered the young children, the pupils in the primary schools as

innocent and obedient. It is such qualities of the pupils which motivated the teachers to want to help them. The teachers were satisfied that they were helping their pupils to grow and expand their knowledge and skills. There were 24 teachers who said that cooperation of the teachers made them feel very much satisfied in their profession. In most schools it was observed that the teachers were cooperative for they shared the breaktime tea in the staffroom and a good number took their lunch together in the schools. Such good relations made the teachers happy. It meant that the heads of the schools had little problem in running the schools.

One other aspect of the teaching job in which a number of the teachers felt satisfied with, was in the terms and conditions of the teaching job. They felt that these were good. The list contains many more aspects of teaching job, which means that there are certain factors in the teaching job which make teachers satisfied.

Looking at the mentioned aspects of the teaching job which were identified by the respondents as making them satisfied with the teaching job, most of them were physiological according to Maslow's Hierarchy of needs. For instance the good terms and conditions of service gave the teachers a sense of security in

their work. Also working near home gave the teachers a feeling of security. Security was one of the primary or physiological needs. Three holidays in a year relieved the teachers from the drudgery of hard work and hence was a fulfilment of the teachers' physiological need. The teachers psychological need of belongingness was fulfilled in cooperation of the other teachers. The desire to help young children was also a fulfilment of a higher order need. It gave the teachers self satisfaction. They felt that they were being useful to the community.

Table 5 contains the data that are the responses of the teachers to the open-ended item of the questionnaire in which the respondents were asked to name two aspects of their job which made them feel dissatisfied with their teaching job. Some teachers declined to respond to this question. Although they were assured of the confidentiality of their responses, not all of them felt free enough to say anything. However a considerable number of them gave their responses which are shown in rank order according to the responses and percentage of the responses per aspect.

20. No overtime payment	6	2.8
21. No frequent and unnecessary transfers	5	2.3
22. Poor accommodation in schools	4	1.9
24. Walk to school daily	4	1.9

TABLE 5

ASPECTS OF THE TEACHING JOB WHICH MAKE TEACHERS  
FEEL VERY DISSATISFIED

	N = 215 Frequency	%
1. Little salary (poor pay)	93	43.3
2. Too much work (being overworked)	39	18.3
3. Lack of equipment (poor supply of equipment)	37	17.0
4. Unfair means of promotion	30	14.0
5. No leave allowance	22	10.2
6. No house allowance for married female teachers	12	5.6
7. Lack of recognition	12	5.6
8. Travelling long distance for salary	12	5.6
9. Unnecessary salary deductions	11	5.1
10. Poor school buildings	10	4.7
11. Harrasment by inspectors	9	4.2
12. No respect by the community	8	3.7
13. No travelling allowance while on school functions	8	3.7
14. Untrained teachers get no benefits	7	3.3
15. No many facilities as found in urban schools	7	3.3
16. Few training and inservice opportunities	7	3.3
17. Low responsibility allowance	6	2.8
18. Too frequent and unnecessary transfers	6	2.8
19. Negative criticism by those in authority	6	2.8
20. Absenteeism of pupils	6	2.8
21. Lack of uniform house allowance for all teachers	6	2.8
22. No overtime payment	5	2.3
23. Poor accomodation in schools	4	1.9
24. Walking to school daily	4	1.9

TABLE 5 Continued

	Frequency	%
25. Interference of teachers by parents	4	1.9
26. Lack of freedom	3	1.4
27. Delay in payment of claims	3	1.4
28. Too many changes in education system	3	1.4
29. The longer you work the more useless	2	0.9
30. Some bosses are dictators	2	0.9
31. Out of class activities	2	0.9
32. Going for school equipment at District Headquarters	2	0.9
33. Blame of poor results on teachers	2	0.9
34. Delay in solving employees problems	2	0.9
35. Remoteness of the area where schools are	2	0.9
36. Supervision of external examinations	2	0.9
37. Parents' failure to attend to pupils performance	1	0.5
38. Too many pupils per class	1	0.5
39. Failure to exempt headteachers from classroom work	1	0.5
40. Writing lesson preparation for all lessons	1	0.5
41. Undermining by superiors	1	0.5
42. Working far from home	1	0.5
43. Too frequent changes in the timetable	1	0.5
44. Frequent inspection	1	0.5
45. All teachers do not qualify for hospital insurance	1	0.5
46. Restriction on teachers from running business	1	0.5
47. Lack of medical care	1	0.5

Another factor that was identified as dissatisfying was too much work. Thirty nine teachers said they were currently overworked. In their explanations

As can be observed from the table, the rural primary school teachers identified 47 factors that made them feel very dissatisfied with their job. Some of the factors were naturally rural oriented and could not be felt by teachers in the urban schools. There were 10 factors which featured prominently and ranked high on the list. The top most was salary. The teachers said that the low salary which they received from their job made them dissatisfied. When asked to give an explanation they said that the salary they received was not equivalent to the heavy work that they were supposed to do in the schools. They said that although they worked beyond the official working hours, nothing was given in return for those extra working hours. They further said that with the rising cost of living they expected to be paid more money so as to make ends meet. The untrained teachers felt that their salary was very low although their teaching load was as high as that of the trained teachers. The teachers felt that they were terribly underpaid when compared with workers in other sectors of the economy.

Another factor that was identified as dissatisfying was too much work. Thirty nine teachers said they were currently overworked. In their explanations

they said that their job kept them occupied even during their free time and especially when they were preparing pupils for examinations or during athletics and games competitions. Lack of adequate supply of school equipment was another factor which was expressed by several teachers as causing dissatisfaction among them. The schools obtained their supply from schools Equipment Scheme stores in the district headquarters. The teachers said that the supply of stationery, textbooks and other essential equipment was irregular and inadequate. The pupils went without these supplies for a long time and this hampered the progress of the teachers' job drastically. Teachers lacked essential textbooks when there was change in the syllabus and said that they were not willing to spend their own money in order to acquire these books from the bookshops. In fact, very many teachers expressed their dissatisfaction with the role played by the Schools Equipment Scheme, for it was not quite effective in its service to the rural schools. They were of the opinion that instead of relying on the equipment scheme, money could be voted and given to the schools so as to buy the essential equipment directly from the suppliers.

Teachers said that they were dissatisfied with the unfair means of promotion and the few opportunities available for the promotion of teachers. They

condemned the system of promotion on merit because they said that sometimes it necessitated those who had applied for it to canvass with some education officers. They were of the opinion that promotion on academic qualifications was more justifiable. They further suggested that more opportunities for promotion could be opened up instead of teachers waiting until the places of deputy or headteachers fell vacant. This would be the only way the teachers were going to have something to aspire for or some incentives in the job. Most of the trained teachers said that the longer they served the more useless they became. It is because they had perhaps lost hope of ever being promoted to a higher grade.

*A good number of teachers said that they were* dissatisfied because they were not paid leave allowance. If they earned the allowance it would have helped them meet some of their financial demands. This allowance was paid to other civil servants until recently when it was abolished. It is paid to workers in the private sector. Married women teachers expressed dissatisfaction for they did not qualify for house allowance. They saw this as a discrimination and were of the opinion that there should be equal treatment for all teachers

irrespective of their sex. There is need for equal treatment for all workers in any organization so as to reduce dissatisfaction among some of the workers. Twelve teachers identified lack of recognition as a factor that was causing dissatisfaction among them. The same number of teachers said that they felt dissatisfied because they had to travel long distance to collect their salary. Being in the rural area teachers travel very far to the District Education Officer's office or to the banks in Machakos Town in order to receive their pay during the end of the month. They said that this was not only inconvenient every month, but was also expensive for it involved spending money on their bus fares. They ended up crowding the banks because they came from all over the District. Teachers said that in most cases they squandered their money or sometimes they were robbed on the way. The teachers also complained about unnecessary salary deductions which were done without prior consultation. The other factor of dissatisfaction which featured prominently was poor school buildings. It was observed during the course of this research that most buildings in the rural schools left a lot to be desired. Most of them were very poorly constructed and in most cases were still

put into use before they were ready for use. They were unplastered, without window panes, without doors and the floors were uncemented. The teachers residential houses were tiny with one or two rooms, insecure and were used before all the construction was fully done.

Many teachers felt that the school buildings distracted them from wanting to work in the schools long enough. These buildings and particularly the tuition ones were not conducive to good learning and teaching. Educative materials such as wall charts could not be left in the classroom for they were likely to be spoiled by weather (wind and rain).

As can be observed from the list of the factors that made teachers dissatisfied, it can be said that most of these factors existed because the schools were in the rural area. For instance one teacher pointed out that there was lack of medical care. It is true that hospital facilities were lacking. Treatment could only be given in dispensaries which often lacked the medicine. Teachers could not benefit from their Hospital Insurance Fund although some of them were contributors to this fund. Another factor which was contributed by the working environment was walking long distance daily to their place of work. They

were not able to ride to the schools nor use other means of transport due to lack of travelling facilities. Besides, the teachers who were staying in rented houses had to rent them in the markets. They complained that these were merely single rooms found at the back side of the shops. These markets were not near to most of the schools. Therefore the teachers who lived in those market places were forced by circumstances to walk daily to and from their schools.

Therefore most of the factors that were found by teachers as contributing to their job dissatisfaction were physiological in nature. Most of them were related to their monetary rewards and other benefits. If these financial needs were provided for, the teachers would have used the money to fulfil, not only the physiological needs, but also some of the psychological needs. If their salary was improved, the teachers would use it to boost their esteem and improve their lot in public eyes. Promotion, which is a need for most workers, would not only help the teachers to earn more money, but would at the same time give the teachers a feeling that they had achieved something better in their career.

The data presented on Table 6 shows the distribution of the teachers' personal characteristics

according to the sex. It was the assumption of this study that whatever responses the teachers gave in the Teachers' Questionnaire, were going to be influenced by the various individual characteristics, the teachers sex being one of them. Frequency distribution and percentages are shown on Table 6.

TABLE 6

DISTRIBUTION OF PERSONAL CHARACTERISTICS OF TEACHERS ACCORDING TO SEX

	FEMALE N = 91	% 42.3	MALE N = 124	% 57.7
<u>AGE</u>				
Below 20 years	2	2.2	-	-
21 - 30 years	56	61.5	48	38.7
31 - 40 years	21	21.1	49	39.5
Above 40 years	12	13.2	27	21.8
<u>PROFESSIONAL QUALIFICATIONS</u>				
Untrained	31	31.1	41	33.1
P4	1	1.1	1	0.8
P3	22	24.2	14	11.3
P2	15	16.5	27	21.8
P1	22	24.2	38	30.6
S1	-	-	2	1.6
Approved Teacher	-	-	1	0.8
<u>ACADEMIC QUALIFICATIONS</u>				
K.P.E./C.P.E.	22	24.2	20	16.1
K.J.S.E.	17	18.7	25	20.2
K.C.E. (ordinary level)	43	47.3	61	49.2
K.A.C.E. (advanced level)	9	9.8	18	14.5
Degree	-	-	-	-
<u>TEACHING EXPERIENCE IN YEARS</u>				
Below 2	15	16.5	10	8.1
2 - 5	25	27.5	20	16.1
6 - 9	14	15.4	25	20.2
10 -13	11	12.1	23	18.5
14 -17	12	13.2	11	8.9
Above 21	9	10.0	17	13.7

TABLE 6 Continued

	FEMALE	%	MALE	%
<u>STATUS</u>				
Assistant Teachers	86	94.5	87	70.2
Deputy headteachers	4	4.4	17	13.7
Headteachers	1	1.1	20	16.1
<u>ACCOMODATION</u>				
School house	14	15.4	25	20.2
Rented house	3	3.3	10	8.0
Owner occupied house	73	80.2	88	71.0
Any other	1	1.1	1	0.8
<u>MARITAL STATUS</u>				
Single	15	16.5	22	17.7
Married	76	83.5	102	82.3

From Table 6 it is shown that the majority of the female teachers were below 30 years (63.7 percent). This indicated that the majority of the female teachers in the rural schools were young. As for the male teachers, there was almost an equal number of those whose age was between 21 and 30 years (48 teachers) and those whose age was between 31 and 40 years (49 teachers). A good number of the male teachers were elderly. For both the male and female teachers nearly one third of them were untrained teachers (33.1 and 31.1 respectively). This data shows that among the female teachers none of them had attained SI or approved teacher status. This is an indication that the male teachers were more highly qualified professionally than the female teachers.

70.2 percent. It can be concluded that the male teachers who applied to be favoured when promotions to Deputy

In academic qualification, there was a higher percentage of the male teachers (63.7 percent) who had attained ordinary level qualifications and above than among the female teachers (57.1 percent). None of the respondents in this study had attained a degree certificate except that, only one respondent had been promoted to approved teacher status which is the equivalent of a Bachelor of Education degree in status. It is an indication that the rural primary schools lacked teachers of very high academic attainments. There is need for such teachers to be deployed in the rural schools if the standard of education is going to match that of the urban schools.

Over one third of the female teachers had a teaching experience of below 5 years while among the male teachers only 24 percent had the teaching experience of less than 5 years. This indicates that most of the teachers who were being employed nowadays were female teachers. It may further indicate that teaching profession in the near future among the rural schools is going to be dominated by female teachers as is the trend in most urban schools.

In terms of the status of the teachers it was observed that the majority of the female teachers (94.5 percent) were assistant teachers. The assistant teachers among the male teachers formed 70.2 percent. It can be concluded that it was the male teachers who seemed to be favoured when promotions to deputy

headteachers or headteachers were being considered. There was only one headmistress as compared to 20 headmasters and 4 deputy headmistresses as compared to 17 deputy headmasters.

From Table 6, it can further be observed that 80.2 percent of the female teachers lived in owner occupied houses while 71 percent of the male teachers were living in owner occupied houses. The married female teachers were 83.5 percent while among the male teachers 82.7 percent were married.

It has already been shown that the male teachers outnumbered the female teachers and that, more male teachers had managed to attain promotions in the teaching profession. It would be expected for this reasons that, the female teachers were more dissatisfied in the teaching job than the male teachers. It is also expected that due to their sex differences the male and female teachers had varied perceptions in aspects of the teaching job.

Table 7 presents the responses of the teachers to some aspects of the teaching job according to the teachers sex. Percentages of the responses are shown in this table and the most outstanding responses are described.

TABLE 7

TEACHERS' RESPONSES TO ASPECTS OF THE TEACHING JOB ACCORDING TO SEX

ASPECTS	FEMALE N = 91		MALE N = 124	
	% Agree	% Disagree	% Agree	% Disagree
Teaching needs frequent inspection	80.2	19.1	77.4	22.6
I like the way my superiors do their work in this school	71.4	28.6	79.8	20.2
There are well laid down regulations on the duties of a teacher	62.6	37.4	61.3	38.7
The living conditions in this school are good	56.0	44.0	50.8	49.2
I find teaching enjoyable	94.5	5.5	90.3	9.7
I find teaching too demanding	85.7	14.3	87.9	12.1
There are too many pupils per class for effective teaching and learning in this school	48.4	51.6	51.6	48.4
My teaching load in terms of periods per week is too much for effective teaching	61.5	38.5	78.2	21.8
Whenever I do a good job in my school I am commended for it	48.4	51.6	51.6	48.4
Teachers should be consulted before any changes are made in the education system	87.9	12.1	90.3	9.7

TABLE 7 Continued

ASPECTS	FEMALE N = 91		MALE N = 124	
	% Agree	% Disagree	% Agree	% Disagree
I would rather teach near my home than take a more paying job away from home	76.1	20.9	75.8	24.2
There is good relationship among teachers in this school	82.4	17.6	87.9	12.1
I am well prepared for the teaching job	90.1	9.9	89.5	10.5
I am satisfied with what I am able to do in this school	87.9	12.1	92.7	7.3
The success of this school depends a lot on my efforts	71.4	28.6	86.3	13.7
The salary I receive from my job is enough	8.8	91.2	4.0	96.0
The school buildings in this school make my work comfortable	27.5	72.5	29.0	71.0
There is sufficient accommodation for teachers in this school	27.5	72.5	15.3	84.7
There are many personal benefits in teaching profession	47.3	52.7	37.9	62.1
This school gets enough supply of school equipment	8.8	91.2	8.9	91.1
Daily lesson plan makes my work harder	23.1	76.9	28.2	71.8

TABLE 7 Continued

ASPECTS	FEMALE N = 91		MALE N = 124	
	% Agree	% Disagree	% Agree	% Disagree
Marking of pupils assignments makes my work harder	20.9	79.1	18.5	81.5
Out of class activities are unnecessarily a bother to my teaching work	14.3	85.7	14.5	85.5
Pupils' discipline should be the responsibility of the headteacher and the deputy	17.6	82.4	5.6	94.4
The role of the teacher should be teaching only	26.4	73.6	17.7	82.3
Duties of the teachers during the school holidays serve no useful purpose	27.5	72.5	25.0	75.0
Teachers are respected people in the community	49.5	50.5	50.0	50.0
There are many opportunities for promotion in teaching	29.7	70.3	24.2	75.8
If I got another job I would leave teaching immediately	22.0	78.0	33.1	66.9
If I got promotion to work far from home I would accept it	42.9	57.1	49.2	50.8

Data in Table 7 shows that for both sexes teaching job was enjoyable but among the female teachers the percentage was higher (94.5 percent). Ninety percent of the female teachers felt that they were well prepared for the teaching while 89.5 percent of the male teachers responded to this item. The female teachers were more confident than the male teachers as can be seen in this case. Among the female teachers, 87.9 percent said that teachers should be consulted before any changes were made in the education system. The same number of female teachers said that they were satisfied with what they were able to do in their schools. For the male teachers in these two aspects of the teaching job, there were higher percentages of 90.3 and 92.7 respectively. This was an indication that more of the male teachers wanted autonomy in the job and were more confident. However more female teachers had said that they were well prepared for the teaching job.

Among the male teachers, 87.9 percent said that they found teaching too demanding while among the *female teachers the response was 85.7 percent. Therefore* more male teachers were dissatisfied with the nature of the teaching job than the female teachers. On relationship among teachers 87.9 percent of the

male teachers said that there was good relationship while among the female teachers the percentage was lower (82.4 percent). Therefore the female teachers had a higher demand for the social need of belonging. They expected more cooperation than was existing in the schools.

The percentage of the male teachers who showed dissatisfaction with the salary was 96 percent while the percentage among the female teachers was 91.2 percent. It is an indication that the male teachers were more concerned about the salary they received than the female teachers. However on the question of supply of equipment in the schools both the male and the female teachers were equally affected.

There was a marked difference in response between the sex of the teachers when the question of responsibility to maintain discipline was asked. Among the male teachers 94.4 percent said that such a responsibility should not be left to the headteacher and the deputy headteacher. Among the female teachers the percentage was 82.4. It was an indication that more male teachers were ready to participate in maintaining discipline in the schools than the female teachers.

Responses of the teachers according to sex indicated that there were variations in response to

TABLE 8

DISTRIBUTION OF TEACHERS' PERSONAL CHARACTERISTICS

different aspects of the teaching job. Therefore it can be concluded that perception of the teachers to factors that contributed to their job satisfaction or dissatisfaction could be influenced to some extent by a teacher's sex.

Data presented on Table 8 are showing the distribution of the teachers' personal characteristics according to the age of the teachers. It was the assumption of this study that perception of factors that contributed to job satisfaction or dissatisfaction among the rural primary school teachers would be influenced by the teachers' age. There were 106 teachers whose age was below 30 years (young teachers). There were 70 teachers whose age was between 31 and 40 years (middle aged teachers) and 39 teachers whose age was above 40 years (elderly teachers). Percentages of the teachers for each of the various personal characteristics are shown.

STATUS	Below 30 yrs. (N = 106)	31 - 40 yrs. (N = 70)	Above 40 yrs. (N = 39)
Assistant Teachers	99.1	62.9	81.5
Deputy headteachers	0.9	17.1	20.3
Headteachers	-	20.0	18.0
ACCOMMODATION			
School house	27.4	11.4	5.1
Rented house	9.4	4.3	-
Owner occupied house	61.3	84.3	84.9
Any other	1.9	-	-
MARITAL STATUS			
Single	32.1	4.3	-
Married	67.9	95.7	100

TABLE 8

DISTRIBUTION OF TEACHERS' PERSONAL CHARACTERISTICS  
ACCORDING TO AGE

	Below 30 yrs. N = 106	31 - 40 yrs. N = 70	Above 40 yrs. N = 39
<u>SEX</u>	%	%	%
Male	46.2	68.8	69.2
Female	53.8	31.2	38.8
<u>PROFESSIONAL GRADES</u> ✓			
Untrained (trained)	56.6	15.7	2.6
P4	0.9	-	2.6
P3	3.8	17.1	51.3
P2	6.6	30.0	35.9
P1	32.1	32.9	7.7
SI	-	2.9	-
Approved Teacher	-	1.4	-
<u>ACADEMIC ATTAINMENT</u> ✓			
C.P.E.	2.8	22.9	59.0
K.J.S.E.	17.0	21.4	23.0
K.C.E.	68.9	40.0	7.7
K.A.C.E.	11.3	15.7	10.3
<u>TEACHING EXPERIENCE IN YEARS</u> ✓			
Below 2	29.3	-	-
2 - 5	34.9	1.4	-
6 - 9	26.4	15.7	-
10 - 13	9.4	34.3	2.6
14 - 17	-	28.6	7.7
18 - 21	-	15.7	20.5
Above 21	-	4.3	69.2
<u>STATUS</u>			
Assistant Teachers	99.1	62.9	61.5
Deputy headteachers	0.9	17.1	20.5
Headteachers	-	20.0	18.0
<u>ACCOMMODATION</u>			
School house	27.4	11.4	5.1
Rented house	9.4	4.3	-
Owner occupied house	61.3	84.3	94.9
Any other	1.9	-	-
<u>MARITAL STATUS</u>			
Single	32.1	4.3	-
Married	67.9	95.7	100

From Table 8 it can be observed that the majority of young teachers were female (53.8 percent) while the majority of the middle aged and elderly teachers were male (68.8 and 69.2 percent respectively). Among the young teachers the majority were untrained (56.6 percent), while the majority of the middle aged teachers were trained teachers of P2 grade and above (65.8 percent), and among the elderly teachers, the majority were trained teachers of P3 grade (51.3 percent). Therefore as far as the professional qualifications of the teachers were concerned, the data indicated that, most of the young teachers were unqualified and their greatest need was opportunity to get the professional training. It also indicates that the middle aged teachers were highly qualified while among the elderly teachers they were mostly of low grades. It was among the middle aged teachers where a few managed to get promotions. Due to these variations it was likely for these teachers to express their needs variously.

In academic qualifications among the young teachers the majority (79.2 percent) had attained form four education and above. Among the middle aged, 55.7 percent had attained form four education and above, while among the elderly teachers the majority

(59 percent) had only attained primary school education. Therefore inspite of the fact that the young teachers mostly lacked professional qualifications, they were of high academic qualifications in most of the cases.

As far as the teachers' teaching experience was concerned, among the young teachers the majority (64.1 percent) had a teaching experience of less than five years, while among the middle aged teachers the majority (62.9 percent) had a teaching experience of between 10 and 17 years. Among the elderly teachers the majority (80.7 percent) had a teaching experience of over 18 years. It can therefore be observed that, inspite of the fact that the elderly teachers lacked sound academic qualifications, they had the longest teaching experience. There is need however to try and establish how effective these elderly teachers were with their primary level of education; whether they are able to cope with the many changes that take place in the education from time to time.

In terms of status, it can be observed that 99.1 percent of the young teachers were assistant teachers. Among the middle aged and elderly teachers, the percentage of the assistant teachers were 62.9 and 61.5 respectively. Most of the headteachers were

recruited from the middle aged teachers while most of the deputy headteachers were from the elderly group of teachers.

This researcher had learnt from the teachers that most of the elderly teachers had relinquished their headship responsibilities in favour of working near their homes. One such teacher expressed his dissatisfaction with the teaching job in that the older one became the more useless one was viewed. It was learnt that others had to give up headship responsibilities to give way to the younger and more dynamic teachers. This researcher witnessed that in some schools the headteachers were former pupils of some of their assistant teachers. This must be a source of frustration and dissatisfaction although some teachers said that they were proud to see the success of their products.

The elderly teachers were largely living in their own houses (94.9 percent), while among the middle aged and the young teachers the percentages for the teachers staying in their own houses were 84.3 and 61.9 respectively. This was an indication that the older the teachers the more they got satisfied with teaching near their homes. All the elderly teachers were married teachers.

TABLE 9

TEACHERS' RESPONSES TO ASPECTS OF THE TEACHING JOB ACCORDING TO AGE

Aspects of Teaching	30-39 yrs N = 70	40-49 yrs N = 29	50-59 yrs N = 8
Teaching needs more frequent inspection	69.3	81.2	87.2
I like the way my superiors do their work	75.7	80.0	76.9
There are well laid down regulations on the duties of a teacher	66.4	70.0	57.4
The living conditions in this school are good	47.1	58.6	53.8
I find teaching enjoyable	52.9	59.9	57.4
I find teaching too demanding	54.3	51.1	52.3
There are too many pupils per class for effective teaching	55.9	51.4	43.6
My teaching load in terms of periods per week is too much	52.9	51.1	52.3
Whenever I do a good job in my school I am commended for it	52.9	51.1	52.3
Teachers should be consulted before any changes are made in education	52.9	51.1	52.3
There is good relationship among the teachers in this school	52.9	51.1	52.3

Table 9 presents responses of the teachers to aspects of the teaching job according to their age groups. The most outstanding responses where over 90 percent of the respondents in each age group agreed or disagreed with the items are discussed below.

TABLE 9

TEACHERS' RESPONSES TO ASPECTS OF THE TEACHING JOB ACCORDING TO AGE

Aspects of Teaching	Below 30 yrs		31 - 40 yrs		Above 40 yrs.	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	N = 106		N = 70		N = 39	
	%		%		%	
I am well prepared for the teaching job	85.9	14.1	94.3	5.7	94.9	5.1
Teaching needs more frequent inspection	69.8	30.2	87.1	12.9	87.2	12.8
I like the way my superiors do their work	73.6	26.4	82.0	18.0	76.9	23.1
There are well laid down regulations on the duties of a teacher	66.0	34.0	58.6	41.4	56.4	43.6
The living conditions in this school are good	47.2	52.8	61.4	38.6	53.8	46.2
I find teaching enjoyable	89.6	10.4	92.9	7.1	97.4	2.6
I find teaching too demanding	84.9	15.1	87.1	12.9	92.3	7.7
There are too many pupils per class for effective teaching	48.1	51.9	57.1	42.9	43.6	56.4
My teaching load in terms of periods per week is too much	69.8	30.2	74.3	25.7	69.2	30.8
Whenever I do a good job in my school I am commended for it	49.1	50.9	51.4	48.6	51.3	48.7
Teachers should be consulted before any changes are made in education	91.5	8.5	88.6	11.4	84.6	15.4
There is good relationship among the teachers in this school	84.0	16.0	85.7	14.3	89.7	10.3

TABLE 9 Continued

Aspects of Teaching	Below 30 yrs		31 - 40 yrs		Above 40 yrs	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
I am well prepared for the teaching job	84.9	15.1	94.3	5.7	94.9	5.1
I am satisfied with what I am able to do in this school	89.6	10.4	88.6	11.4	97.4	2.6
The success of this school depends a lot on my efforts	84.0	16.0	80.0	20.0	69.2	30.8
The salary I receive from my teaching job is enough	6.6	93.4	8.6	91.4	-	100
The school buildings in this school make my work comfortable	23.6	76.4	32.9	67.1	33.3	66.7
There is sufficient accommodation for teachers in this school	14.1	85.7	27.1	72.9	25.6	74.4
There are many personal benefits in the teaching profession	34.9	65.1	52.9	47.1	41.0	59.0
This school gets enough supply of equipment	6.6	93.4	14.3	85.7	5.1	94.9
Daily lesson plan makes my work harder	27.4	72.6	28.6	71.4	17.9	82.1
Marking of pupils assignments makes my work harder	19.8	80.2	15.7	84.3	25.6	74.4
Out of class activities are unnecessarily a bother to my teaching work	15.1	84.9	14.3	85.7	12.8	87.2
Pupils' discipline should be the responsibility of the headteacher and deputy	15.1	84.9	5.7	94.3	7.7	92.3

TABLE 9 Continued

Aspects of Teaching	Below 30 yrs		31 - 40 yrs		Above 40 yrs	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
The role of the teacher should be teaching only	23.6	76.4	20.0	80.0	17.9	82.1
Duties for teachers during school holidays serve no purpose	28.3	71.7	28.6	71.4	15.4	84.6
Teachers are respected people in the community	38.7	61.3	60.0	40.0	61.5	38.5
There are many opportunities for promotion in teaching	26.4	73.6	28.6	71.4	23.1	76.9
If I got another job I would leave teaching immediately	35.8	64.2	22.9	77.1	17.9	82.1
If I got promotion to work far from home I would accept	50.0	50.0	50.0	50.0	38.8	61.2

One of the most outstanding responses was on the salary the teachers received. All the elderly teachers said that the salary they received was inadequate. Among the middle aged and the young teachers there were a few who said they received adequate salaries. however the responses were still very high against this item. The younger teachers and the elderly teachers by virtue of their grades, most of the younger teachers being untrained and the elderly ones being mostly in low grades, were obviously receiving lower pay than the middle aged teachers. It was from the latter group that most of the teachers said they were satisfied with the salary. In this aspect of the teaching job, it is clearly demonstrated that the teachers perception of satisfaction or dissatisfaction varied with the teachers' age. But it can also be said that apart from the age of the teachers, there were other underlying factors which affected the responses of the teachers and one of them could have been their professional grades.

A greater majority of the elderly teachers and the middle aged teachers said that they enjoyed teaching. Their percentages were 94.4 and 92.4 respectively. The same number of the elderly teachers said that they were satisfied with what they were able to do in their schools. Despite their low grades

and low academic attainments, the elderly teachers were contented with their ability and performance in their job. They indicated that they were self confident in the teaching job.

Concerning the discipline of pupils in schools the middle aged teachers and the elderly teachers overwhelmingly agreed that it should not be left to the headteachers and the deputy headteachers alone but rather it should be a collective responsibility. These two age groups wanted to be involved in discipline matters more than the young teachers. The fact that the middle aged teachers demonstrated the most interest goes on to prove why the majority of them ended up in the headship position.

Although all the different age groups of the teachers mostly felt that the supply of school equipment was inadequate, it was the elderly teachers and the younger teachers whose responses were the highest. These were 94.9 percent and 94.3 percent respectively. About 95 percent of the elderly teachers and of the middle aged teachers said that they were well prepared for the teaching job. For the young teachers their response was much lower. Since majority of the young teachers were untrained they could not say with a lot of confidence that they were

well prepared for the teaching job. Lack of good preparation for a job through training can be a source of dissatisfaction.

It should also be pointed out that 92.3 percent of the elderly group of teachers said that teaching was too demanding. The same number of the elderly teachers preferred to teach near home than take a promotion to teach far away from home. Although most rural primary school teachers preferred to teach near home, it was the elderly teachers who preferred this most. Rural Primary school teachers would find dissatisfaction in their job if they were posted far away from their homes since there is a school in nearly every village.

The majority of the teachers in the respective age groups felt that teachers should be consulted before any changes were made in the education system. However, it was the younger teachers who showed greater support to this item. Ninety two percent of the younger teachers agreed with the item. This perhaps indicated that these other elder groups of teachers preferred to be a little submissive and prepared to implement whatever policies were dictated from the education offices.

It was then concluded from the responses of the teachers to some aspects of the teaching job

that the teachers' age influenced the perception of the teachers of the factors that contributed to job satisfaction or dissatisfaction.

In Table 10 is presented data that show the distribution of the personal characteristics of the teachers according to their professional qualifications. It was the assumption of this study that the teachers perception of the factors that contributed to job satisfaction or dissatisfaction was influenced by the teachers' professional qualifications. For the purpose of this study, the professional qualifications were viewed in the perspective of the untrained teachers and the trained teachers. The former did not have training in a teachers' college and had no professional qualifications. The latter had undergone formal training and had attained teaching certificates ranging from P4 certificate up to Approved Teacher status. Among the respondents there were 72 untrained teachers and 143 trained teachers of various grades.

MARITAL STATUS

Single	17.2	11.9
Married	72.2	88.1

TABLE 10

DISTRIBUTION OF TEACHERS' PERSONAL CHARACTERISTICS  
ACCORDING TO THEIR PROFESSIONAL QUALIFICATIONS

	UNTRAINED TEACHERS N = 72 %	TRAINED TEACHERS N = 143 %
<u>SEX</u>		
Male	59.9	58.0
Female	41.1	42.0
<u>AGE IN YEARS</u>		
Below 20	2.8	-
21 - 30	80.6	33.6
31 - 40	15.3	41.3
Above 40	1.3	25.1
<u>ACADEMIC QUALIFICATION</u>		
C.P.E.	4.2	27.2
K.J.S.E	33.4	12.6
K.C.E. (ordinary level)	63.9	40.6
K.A.C.E. (advanced level)	12.5	12.6
<u>TEACHING EXPERIENCE IN YEARS</u>		
Below 2	25.0	4.9
2 - 5	26.4	18.2
6 - 9	25.0	14.7
10 -13	19.4	14.0
14 -17	2.8	14.7
18 -21	-	16.1
Above 21	1.4	17.5
<u>ACCOMMODATION</u>		
School house	27.8	13.3
Rented house	11.1	3.5
Owner occupied house	61.1	81.8
Any other	-	1.4
<u>MARITAL STATUS</u>		
Single	27.8	11.9
Married	72.2	88.1

From Table 10 it was observed that among the untrained teachers the majority (50.9 percent) were male teachers while among the trained teachers the male teachers formed the majority (58 percent). Over 80 percent of the untrained teachers were below 30 years of age while among the trained teachers the majority (66.4 percent) were above 30 years. Among the untrained teachers, 76.4 percent had attained secondary school education of form 4 and above while among the trained teachers those who had attained the form four education and above formed 53.2 percent. This indicated that there were more academically qualified teachers among the untrained teachers, than was the case with the trained teachers. This is perhaps the reason why even the untrained teachers claimed that they were satisfied with their ability and performance in the teaching job. It was surprising to note that there were some teachers who had served for more than 10 years without having been trained. These formed over 23 percent of the untrained teachers. This must have caused a lot of dissatisfaction since they were paid a fixed salary over all those years without getting any annual increments. For both categories of teachers, the majority lived in owner occupier houses and were married teachers.

Presented in Table 11 were the responses of the teachers to some aspects of the teaching job which is shown according to the teachers' qualifications. It was the assumption of this study that the teachers' perception of the factors that contributed to their job satisfaction or dissatisfaction was influenced by the teachers' professional qualifications. Percentages of the respondents who agreed or disagreed with the open-ended items of the questionnaire are presented. The most significant responses are described below.

TABLE 11  
TABLE 11

RESPONSES OF TEACHERS TO ASPECTS OF THE TEACHING JOB ACCORDING TO PROFESSIONAL QUALIFICATIONS

Aspects of Teaching Job	UNTRAINED N = 72 <sup>a</sup>		TRAINED N = 143	
	Agree %	Disagree %	Agree %	Disagree %
Teachers need frequent inspection	72.3	27.7	81.8	18.2
I like the way my superiors do their work in this school	88.9	11.1	69.9	30.1
There are well laid down regulations on the duties of a teacher	68.1	31.9	58.7	41.3
The living conditions in this school are good	51.4	48.6	53.8	43.2
I find teaching enjoyable	88.9	11.1	93.7	6.3
I find teaching too demanding	79.2	20.8	90.9	9.1
There are too many pupils per class for effective teaching in this school	37.5	62.5	56.6	43.4
My teaching load in terms of periods per week is too much for effective teaching	59.7	40.3	76.9	23.1
Whenever I do a good job in my school I am commended for it	50.0	50.0	50.3	49.7

TABLE II Continued

Aspects of Teaching Job	UNTRAINED N = 72		TRAINED N = 142	
	Agree %	Disagree %	Agree %	Disagree %
Teachers should be consulted before any changes are made in education	94.4	5.6	86.7	13.3
I would rather teach near my home than take a more paying job far away	77.7	23.3	76.9	23.1
There is good relationship among teachers in this school	90.3	9.7	83.2	16.8
I am well prepared for the teaching job	79.2	20.8	95.1	4.9
I am satisfied with what I am able to do in this school	90.3	9.7	90.9	9.1
The success of this school depends a lot on my efforts	83.3	16.7	78.3	21.7
The salary I receive from my job is enough	5.6	94.4	6.3	93.7
The school buildings in this school make my work comfortable	16.7	83.3	21.0	79.0
There is sufficient accommodation for teachers in this school	19.4	79.6	21.0	79.0
There are many personal benefits in teaching profession	33.3	66.7	46.2	53.8
This school gets enough supply of equipment	8.3	91.7	9.1	90.9
Daily lesson plan makes my work harder	34.7	65.3	21.7	78.3
Marking pupils assignments makes my work harder	19.4	79.6	19.6	80.4
Out of class activities are unnecessarily a bother to my teaching work	16.7	83.3	13.3	86.7
Pupils' discipline should be the responsibility of the headteacher and the deputy	15.3	84.7	8.4	91.6

TABLE 11 Continued

Aspects of Teaching Job	UNTRAINED N = 72		TRAINED N = 142	
	Agree %	Disagree %	Agree %	Disagree %
The role of the teacher should be teaching only	23.6	76.4	20.3	79.7
Duties for teachers during the holidays serve no useful purpose	27.8	72.2	25.2	74.8
Teachers are respected people in the community	41.7	58.3	72.7	27.3
There are many opportunities for promotion in teaching	25.0	75.0	27.3	72.7
If I got another job I would leave teaching immediately	44.4	55.6	20.3	79.7
If I got promotion to work far from home I would accept it	56.9	43.1	41.3	58.7

For both categories of teachers, salary was a major source of dissatisfaction. On Table 11 the data show that 94.4 percent of the untrained teachers confirmed this while among the trained teachers the percentage was 93.7. The trained teachers were paid higher salaries than the untrained teachers yet they overwhelmingly indicated dissatisfaction with salary.

About 95 percent of the untrained teachers felt that the teachers should be consulted before any changes were made in the education system. The trained teachers indicated similar feelings but with a lower percentage of 86.7. This shows that the untrained teachers to a large extent wanted to have a say when changes were being effected in the education system.

Among the trained teachers there were 95.1 percent who felt that they were well prepared for the teaching job. Such a high percentage of response to the item may be ascribed to their training. As for the untrained teachers 79.2 percent also said they were well prepared for the teaching job. The high percentage for them could be ascribed to the fact that some were undergoing an inservice training programme while as was seen above most untrained teachers had attained high academic qualifications. Most of the trained teachers said that they enjoyed

teaching. These formed 93.7 percent. Among the untrained teachers there was also a very high proportion (88.9 percent) who said they enjoyed teaching. This indicated that the trained teachers found more satisfaction in teaching than the untrained teachers. This was further proved by the fact that there was a higher percentage (44.4) of the untrained teachers who said they would leave teaching immediately if they got another job as compared to only 20.3 percent of the trained teachers.

For both categories of teachers, a great majority felt that the schools were poorly supplied with school equipment. This was over 90 percent for both groups. Again for both groups of teachers a great majority said that the discipline of pupils should not be left to the head teachers and their deputies. However it was the trained teachers who showed a higher inclination to this with a percentage of 91.6 while among the untrained teachers the percentage was 84.4 Both groups also said they were satisfied with what they were able to do in their schools with a percentage of over 90. This was an indication that the rural primary school teachers had a high self concept of their ability to perform their duties well in the schools.

A majority of the trained teachers (90.9

percent) found teaching too demanding. This indicated that the trained teachers accepted that teaching was a challenging job and consequently demanded their best efforts and responsibility. Among the untrained teachers the percentage which said that teaching was too demanding was comparatively low (79.2).

There was a higher percentage of the untrained teachers responding to the item on the relationship among the teachers. Over 90 percent said that the relationship was good while among the trained teachers the percentage was 83.2. It was an indication that the untrained teachers were more cooperative than the trained teachers. Majority of them said that they were happy with the way their superiors were doing their duties in their respective schools. Among the trained teachers only a bare majority of 69.9 percent indicated that they were happy with the performance of their superiors. It could be concluded that they expected better performance from their superiors

Presented in Table 12 is the data which indicated the distribution of the personal characteristics of the respondents according to their teaching experience. The teachers are distributed into 3 groups. The first group is composed of those teachers whose teaching experience was below 10 years. In the second group the teachers' teaching experience was 10

TABLE 12 Continued

to 21 years. The third group includes all the teachers whose teaching experience was above 21 years. It had been assumed that ones work experience would influence the responses.

TABLE 12

	Below 10 yrs	10 - 21 yrs	Above 21 yrs
	N = 108	N = 77	N = 30
	%	%	%
<u>STATUS</u>			
Assistant teachers	92.6	67.5	70.0
Deputy headteacher	3.7	15.6	16.7
Headteacher	1.7	16.9	11.3
<u>DISTRIBUTION OF PERSONAL CHARACTERISTICS OF TEACHERS ACCORDING TO THEIR TEACHING EXPERIENCE</u>			
<u>MARITAL STATUS</u>			
Single			
Married			
<u>SEX</u>			
Male	50.0	64.9	66.6
Female	50.0	35.1	33.4
<u>AGE IN YEARS</u>			
Below 20	1.9	-	-
21 - 30	86.1	14.4	-
31 - 40	12.0	70.0	10.0
Above 40	-	15.6	90.0
<u>PROFESSIONAL QUALIFICATIONS</u>			
Untrained	50.9	28.8	3.3
P4	0.9	-	3.3
P3	1.9	24.7	50.0
P2	7.4	29.9	36.8
P1	38.9	28.8	6.6
S1	-	2.6	-
Approved Teacher Status	-	1.3	-
<u>ACADEMIC LEVEL</u>			
C.P.E.	1.9	27.3	63.4
K.J.S.E.	11.1	31.2	20.0
K.C.E. (ordinary level)	71.3	32.5	6.6
K.A.C.E. (advanced level)	15.7	9.1	10.0

TABLE 12 Continued

	Below 10 yrs N = 108 %	10 - 21 yrs N = 77 %	Above 21 yrs N = 30 %
<u>STATUS</u>			
Assistant teachers	92.6	67.5	70.0
Deputy headteacher	3.7	15.6	16.7
Headteacher	3.7	16.9	13.3
<u>ACCOMMODATION</u>			
School house	27.8	10.4	3.3
Rented house	8.3	5.2	-
Owner occupied house	62.0	84.4	96.7
Any other	1.9	-	-
<u>MARITAL STATUS</u>			
Single	31.5	2.6	3.3
Married	68.5	97.4	96.7

Table 12 shows that there were 108 teachers, half of all the respondents whose teaching experience was less than 10 years. In the second group of teachers who had served for a period of 10 to 21 years, there were 77 teachers. In the third group whose teachers had served for over 21 years, there were 30 of them.

There was a split between the male and female teachers whose teaching experience was below 10 years. Among the teachers whose teaching experience was above 10 years the majority were male. This indicated that in recent years recruitment of female teachers had increased.

The majority of the teachers whose teaching experience was below 10 years (86.1 percent), were young teachers of between 21 years and 30 years. For the teachers whose teaching experience was between 10 and 21 years, 70.1 percent were middle aged, while among the teachers of a service of over 21 years 90 percent were over 40 years old.

Half of the untrained teachers had served for less than 10 years while the other half had served for more than 10 years. Half of the teachers who had served for over 21 years had P3 teaching certificates. The teachers who had managed to get promotions of SI and Approved Teacher status were among the group that had a service ranging between 10 and 21 years. It indicates that, those whose teaching experience was above 21 years had no more expectations of being promoted to higher status, although

they had the longest experience.

The majority of the teachers whose service was below 10 years (87 percent) had attained academic qualifications of Kenya Certificate of Education (form four level) and above. Among the teachers whose service was between 10 and 21 years, only a minority (41.6 percent) had attained form four education and above. Over eighty percent of the longest serving teachers had barely gone beyond form four.

The majority of the headteachers were found among the teachers who had served for a period of between 10 years and 21 years, while the majority of the deputy headteachers, were found among the group of teachers that had served for over 21 years. There were very few teachers appointed to become headteachers or deputy headteachers from the group of teachers who had served for less than 10 years. The data indicates that the teachers of short service and those of very long service hardly qualified for headship positions.

Nearly all the longest serving teachers lived in their own houses and were married.

Table 13 contains responses of the teachers on some aspects of the teaching job according to their teaching experience. It was the assumption

of this study that the teacher's perception of the factors that contributed to job satisfaction or dissatisfaction was influenced by their teaching experience. The responses of the teachers are shown in three columns which correspond with the three groups of the teachers according to their teaching experience. In the first column are responses of the teachers who had served for a period of less than 10 years. In the second column are responses of the teachers who had served for a period ranging between 10 years and 21 years. In the third column are responses of teachers whose service was over 21 years. All the responses are given in percentage.

TABLE 13 Continued

TABLE 13

TEACHERS' RESPONSES TO ASPECTS OF THE TEACHING JOB ACCORDING TO THE TEACHING EXPERIENCE

Aspects of Teaching Job	BELOW 10 YEARS		10 - 21 YRS		ABOVE 21YRS	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	N = 108 %	N = 108 %	N = 77 %	N = 77 %	N = 30 %	N = 30 %
Teaching needs more frequent inspection	70.4	29.6	85.7	14.3	90.0	10.0
I like the way my superiors do their work	74.1	25.9	77.9	22.1	80.0	20.0
There are well laid down regulations on the duties of a teacher	64.8	35.2	58.4	41.6	60.0	40.0
The living conditions in this school are good	48.1	51.9	57.1	42.9	60.0	40.0
I find teaching enjoyable	91.7	8.3	90.9	9.1	96.7	3.3
I find teaching too demanding	84.3	15.7	90.9	9.1	86.7	13.3
There are too many pupils for effective teaching and learning	51.9	48.1	48.1	51.9	50.0	50.0
My teaching load in terms of periods per week is too much	70.4	29.6	74.0	26.0	66.7	33.3

TABLE 13 Continued

	BELOW 10 YRS.		10 - 21 YRS.		ABOVE 21 YRS.	
	Agree	Disagree	Agree	Disagree	Agree	Disagree
	N = 108	N = 108	N = 77	N = 77	N = 70	N = 70
	%	%	%	%	%	%
Whenever I do a good job in my school I am commended	45.4	54.6	59.7	40.3	43.3	56.7
Teachers should be consulted before any changes are made	86.1	13.9	97.4	2.6	80.0	20.0
I would rather teach near my home than take a more paying job far away	77.8	22.2	77.9	22.1	96.7	3.3
There is good relationship among the teachers in this school	96.3	3.7	83.1	16.9	86.7	13.3
I am well prepared for the teaching job	87.0	13.0	92.2	7.8	93.3	6.7
I am satisfied with what I am able to do in this school	88.0	12.0	92.2	7.8	96.7	3.3
The success of this school depends a lot on my effort	83.3	16.7	77.9	22.1	73.3	26.7
The salary I receive from my job is enough	6.5	93.5	7.8	92.2	-	100.0
The school buildings in this school make my work comfortable	23.1	76.9	29.9	70.1	43.3	56.7
There is sufficient accomodation for teachers in this school	14.8	85.2	26.0	74.0	26.7	73.3
There are many personal benefits in teaching profession	36.1	63.9	50.6	49.4	40.0	60.0
This school gets enough supply of equipment	9.3	90.7	9.1	90.9	6.7	93.3
Daily lesson plan makes my work harder	26.9	73.1	28.6	71.4	16.7	83.3

TABLE 13 Continued

	BELOW 10 YRS		10 - 21 YRS		ABOVE 21 YRS	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
Marking pupils work makes my work harder	18.5	81.5	18.2	81.8	26.7	73.3
Out of class activities are unnecessarily a bother to my work	11.1	89.9	18.2	81.8	16.7	83.3
Pupils discipline should be the responsibility of the headteachers and the deputy	11.1	89.9	9.6	90.9	13.3	86.7
The role of the teacher should be teaching only	20.4	79.6	23.4	76.6	20.0	80.0
Duties for teachers during holidays serve no useful purpose	28.6	71.3	26.0	74.0	16.7	83.3
Teachers are respected people in the community	36.1	63.9	64.9	35.1	60.0	40.0
There are many opportunities for promotion in teaching	24.1	75.9	32.5	67.5	20.0	80.0
If I got another job I would leave teaching immediately	35.2	64.8	23.4	76.6	16.7	83.3
If I got promotion to work far from home I would accept	50.9	49.1	44.2	55.8	36.7	63.3

TABLE 13 Continued

	BELOW 10 YRS		10 - 21 YRS		ABOVE 21 YRS	
	Agree %	Disagree %	Agree %	Disagree %	Agree %	Disagree %
Marking pupils work makes my work harder	18.5	81.5	18.2	81.8	26.7	73.3
Out of class activities are unnecessarily a bother to my work	11.1	89.9	18.2	81.8	16.7	83.3
Pupils discipline should be the responsibility of the headteachers and the deputy	11.1	89.9	9.1	90.9	13.3	86.7
The role of the teacher should be teaching only	20.4	79.6	23.4	76.6	20.0	80.0
Duties for teachers during holidays serve no useful purpose	28.6	71.3	26.0	74.0	16.7	83.3
Teachers are respected people in the community	36.1	63.9	64.9	35.1	60.0	40.0
There are many opportunities for promotion in teaching	24.1	75.9	32.5	67.5	20.0	80.0
If I got another job I would leave teaching immediately	35.2	64.8	23.4	76.6	16.7	83.3
If I got promotion to work far from home I would accept	50.9	49.1	44.2	55.8	36.7	63.3

All the teachers (100 percent) whose teaching experience was above 21 years, said that they were dissatisfied with their salary, as can be seen from their response to the item on the salary received by the teachers. Responses from other groups of teachers were equally high on this item. The percentage was over 92. This indicated that the teachers were all affected by their salary but those who had served the longer period were more affected. The least affected by the salary paid, were the teachers who had a teaching experience between 10 and 21 years. However it was among this group that most of the teachers who got promotions belonged.

Over 97 percent of the teachers whose experience was between 10 and 21 years, felt that teachers should be consulted before any changes were effected in the education system. The next highest response of 86.1 percent to this item was from among the teachers with the teaching experience below 10 years. The teachers who had served longest, least supported the idea but still with a large majority of 80 percent. Over 90 percent of all the teachers said that they enjoyed teaching. Ninety six percent of the teachers who had served for over 21 years indicated the same. It indicates that the longer one served the more variable one viewed the teaching job.

Responses to the item in which the teachers were to indicate their attitude on teaching near home or being promoted to teach away from home showed that nearly all the teachers who had served for over 21 years preferred to teach near home . About 78 percent of the teachers with a teaching experience below 21 years also preferred to teach near home. Majority of them (50.9%), , though not so many, indicated that they would not mind getting a promotion to teach in other schools away from their homes. Since they were relatively young it may be assumed that young teachers sought satisfaction in the need for status than the elderly teachers with longer service. The latter were less ambitious and wanted to settle down and teach near their homes rather than getting prestigious positions away from their homes. Perhaps they minded their need for security and were focussing on their imminent retirement.

Ninety seven percent of the longest serving teachers as shown on Table 13, indicated that they were satisfied with what they were able to do in their respective schools. They were nearly all satisfied with their performance. They were confident. Among the teachers whose teaching experience was between 10 and 21 years, also an overwhelming majority (92.2

percent), had confidence in their ability and performance in the schools. It was concluded that the longer the teachers served, the more confident they became and the more satisfied with their performance.

Most of the teachers who had served for less than 10 years were happy with the good relationship existing among the teachers. This was confirmed by the responses of 96.3 percent of the teachers in their group. This case was nearly the same for the other groups though with a little less percentage. It was therefore seen that all the teachers felt that the relationship of teachers in their schools was good, but it was those who had served for a short time who expressed this opinion more than the rest.

Majority of the teachers in the three groups said that they were well prepared for the teaching job. The highest response to this effect was from among the teachers who had served for over 21 years. Their long experience coupled with training, since all except one teacher were trained for the job, gave them the confidence to claim to be well prepared for the job. Over 90 percent of all the teachers in the three groups were dissatisfied with the supply of equipment for they said that the supply of equipment in their respective schools was inadequate. All the

teachers in the three groups similarly supported very highly that teaching was too demanding and that it needed frequent inspection.

It was remarkable to note that the teachers who had served for over 21 years had said that teachers were respected people in the community, whereas the other groups said the opposite. The former were elderly and could have commanded respect in the community by virtue of their age. Alternatively teaching as a profession might be losing its reputation in the view of the younger teachers.

Looking at the responses of the teachers in their varying teaching experiences in the profession, it was found out that their perception and attitude towards certain aspects of the job varied. It was therefore concluded that perception of the teachers to factors that contributed to their satisfaction or dissatisfaction was to a certain extent influenced by their experience in the teaching job.

On Table 14 is presented data to show the distribution of personal characteristics of the respondents according to their status in the job. The teachers were either assistant teachers or they had been promoted to deputy headteachers or headteachers. It was assumed that ones status on a job

would influence ones perception of the factors that contributed to job satisfaction or dissatisfaction. For the two groups of teachers, the assistant teachers on the one hand, and the group of teachers that had been promoted to higher status of deputy headteachers or headteachers on the other hand - it was likely that they viewed certain aspects of the teaching job differently.

TABLE 14

DISTRIBUTION OF PERSONAL CHARACTERISTICS OF TEACHERS ACCORDING TO TEACHERS' STATUS

	HEADS OR DEPUTY HEADTEACHERS	ASSISTANT TEACHERS
Personal Characteristics	N = 42	N = 173
	%	%
<hr/>		
<u>SEX</u>		
Male	88.1	50.3
Female	11.9	49.7
<hr/>		
<u>AGE IN YEARS</u>		
Below 20	-	1.2
21 - 30	2.4	59.5
31 - 40	61.9	25.4
Above 40	35.7	13.9
<hr/>		
<u>PROFESSIONAL QUALIFICATIONS</u>		
Untrained	-	41.5
P4	-	1.2
P3	9.4	18.5
P2	42.9	13.9
P1	42.9	24.3
S1	2.4	0.6
Approved Teacher Status	2.4	-

TABLE 14 Continued

Personal Characteristics	HEADS OR DEPUTY HEADTEACHERS N = 42 %	ASSISTANT TEACHERS N = 173 %
<u>ACADEMIC QUALIFICATIONS</u>		
C. P. E.	11.9	21.4
K. J. S. E.	21.4	19.1
K. C. E. (ordinary level)	42.9	49.7
K. A. C. E. (advanced level)	23.8	9.8
<u>TEACHING EXPERIENCE IN YEARS</u>		
Below 2	-	14.5
2 - 5	2.4	25.4
6 - 9	11.9	19.7
10 -13	11.9	16.8
14 -17	23.8	7.5
18 -21	26.2	6.9
Above 21	23.8	9.2
<u>ACCOMMODATION</u>		
School house	9.5	20.2
Rented house	2.4	6.9
Owner occupied house	88.1	71.7
Any other	-	1.2
<u>MARITAL STATUS</u>		
Single	2.4	20.8
Married	97.6	79.2

As can be seen from Table 14, there were 42 teachers in the group of headteachers which included the deputy heads. The assistant teachers were 173. The majority of the headteachers' group (88.1 percent), were male teachers while among the assistant teachers, it was observed that the majority of the teachers

the number of male and female teachers was almost equal. The indication was that, the male teachers were more favoured when promotions were being considered among the rural primary school teachers.

The majority of the headteachers were in age range of 31 and 40 years (61.9 percent), and among the assistant teachers the majority were in the age range of 21 and 30 years (59.5 percent). The indication was that for a teacher to be considered for promotion to headship, one's age was an important criterion. One was to be neither too young nor too old.

In professional qualifications the majority of the headteachers were either P2 or P1 in teaching grades (85.8 percent). For one to be appointed into the position of headship, the teachers being considered were to be in this grades or above as observed from the data collected. Most of the assistant teachers were trained while none among the headteachers and their deputies were untrained. Therefore to be appointed for headship one was to be a trained teacher. The number of the untrained teachers among the assistant teachers was considerably high (41.6 percent).

As for the respondents academic qualifications, it was observed that the majority of the teachers

in both groups had attained secondary education of form four and above. Among the headteachers those who had attained this academic level or above, formed 66.7 percent while among the assistant teachers the percentage was 59.6.

In terms of teaching experience, 88.7 percent of the headteachers had a teaching experience of ten years and above. Among the assistant teachers 59.6 percent had a teaching experience of below 10 years. This was an indication that long teaching experience was a criterion for one to be promoted to the position of headteacher or deputy headteacher. It could as well mean that any teacher who had not been considered for promotion was likely to be dissatisfied with the teaching job.

For both groups of teachers the majority were married and lived in their own houses. Those who lived in owner occupied houses and were not paid owner occupied house allowance, were likely to see this as a source of dissatisfaction. On the other hand those who were considered for such a house allowance, were likely to feel satisfied with such an aspect. Very many teachers informed the researcher that though they lived in their own houses when working, they were not paid this allowance for

it was not automatic. There were laid down policies for one to qualify for the owner occupied house allowance.

Table 15 shows the responses of the teachers to some aspects of the teaching job according to their status. The data shown are percentages of the teachers who agreed or disagreed with the aspects of teaching considered for the purpose of this study in each of the two categories of teachers according to their status.

TABLE 15

TEACHERS' RESPONSES TO ASPECTS OF THE TEACHING JOB ACCORDING TO THE TEACHERS' STATUS

Aspects of the Teaching Job	HEADS AND DEPUTIES		ASSISTANT TEACHERS	
	% Agree	% Disagree	% Agree	% Disagree
Teaching needs frequent inspection	9.5	90.5	95.4	4.6
I like the way my superiors do their work in the schools	85.7	14.3	74.0	26.0
There are well laid down regulations on the duties of a teacher	54.8	45.2	63.6	36.4
The living conditions in this school are good	64.3	35.7	50.3	49.7
I find teaching enjoyable	92.9	7.1	91.9	8.1
I find teaching too demanding	85.7	14.3	69.9	30.1
There are too many pupils per class for effective teaching in this school	50.0	50.0	50.3	49.7
My teaching load in terms of periods per week is too much	73.8	26.2	70.5	29.5
Whenever I do a good job in my school I am commended for it	57.1	42.9	48.6	51.4
Teachers should be consulted before any changes are made in education	83.3	16.7	90.8	9.2

TABLE 15 Continued

Aspects of the Teaching Job	HEADS AND DEPUTIES		ASSISTANT TEACHERS	
	% Agree	% Disagree	% Agree	% Disagree
I would rather teach near my home than take a more paying job far away	85.7	14.3	75.1	24.9
There is good relationship among teachers in this school	95.2	4.8	83.2	16.8
I am well prepared for the teaching job	97.6	2.4	87.9	12.1
I am satisfied with what I am able to do in this school	92.9	7.1	90.2	9.8
The success of this school depends a lot on my efforts	88.1	11.9	78.0	22.0
The salary I receive from my job is enough	9.5	90.5	5.2	94.8
The school buildings in this school make my work comfortable	35.7	64.3	26.6	73.4
There is sufficient accommodation for teachers in this school	21.4	78.6	20.2	79.8
There are many personal benefits in teaching profession	52.5	47.5	39.3	60.7
This school gets enough supply of equipment	11.9	88.1	8.1	91.9
Daily lesson plan makes my work harder	9.5	90.5	30.1	69.9
Marking of pupils' assignments makes my work harder	11.9	88.1	21.4	78.6
Out of class activities are unnecessarily a bother to my teaching job	2.4	97.6	17.3	82.7
Pupils discipline should be the responsibility of the headteachers and the deputy headteachers	-	100	13.3	86.7

TABLE 15 Continued

	HEADS AND DEPUTIES		ASSISTANT TEACHERS	
	Agree	Disagree	Agree	Disagree
The role of the teacher should be teaching only	11.9	88.1	23.7	76.3
Duties for teachers during holidays serve no useful purpose	19.0	81.0	27.7	72.3
There are many opportunities for promotion in teaching	28.6	71.4	26.0	74.0
Teachers are respected people in the community	69.0	31.0	45.1	54.9
If I got another job I would leave teaching immediately	14.3	85.7	31.8	68.2
If I got promoted to work far from home I would accept it	42.9	57.1	57.4	52.6

As can be observed from the data on Table 15, all the headteachers and their deputies agreed that the responsibility of disciplining the pupils in their respective schools was not to be theirs alone but was a collective responsibility for all the teachers. The majority of the assistant teachers (86.7 percent) were of a similar opinion. An overwhelming majority of the headteachers and the deputy headteachers (97.6 percent) agreed that they were well prepared for the teaching job. As had been noted earlier, teachers in this group were mostly highly qualified professionally and academically, and had to have a long teaching experience. All these requirements must have given them the confidence to say that they were well prepared. What these headteachers and deputies lacked, from the point of view of this researcher, was specialized academic qualifications in administration and management. They acquired the knowledge and expertise through practice.

All the teachers with a few exceptions also agreed that out of class activities were part and parcel of their job, and did not make their work harder.

It was very interesting to note that the headteachers and the deputy headteachers did not so much like frequent inspection in the teaching job. It

may be that they felt that they were confident enough and did not see the point of inspectors coming to see them. After all, they acted as the internal inspectors in their respective schools. On the other hand, this group of teachers might have disliked harassment by some of the inspectors who usually go to schools to find faults instead of using inspection as a tool for improvement of teaching and learning. Among the assistant teachers, a high percentage of them (95.4), preferred more frequent inspection. The two groups of teachers did not perceive the importance of the role of the inspectors in the same way.

More than 95 percent of the headteachers and their deputies agreed that there was good relationship among the teachers in their respective schools. They were satisfied with the fulfilment of this social need of workers. A considerable percentage of the assistant teachers (83.2 percent), though less than that of the headteachers, were also of similar opinion. For both groups of teachers, salary was a source of dissatisfaction. Over 94 percent of the assistant teachers confirmed this. Among the headteachers and their deputies the percentage of those that said that they were dissatisfied with salary was 90.5. This was an

indication that even the heads of the schools who had gained a higher status than the rest of the teachers were dissatisfied with the salary they received, although they received a responsibility allowance. An overwhelming majority of the two groups, (92 percent), found teaching enjoyable.

Ninety three percent of the headteachers and their deputies and 90 percent of the assistant teachers indicated that they were satisfied with what they were able to do in their respective schools. They were happy with their individual performance. The supply of equipment was a source of dissatisfaction for more assistant teachers than it was among the headteachers' group. However, for both groups the percentage indicating this was high. For the assistant teachers it was 91.9 percent while among the headteachers this was 88.1 percent.

Most of the assistant teachers (90.8 percent) agreed that teachers need to be consulted before any changes were to be made in the education system. A lower percentage of 83.3 from the headteachers' group was of similar opinion. Teachers wanted to be involved in initiating changes in the education system. They wanted opinion to be sought concerning these changes. This would make them satisfied with

the implementation of these changes instead of being frustrated by frequent changes in which they were not party to their initiation.

Eighty nine percent of the headteachers group felt that the teachers role should not be teaching only. The assistant teachers also supported this opinion with a little less percentage of 76.3. This indicated that teachers to a large extent wanted to be involved in other non-teaching activities which were beneficial to their pupils. Unlike what was popularly believed, this study revealed that majority of the teachers indicated that daily lesson plan and marking of the pupils' assignments was not making their work harder. Even teachers' duties during the school holidays were not viewed as unnecessary by the majority of the headteachers and the assistant teachers in the rural schools. Rural primary school teachers were generally ready to sacrifice their time and efforts to uplift the standard of education in their schools.

The responses to the rest of the items are available on the table. They all reveal that the responses of the headteachers and those of the assistant teachers were mostly different. This was an indication that the perception of the teachers to aspects of the teaching job and to the factors that contributed to job

satisfaction or dissatisfaction was influenced by the teachers' personal characteristics one of which was the status of the individual teachers.

### Summary of the Findings

1. It was observed from the data that was presented that, the rural primary school teachers identified 29 factors that contributed to their job satisfaction. The top of the list were:

- (i) Working near home.
- (ii) Getting three holidays in a year.
- (iii) Helping or staying with the young children.
- (iv) Cooperation of teachers.
- (v) The conditions of the teaching job.

2. It was revealed that the rural primary school teachers identified 47 factors that contributed to their job dissatisfaction. Some of these factors were:

- (i) Poor salary.
- (ii) Too much work.
- (iii) Poor supply of school equipment.
- (iv) Unfair means of promotion.
- (v) Failure to be paid leave allowance.
- (vi) Failure to pay house allowance to married female teachers.
- (vii) Lack of recognition.
- (viii) Travelling long distance for salary.

(ix) Unnecessary salary deductions.

(x) Poor school buildings.

3. The findings of this study revealed that the teachers' personal characteristics could influence the responses to the various aspects of the teaching job. The personal characteristics of the teachers considered for this study were: sex, age, professional grades, academic qualifications, teaching experience and the status of the teachers. When percentages of the responses of the teachers were compared in the respective personal characteristics they varied within the various groups of teachers.

4. The findings of this study established some of the current needs of the rural primary school teachers to be: more salary, sufficient supply of school equipment, more and fair promotional opportunities, better facilities in the schools so as to enhance effective teaching and learning processes, improved recognition of the teachers by the community and the society in general, and many other needs.

In Chapter V the summary, conclusion and recommendations for further study are presented.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was first, to investigate the factors that were considered by the rural primary school teachers as contributing to job satisfaction or dissatisfaction in the teaching job. Secondly, the study was to determine whether the rural primary school teachers' perceptions of those factors that contributed to job satisfaction or dissatisfaction were influenced by the teacher's various personal variables. Thirdly, this study attempted to identify the current needs of the rural primary school teachers.

The review of literature indicated that during the Scientific Management era, employees were considered merely as extensions of machinery and needed constant direction in their places of work. Productivity and efficiency of the workers were the qualities that were considered important but not the individual worker's welfare. Later on, there evolved another era known as Human Relations. In that era, management of organizations realized that the social and psychological needs of the workers were important considerations. During that era differences between the management and the workers were easily resolved by providing opportunities for employee

participation in structuring their work environment and by establishing open channels of communication.

It was further revealed in the literature review that, an employee remains in an organization as long as he perceives that the inducements provided by the organization as being greater than the contributions of the employee. The benefits and the returns emanating from the employment must be seen as substantial and attractive to the workers.

Review of literature on the work of Maslow and the works of the proponents of Maslow's Theory of Hierarchy of Needs has indicated that Management has to provide opportunities at work which would satisfy both physiological and psychological needs of the workers. These were referred to as the low and high order needs.

There was a revelation that the study of job attitudes of workers would result in increased productivity, decreased turn-over of workers, decreased absenteeism and smoother working relations. Another important revelation from the review of literature is that, according to Herzberg's Motivation - Hygiene Theory, among the workers there are factors of 'Hygiene' which include supervision, inter-personal relations, working conditions, salary, company policies, administrative practices, benefits and job security. When these factors deteriorate to a level

that is below that which the employee considers acceptable, the job dissatisfaction ensues. It was further revealed that, when people experienced happiness and satisfaction in their job, these feelings in most cases originated from the task itself. Such factors which Herzberg called 'Motivators' included opportunities for growth, advancement in the job, achievement of the workers, recognition, and increased productivity.

It was pointed out in the literature review that there has been very many definitions of, and approaches to the concept of job satisfaction and dissatisfaction. In spite of these definitions and approaches, a more realistic approach to the subject is to look at the individual workers' needs in the job and also to examine the organization and the demands which it has to make of its employees because of the surrounding conditions. Satisfaction or dissatisfaction in work should not be considered only in the light of the needs and aspirations of the workers but also in the light of the needs and the demands of the organization.

Salary is commonly seen as a source of dissatisfaction among many workers. Workers always feel entitled to more money. It was pointed out in the literature review that satisfaction with wages is always shortlived. As soon as workers procure salary

increments, they begin to look forward for further increments. Workers' psychological needs such as feelings of responsibility and accomplishment ought to be met and that participative management (Democratic management style) should be encouraged by those in authority. These gave the workers a longer lasting satisfaction.

As for the teachers, it was revealed that they are some of the overburdened workers and that they are not likely to perform their duties effectively in such a situation. Among the developed countries and the developing countries, the public image and the status of teachers was a matter of common concern. The longer a teacher works, the less well paid the teacher becomes, relative to other people of the same academic level who work elsewhere. The majority of the former teachers left teaching because they felt that the pay they were given was too low compared to what they earned elsewhere.

In order to accomplish the purpose of this study, a Teachers' Questionnaire was constructed (see Appendix). This was administered personally to 243 teachers who were drawn from 23 randomly sampled rural primary schools. All the teachers including the headteachers in these schools were to respond to the questionnaire. The data which were collected

from the teachers was analysed and a description of the responses was provided in frequency distribution and in percentages.

### Research Findings

The following findings emerged from the study:

As far as the personal characteristics of the respondents were concerned, it became quite clear that the majority of the teachers in rural primary schools were male teachers. It also became clear that among the young teachers, the majority were female teachers. Since the trend nowadays showed that the number of the female teachers is on the increase, eventually these might outnumber the male teachers. Then in the future the teaching profession at the primary school level might become a female profession as is the case in many developed countries and in most urban schools of the developing countries.

The majority of the teachers in rural primary schools were married and lived in their own houses. This means that the majority of them prefer to work near their homes. After all, the living conditions in the rural areas would be better in one's home than in most of the rural schools. This is because in the rural primary schools amenities such as clean water, electricity, means of communication and other essential services have yet to be developed. The

institutional houses are largely poor.

It was found out that the number of untrained teachers was very high in the rural primary schools. However the number is reducing drastically since the Teachers' Colleges were producing more primary school teachers every year and a good number of those who were serving as untrained teachers were undergoing in-service courses during the vacations as was observed.

Generally, it was revealed that the rural primary school teachers were dissatisfied with the changes that take place too often in the education system. Some of these changes involved changes in the syllabuses, textbooks and the curriculum in general. In most cases the teachers were not involved in initiating these changes but were only required to implement these changes. When changes in textbooks or syllabii take place particularly in the rural areas, teachers do not get the materials in good time and adequate in-service training is not provided. The elderly and hence poorly educated teachers were more dissatisfied with these frequent changes.

Teachers in rural primary schools are generally dissatisfied with the salary paid them in the teaching profession. The male teachers expressed more dissatisfaction with their salary than the female teachers. It was the male teachers who mainly expressed

the feeling that they would leave teaching immediately if they obtained a more paying job elsewhere. Turn-over among the male teachers could be higher than it is among the female teachers. The latter would want to retain their job while the male teachers would be waiting for the opportunity to avail itself before they quit the teaching job. The female teachers who indicated that in teaching they found a lot of benefits were more than the male teachers. More female teachers indicated that they would prefer to teach near home than take up a more paying job far a way from their homes. Fewer female teachers than the male teachers complained about the teaching load. Therefore it was found out that as far as the sex of the teachers was concerned, the female teachers indicated fewer factors of dissatisfaction in the teaching job than the male teachers.

As far as the teachers age was concerned, it was found out that the older the teacher was, the more enjoyable the job became. The older the teacher, the more demanding the job became. More young teachers felt that they should be consulted before any changes were made in the education system. Older teachers, preferred to work near their homes. They preferred to be posted near their homes than be promoted and posted to work away from

their homes. Older teachers were more dissatisfied with the salary they received from their teaching job.

As far as the professional qualifications were concerned, it was found out that most untrained teachers had attained secondary school education. This is an indication that the recruitment of teachers whose education was lower than secondary school education was declining. But it was also revealed that rural primary schools do not have many teachers who had attained high academic levels.

Although teachers of all grades indicated that they were underpaid, it is the untrained teachers who articulated this in greater numbers. This is because untrained teachers are not paid any annual salary increments and will mark time at one salary scale for all the years they remained untrained. It was noted with a lot of concern that some untrained teachers had served for as many as 10 years and above, without ever going for training. This meant that they were getting the same salary for all these years.

It was more of the untrained teachers who indicated dissatisfaction with the respect accorded teachers in the community. More of them indicated that they would leave teaching immediately if they got another job elsewhere. This same category of teachers in the rural primary schools, indicated that they were more dissatisfied with the type of accommodation offered

and the poor state of buildings in the schools.

Most of the trained teachers found teaching enjoyable though too demanding. Generally speaking the responses of the untrained teachers and the trained teachers did not differ very significantly in this respect.

As far as the teaching experience was concerned, most of the longest serving teachers preferred more frequent inspection in the teaching job. Most of these teachers preferred to teach near home rather than take a more paying job or promotion to work away from home. Most of the long serving teachers found teaching enjoyable but were dissatisfied with the supply of school equipment in the schools. They found this supply as being inadequate. Most of the teachers who had served for a period ranging between 10 and 21 years preferred to be consulted before any changes were effected in the education system. It was the younger teachers who had served for a period of less than 10 years, who more, than the rest, found the teachers being cooperative. They spoke of the good working relations that existed in the schools.

As far as the teachers' status was concerned, it was found out that most teachers, who managed to be promoted to either headteachers or deputy headteachers were male teachers. Very few female teachers were headteachers or deputy headteachers in the rural

primary schools. It was also found out that the headteachers, including the deputy headteachers did not like the schools to be inspected frequently. The assistant teachers felt that there was need for frequent inspection of the schools. It was mostly the headteachers who felt that the relationship among the teachers was good. They found the teachers cooperative

Assistant teachers, more than the headteachers, expressed dissatisfaction with the salary paid them. They also needed to be consulted before any changes were made in the education system. The assistant teachers, more than the headteachers, also felt that the supply of school equipment was inadequate.

The headteachers were satisfied with the daily lesson plans, marking of pupils assignments, and felt that the role of the teachers should not be teaching alone. More headteachers agreed that the extra-curricula activities were not a bother to the teaching job and the discipline of the pupils should be the responsibility of all the teachers. Most headteachers felt that the holiday duties were necessary for the teachers. They felt that teachers were respected in the community. The Assistant teachers did not share those feelings with the headteachers. It was the

assistant teachers more than the headteachers who said they would leave teaching immediately if they got another job elsewhere.

The findings of this study further showed that there were factors of the teaching job which the rural primary school teachers considered satisfying and others which they considered dissatisfying in their teaching job. However, the teachers identified more dissatisfying factors than satisfying factors.

Some of the factors that were said to be satisfying among the rural primary school teachers were (1) working near home, (2) getting three holidays in a year, (3) helping young children, (4) cooperation of teachers and (5) some good conditions of the teaching service.

Most of the rural primary school teachers identified the following factors as contributing to job dissatisfaction in their teaching job:

- (1) The little salary.
- (2) Being overworked.
- (3) Poor supply of school equipment.
- (4) Unfair means of promotion.
- (5) Failure to be paid leave allowance.
- (6) Failure to pay house allowance to married

female teachers.

- (7) Lack of recognition of the teachers.
- (8) Travelling long distance for salary.
- (9) Unnecessary salary deductions.
- (10) Poor school buildings.

It was evident from the teachers' responses that teachers in the rural primary schools were faced with some problems due to their rural working environment. Rather than specialising in teaching subjects of their interest, they were expected to be experts in all the subjects taught in their primary school curriculum. This problem was facing the teachers in the urban primary schools as well. Teachers are therefore overloaded with work and were in deep conflict when it came to selecting subjects for teaching. There was need to employ more teachers in order to relieve the teachers of the heavy burden and allow for specialization in teaching subjects. However, if the policy of one teacher per class persisted, this situation will not be averted.

Teachers felt that the school equipment, was not adequately supplied in the schools. They also felt that they needed to be motivated with more salary and other fringe benefits which were lacking. There was also need for teachers who have specialized in some of the newly introduced subjects in the primary school curriculum. The newly introduced subjects

were, agriculture, carpentry, masonry and other technical subjects which were being stressed in the newly established 8.4.4 education structure in Kenya.<sup>1</sup> There was need for regular inspection of the schools. Some schools were not visited by the inspectors for a very long time especially in the rural areas due to the shortage of the inspecting staff and also due to the fact that schools are scattered over a wide area which is not well provided with good communication network. Promotional opportunities were lacking in the teaching profession. There was therefore need to restructure the teaching service scheme in order to provide incentives for the teachers to aspire to. The above were some of the needs of the rural primary school teachers.

### Conclusions

It may be noted that teachers in the rural primary schools find factors that are contributing

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<sup>1</sup> The 8.4.4 education structure in Kenya means that from 1985 the primary education will take 8 years while secondary education will take 4 years and university education will take 4 years. The new system will affect those pupils who are in standard 8 in 1985.

to their job satisfaction. This indicates that the factors that are identified as contributing to job satisfaction and hence making the teachers happy in their work, ought to be sustained and those that were identified as causing dissatisfaction and hence making the teachers unhappy, need to be taken care of, in order to enhance the position of the rural primary school teachers.

It also became clear from this study that the individual teacher's personal variables influenced their perception of the factors that contributed to job satisfaction or dissatisfaction. It was interesting to note that the male teachers who out-numbered the female teachers found more factors contributing to job dissatisfaction than the female teachers, although the latter were less favoured when promotions to higher status were being considered. Elderly teachers were found to be more stable and less in favour of turnover than the younger teachers. Salary and school equipment tended to be the cause of most dissatisfaction among the rural primary school teachers. Working near home and getting three holidays in a year were accepted by most teachers as factors that gave the rural primary school teachers a lot of satisfaction. It also became clear that teachers in the rural areas are faced with a lot of

needs which would interfere with their teaching job if they were not alleviated. Such needs included the physiological as well as psychological needs according to Maslow's Hierarchy of needs. The physiological needs included adequate salary, good accommodation, good working and living conditions and many others. The psychological needs included, their respected status in the community, the feeling of responsibility, recognition and availability of promotional opportunities.

### Discussion

Retention of teachers in the schools had been a major concern for the government and parents. If teachers find factors in their job that can contribute to satisfaction, they will keep to their jobs for as long as possible. If on the other hand they identify factors in their job which will contribute to dissatisfaction, they will expect redress of these factors. When factors that are dissatisfying persist, the result will be frustration and low work morale for the teachers. For this reason teachers will be prepared to quit teaching whenever an opportunity presented itself.

In order for the work of the teacher to become effective and fruitful, teachers must be retained in the profession for a long time so as to acquire

good experience. This can contribute towards making the teachers experts in their job and enable them to improve the quality of education. It is not only the retention of the teachers in the profession which is important, but also the retention of teachers in any one station for a considerable period of time before they can be transferred to another station.

In the present study, the salary the teachers received was highly supported by them as major cause of dissatisfaction among the rural primary school teachers. This grievance seems to be wide spread among the teachers in general. But it is the rural primary school teachers who could be affected greatly since apart from the meagre salary which they claim to be paid, there is almost nothing else in terms of allowances that is paid to the teachers. After all, teachers are not expected to supplement their meagre income from their salary with other income generating activities. If they are to maintain a reasonable dignity in their job, it is appropriate that teachers refrain from indulging themselves into business. Doing so, would render them ineffective as teachers. Hence adequate salary is a must for them.

The mass media is full of complaints about the salary and the working conditions of the teachers in

general. Some of these complaints emanate from individual teachers, parents and the Kenya National Union of Teachers (K.N.U.T.) officials. Below are some examples of this:

There is an urgent need for reviewing teachers salaries.<sup>2</sup>

Karanja had this to say:

In order to retain teachers in schools and stop them from being poached by the private sector, their conditions of service must be improved substantially without delay.<sup>3</sup>

Adongo had this to say on the same issue:

... We are totally fed up with the inefficient manner in which the Teachers Service Commission is handling teachers' salary problems... Some teachers go for months without pay while others have to travel long distance to T.S.C. headquarters in Nairobi to claim their salaries.<sup>4</sup>

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<sup>2</sup> Ambrose Adongo, "Review Teachers Salaries," in The Standard (Nairobi), 15th April, 1982, p. 9.

<sup>3</sup> J. N. Karanja, "Teachers Need 'Big Pay Rise'", in The Sunday Nation (Nairobi) 19th November 1978, p. 3.

<sup>4</sup> A. Adongo, "The Kenya National Union of Teachers has accused the T.S.C." in The Standard (Nairobi), 13th November, 1978, p. 2.

Peter K. Kirui "Teachers Salaries" in The Weekly Review (Nairobi), 16th July 1982, p. 2.

Another teacher said:

... The education standard of this Nation will continue to lag behind so long as teachers are not remunerated with proper incentives ... there may be side effects such as inefficiency which results in production of 'blunt tools' and teachers of very low calibre being lured into the teaching profession.

When designing a new salary scale for teachers, the fate of unqualified teachers and the lowly paid primary teachers, should be considered. They are the lot that feels the pinch in the high inflationary situation.<sup>5</sup>

The above are but just a few of the many examples of the opinion expressed in the mass media concerning the remuneration of the teachers. If the rural primary school teachers are going to feel well compensated in their job, there is great need for better salary to offset the hardships experienced in most of their working places.

When it comes to the payment of house allowance, the rural primary school teachers feel discriminated against. The majority of them live in their own houses which do not fit the requirements that are considered when the allowances have to be made for owner-occupied houses. Some of these houses are semi permanent and cannot be considered for the house allowance.

A teacher who referred himself or herself as

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<sup>5</sup> Peter K. Kirui "Teachers Salaries" in The Weekly Review [Nairobi] , 16th July, 1982, p. 2.

'Forgotten Teacher' had this to say:

We are 'thrown' (posted) into strange rural areas where the best house is behind a shop which must be paid for. The owners have no rent certificates and in fact they have no plans of getting any in future.<sup>6</sup>

This teacher was complaining about lack of house allowance or the little house allowance which the rural teachers are supposed to be provided with.

In fact teachers in the rural areas whether housed in the school or not, they deserve some form of compensation since most teachers might not afford to construct permanent houses to live in. Teachers feel that with the little salary they receive, it would take them too long to build permanent houses..

Rural primary school teachers are to a large measure, disadvantaged in that they have to work in places where the living conditions are poor. Apart from the poor buildings in which they perform their duties, those who live far from their schools have to walk long distances daily to go to the schools. There are no means of transport in some of the cases. In most of the cases there are no hospitals nearby

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<sup>6</sup> Forgotten Teacher, 'Give us House Allowance' in The Standard [Nairobi], 15th September, 1984, p. 8.

except far away in the urban centres. This means that the teachers are not only exposed to lack of easily accessible medical attention, but many of them do not benefit from the medical scheme which is provided by the employer. For this reason teachers in the rural schools get a raw deal in some of the benefits which they do not get simply because they work in the rural areas where many facilities are not available. When the living conditions are not good for the workers they get dissatisfaction and are likely to be ineffective in their duties. This kind of situation will definitely lower the standard of education in the rural areas. Amadi had this to say:

The standard of education in majority of the primary schools in the rural areas is low because of the poor qualities of teachers in these schools. Schools in Nairobi and other urban areas are staffed with teachers with higher qualifications than those in the country side...<sup>7</sup>

Some of the highly qualified teachers would not accept to teach in rural primary schools due to the poor living conditions. That could be the reason why there are very few teachers of SI grade and above who teach in the rural primary schools in Machakos District.

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<sup>7</sup> Jordin Amadi, "Primary Education in Rural Areas", in The Standard [Nairobi], 14th October, 1979; p. 4.

The feelings of most teachers are that, promotion is unfairly done for the teaching profession. There are not very many opportunities for promotion in teaching. The mass media is full of teachers' opinion on this matter. Particularly promotion on merit has failed to get the support and acceptance by most teachers. They feel that it encourages corruption. One disgruntled parent had this to say:

Promotion on merit (P.M.) is better known as Promotion on Corruption (PC). Despite various raised eyebrows from all corners of the country the situation has not been remedied.<sup>8</sup>

Teachers generally feel that there is need to make the teaching profession better by providing incentives and promotional opportunities which the teachers would be motivated to aspire, on joining the profession.

Although this study showed that the elderly teachers felt that teachers are respected people in the community, the trend nowadays is to the contrary. The position of the teachers is generally underrated among the working class. Those who join teaching do not, in most cases, do so because of the

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<sup>8</sup> 'Disgruntled Parent,' "Consider Teachers" in The Kenya Times, [Nairobi], 20th August, 1984, p. 7.

reputation and the stance of the teaching profession in the community. They only want to be working.

For a long time the teaching profession has been for many Africans a means to an end, rather than an end in itself. ... Some turn to teaching as a less desirable alternative. Some use it as a spring-board, others stay on without making the adjustment necessary and so constitute a class of disgruntled teachers.

There are some teachers who like teaching and join it after making it their first choice. But in most of the cases, teachers who join teaching do so after failing to be selected to other job opportunities or after failing to be selected for further studies. It is necessary therefore, to make teaching attractive so that people may desire to join the profession instead of doing so as a last resort.

Jones had this to say:

Although teachers in the rural areas practice their profession under extremely difficult conditions some of them derive the greatest satisfaction from their work. The key to this paradox is the realization that they are fulfilling a need and that their efforts are greatly appreciated.<sup>10</sup>

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<sup>9</sup> S. M. H. Jones, Survey of Teaching Profession in Africa (Paris: WCOPT - UNESCO, 1972), p. 2.

<sup>10</sup> Ibid.

In any case those who join teaching, whether as an alternative or as their best choice, this study found out that most teachers enjoyed teaching and this is the most important thing.

Teaching is a laborious occupation. It is so involving and most teachers admit that it is too demanding. Apart from the hours spent on the job during the day, teachers spend their evening reading and marking pupils assignments in order to cope with the work. During the day every teacher is busy. Even the headteachers are considered as classroom teachers in addition to their administrative responsibilities. In the rural primary schools the policy is to employ one teacher per class. This makes the teachers so much overworked. The teachers who handle the examination classes find themselves working during weekends and even over the holidays free of charge. This is unlike, the urban centres where teachers may have to be paid by the parents of the pupils for extra tuition. There is dedication among the rural primary school teachers. No wonder that most headteachers said that the teachers were cooperative and the inter-personal relationship was good in the schools. To ease the work of these teachers and to make them more efficient and effective, their teaching load ought to be reduced by employing

additional teachers. Some of the extra curricula activities could be handled by an additional non-teaching staff. Non-teaching staff are non-existent in the rural primary schools.

Due to the rural setting, most schools are poorly equipped with teaching and learning aids. If the quality of education in the rural areas is to match that of the urban areas, an effort should be made to provide the necessary materials equitably. Since the majority of the teachers feel that the supply of the materials is inadequate, this obviously means that the quality of education in the rural schools is relatively low. Kabiru had this to say:

It is disappointing to find that since the announcement of free primary education many problems concerning equipment supply has arisen.

It is prevalent in many rural primary schools to find children buying all text and exercise books and sometimes chalk. The Ministry of education should do something about this to remove this burden from the parents.<sup>11</sup>

It is quite unfortunate that it is the poor rural areas where inadequate supply of equipment is experienced. If the teachers are going to perform

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<sup>11</sup> H. Kinyanjui Kabiru, "Parents are Burdened" in The Standard [Nairobi], 2nd February, 1984, p. 4.

Teachers are happy with the three holidays their work effectively, necessary equipment has to be available. If a farmer cannot dig without the proper implements, how come the teacher is expected to perform his work without the materials necessary for the work? Whenever the parents happen to be too poor to provide their children with some of the materials, then the position of the teacher becomes pathetic and quite desperate.

While the factors that teachers considered as contributing to the job dissatisfaction were so many, it is consoling at least to note that on the other hand, teachers identified satisfying factors in their job. Working near home makes most of them happy. At least in the rural areas, this helps to alleviate some of the problems they would be facing if they worked away from home, but still in the rural areas. This relieves the parents of the burden of constructing teachers houses besides the classrooms. In those areas where there are no teachers from within the school vicinity, the schools have to get teachers from far away. Such schools are disadvantaged in that the teachers keep on getting transfers to go and teach near their homes. The morale for work for such teachers is low and this is another disadvantage.

Teachers are happy with the three holidays granted them. It is like getting 3 months leave in a year. They feel compensated for the hard work they do. This may be the only reason other workers could consider the teachers better off.

Generally speaking the rural primary school teachers have very many needs that have yet to be met before they can feel that they are not an unfortunate class of workers. Some of these needs are prevailing because of the work environment while others are prompted by their various personal characteristics.

#### Recommendations

1. Measures should be taken to see that the rural teachers are paid higher salaries and the relevant allowances irrespective of their professional grades, status and sex in order to minimize feelings of dissatisfaction in their job. It may be recalled that one of the findings in this study was that, the untrained teachers were highly affected by the salary they received more than the other teachers. Married female teachers were also seen to be discriminated by not being considered for house allowance. It is necessary for the authorities concerned to streamline the salary differences that make teachers dissatisfied and tend to lower their status.

2. It is necessary to employ additional teaching staff and non-teaching staff to make lighter the work of teachers and leave them with ample time to study and improve their efficiency and effectiveness in the teaching profession. Typing and other clerical duties can be done by the non-teaching staff rather than expect it to be done by the teachers.

3. Teaching materials and other equipment are not adequately supplied in the rural schools. The Ministry concerned with the running of education, needs to look for ways and means of solving this problem if the teachers are going to carry out their duties and responsibilities smoothly.

4. Promotional opportunities for teachers need to be provided in the teaching profession and incentives added to the job so that the teachers' working morale is increased. Teachers prefer promotion on academic ground than promotion on merit. The former is more relevant and fair while the latter can be unfair and biased.

5. The terms and conditions of the teaching job ought to be improved so that the status of the teachers in the community is enhanced.

### Suggestions for Further Study

Below are some suggestions for studies that could be conducted to get a deeper insight into the problem of satisfaction and dissatisfaction of teachers:

1. A replication of this study could be conducted in other districts to compare findings and try to improve the instrument further for future research.

2. Similar study may be conducted among the rural secondary school teachers in order to find out what factors contribute to their satisfaction or dissatisfaction in their job and what their current needs are.

3. A comparative study needs to be conducted to determine the difference in perception of the factors contributing to job satisfaction or dissatisfaction of rural and urban primary school teachers.

4. Further study needs to be conducted to compare the status of the teaching profession with other professions in the civil service and the private sector.

5. It would be necessary to conduct this study using other methods of data collection in order to get a deeper perspective of the factors that are considered by teachers as causing feelings of satisfaction and dissatisfaction in the teaching job.

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APPENDIX

A STUDY TO INVESTIGATE THE FACTORS CONTRIBUTING TO JOB  
SATISFACTION AND DISSATISFACTION AMONG THE RURAL PRIMARY  
SCHOOL TEACHERS

TEACHERS QUESTIONNAIRE

This questionnaire is seeking information concerning the teaching profession. The major aim is to investigate which factors, in your teaching job personally give you satisfaction (pleasant things) and which factor give you dissatisfaction (unpleasant things) in your job.

It is very important that you as a teacher give all the information required as accurately and honestly as possible. The responses that you are going to give here are going to be kept strictly confidential.

The findings of this study will be very useful in the improvement of the teaching profession and in the promotion of the status of the teacher in Kenya. Please feel free to make any further comments you may want at the back of this questionnaire.

Your name: \_\_\_\_\_ Name of school \_\_\_\_\_

SECTION A

Please put a tick (✓) in the space that you select where you are given alternatives.

1. You are a (i) Male ( ) (ii) Female ( )

2. Your age is (i) Below 20 years ( )

(ii) 21 - 30 ( ) (iii) 31 - 40 ( )

(iv) Above 40 ( )

3. What is your present teaching grade?

(i) Untrained ( ) (ii) P4 ( )

(iii) P3 ( ) (iv) P2 ( )

(v) P1 ( ) (vi) S1 ( )

(vii) Approved Teacher ( ) (viii) Graduate ( )

(ix) Any other (specify) \_\_\_\_\_

4. What is your academic qualification?

(i) K.A.P.E./K.P.E./C.P.E. ( )

(ii) K.J.S.E. ( )

(iii) E.A.C.E./K.C.E. ( )

(iv) E.A.A.C.E./K.A.C.E. ( )

(v) Degree (specify) \_\_\_\_\_

(vi) Any other (specify) \_\_\_\_\_

5. For how long have you been a teacher?

(i) Below 2 years ( ) (ii) 2 - 5 years ( )

(iii) 6 - 9 years ( ) (iv) 10 - 13 years ( )

(v) 14 - 17 years ( ) (vi) 18 - 21 years ( )

(vii) Above 21 years ( )

6. What responsible position do you hold in the school?

(i) Assistant teacher ( )

(ii) Deputy headteacher ( )

(iii) Headteacher ( )

7. Where do you live while working:

(i) School house ( )

(ii) Hired house ( )

(iii) My own house ( )

(iv) Any other (specify) \_\_\_\_\_

8. What is your marital status: (i) Single ( )

(ii) Married ( )

SECTION B

Against each of the following statement, please indicate the responses which best describes your agreement or disagreement with the statement. Indicate this by putting a tick (✓) against the best response.

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
14. Daily lesson plan makes my work harder.				
15. Marking of pupils' assignments				
1. The salary I receive from my teaching job is enough.				
2. Teaching needs more frequent inspection				
3. I like the way my superiors in the school do their work				

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
4. There are well laid down policies and regulations on the duties of a teacher in Kenya.				
5. The school buildings in this school make my work comfortable.				
6. There is sufficient accommodation for teachers in this school.				
7. The living conditions in this school are good.				
8. There are many personal benefits in teaching profession.				
9. I find teaching enjoyable.				
10. I find teaching too demanding.				
11. There are too many pupils per class for effective teaching and learning in this school.				
12. This school gets enough supply of equipment.				
13. My teaching load in terms of periods per week is too much for effective teaching.				
14. Daily lesson plan makes my work harder.				
15. Marking of pupils' assignments makes my work harder.				
16. Out of class activities are unnecessarily a bother to my teaching work.				
17. Pupils' discipline should be the responsibility of the headteacher and the deputy headteacher.				
18. The role of the teacher should be teaching only.				

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
19. Duties for teachers during the school holidays serve no useful purpose.				
20. Teachers are respected people in the community.				
21. Whenever I do a good job in my school I am commended for it.				
22. There are many opportunities for promotion in teaching.				
23. Teachers should be consulted before any changes are made in the education system.				
24. If I got another job I would leave teaching immediately.				
25. I would rather teach near my home than take a more paying job away from home.				
26. If I got promotion to work far from home I would accept it.				
27. There is good relationship among the teachers in this school.				
28. I am well prepared for the teaching job.				
29. I am satisfied with what I am able to do in this school.				
30. The success of this school depends a lot on my efforts.				

31. Name any two aspects (factors) of your job, if any, that make you feel very satisfied.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(please explain) \_\_\_\_\_

\_\_\_\_\_

32. Name two aspects (factors) of your job, if any that make you feel dissatisfied.

(i) \_\_\_\_\_

(ii) \_\_\_\_\_

(Please explain) \_\_\_\_\_

\_\_\_\_\_

33. Do you have additional comments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_