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**FACTORS CONTRIBUTING TO JOB SATISFACTION AND
DISSATISFACTION AMONG SECONDARY SCHOOL TEACHERS
IN GITHUNGURI DIVISION, KIAMBU DISTRICT**

BY

KAMAU MARY W.

**A THESIS IN FULFILMENT OF A MASTERS DEGREE IN
EDUCATIONAL ADMINISTRATION, KENYATTA UNIVERSITY.**

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contributing to job



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DECLARATION


This is my original work and has not been presented for a Degree in any University.



MARY W. KAMAU

This work has been submitted with our approval as University supervisors.

DR. F. KILONZO

Department of Educational
Administration, Planning and
Curriculum Development


DR. F. MUCHIRA

Department of Educational
Administration, Planning and
Curriculum Development

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ABSTRACT

The primary purpose of this study was to identify factors that contribute to job satisfaction and dissatisfaction among secondary school teachers in Githunguri Division, Kiambu District.

A sample of 90 teachers from 9 schools in the division were used. The sample comprised of 16.4% of the total population.

The instrument used was a questionnaire based on Herzberg's job satisfaction and dissatisfaction factors. The questionnaire is a modification of that used by Holdway (1978) and a review of other job satisfaction questionnaires particularly the Job Descriptive Index (JDI) and Minnesota Satisfaction Questionnaire (MSQ). The instrument is the same as that used by Ngaroga (1985) and Shymala (1990) and found to have high validity and reliability.

The data analysis used descriptive statistics. Frequencies were obtained and expressed in percentage form to answer the research questions.

The teachers identified relationship with other teachers as a major contributing factor to job Satisfaction. Also perceived to contribute to job satisfaction was assignment to teach particular class levels, relationship with pupils, amount of preparation before teaching, freedom to select teaching materials, relationship with in-school administration, recognition from headteacher, amount of challenge experienced in teaching.

Among the job dissatisfaction factors identified were salary received, transfer procedures, opportunities for advancement and promotion, attitude of pupils to learning, provision of house allowance and retirement benefits, societal expectations of a teacher's behaviour, provision of retirement benefits and status of teachers in Kenya society.

Teachers indicated that they retained their jobs because some had no better alternatives. It was a source of earning a living, and because of adequate free time to pursue other activities.

They also indicated that they would quit teaching if they had better employment opportunities, if they were transferred to areas they don't like, incase of opportunities for further studies and frustrations by school administrators.

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LIST OF ABBREVIATIONS

T.S.C. – Teachers Service Commission	4
UNESCO – United Nations Education Science and Culture Organization.	26
M.S.Q. – Minnesota Satisfaction Questionnaire.....	38
J.D.I. – Job Description Index	38

CHAPTER ONE

1.1 INTRODUCTION

Organizations play a major role in the lives of us all. We live in an organized world. Whether formal or informal organizations of one form or another are a necessary part of our society and serve important needs in our lives and have a great impact on individuals, (Mullins 1985).

All organizations exist in order to achieve objectives for which their existence is based. Organizations enable objectives to be achieved that could not have otherwise been achieved by the efforts of individuals on their own. People join or form organizations because they expect that their participation in the organization will satisfy their personal needs. To gain from the organizations, they are willing to make sacrifices or to make an investment in the organizations. The sacrifices may be in terms of time, energy, knowledge, money etc. They expect the rewards of membership to outweigh the costs they incur.

Simon et al (1950) state that individuals will continue their participation in an organization only so long as the inducements offered to them are greater, measured in terms of their value and alternatives open to them, than the contributions they are asked to make. Thus organizations create values which satisfy organizational and personal needs.

Mullin (1985) proposes that all organizations may be viewed as open – systems which take inputs from the environment and through a series of activities, transform or convert these inputs into outputs to achieve their objectives. Successful organizations will therefore take resources from people but return more value than invested. These values Angryris (1964) explains, may be emotional, spiritual, intellectual or economical.

If people are willing to make sacrifices in order to gain from their jobs, then the jobs must pay back so that employees can gain satisfaction from their jobs and be willing to stay on. Bernard (1983) asserts that organizations are always faced with the problem of finding positive incentives or reducing negative incentives for their staff.

Managers must therefore create an environment in which both organizational and personal needs can be satisfactorily met. It is the job of management to get things done through other people.

Management is concerned with arrangement for the carrying out of organizational processes and the execution of work. Organizations can only achieve their aims and objectives through the coordinated efforts of their members. This involves the effective management of human resources. It is people who are being managed and people should be considered in human terms. Unlike physical resources, people are not owned by the organization. People bring their own feelings and attitudes towards the organization, their duties and responsibilities and the conditions under which they are working. It may be easy to replace physical and material resources but it may not be easy to replace

human resources. It is through people that organizations achieve their objectives.

Management should endeavour to create the right balance among the interrelated elements which make up the total organizations and to weld these into coherent patterns of activity best suited to the external environment in which they are operating. Consideration must be given to developing an organizational climate in which people work willingly and effectively. People and organizations need each other.

Attention should be given or focused on improving the people – organization relationship. The relation should serve to reconcile the needs of people at work with the requirements of the organization. Management must realize that its responsibility to employees extend beyond terms and conditions of formal contract of employment and give recognition to the worker as a human being. Employees have wider expectations of the quality of working life including justice in treatment, democratic functioning of the organization, opportunities for consultation and participation, training in new skills and technologies, effective personnel and industrial relations policies and practices.

Proper attention to personnel function will help improve the efficiency of the labour force and level of organizational performance. Understanding the needs and wants of the staff and the nature of their grievances goes a long way in motivating them to perform well. The efficiency of staff, their commitment to the aims of the organization,

and the skills and attitudes which they bring to bear on their work performance is fostered by good human resource management.

An effective manager therefore should recognize the importance of people's needs, stability of employment and opportunity for advancement, equitable levels of remuneration, good conditions of service, justice in treatment, democratic functioning of the organization and observance of all laws relating to employment.

/ A manager's effectiveness may be assessed in part by such factors as the strength of motivation and morale of staff., the success of their training and development and creation of an organizational climate/environment in which staff work willingly and effectively.

1.2 TEACHER MANAGEMENT IN KENYA

Teacher management in Kenya is a direct responsibility of the Ministry of Education. There are various semi – autonomous support bodies under the ministry which provide professional or specialized services to the ministry. Among them is the Teachers Service Commission (T.S.C), a corporate body established by Act of parliament in 1967 to:

- Register qualified teachers.
- Employ teachers according to the needs of public schools in the country.
- Post teachers in public schools.
- Pay remuneration of such teachers.

- Promote or transfer of teachers.
- Terminate employment.
- Exercise powers conferred by the code of regulation.

The commission does its duties with the consent of the minister and the Ministry of Education. However, it is the duty of the ministry of education to produce educational policies, management policies, conditions of service, training regulations, teacher management policies and to handle day – to – day issues which arise from schools and other education institutes.

Teachers' responsibilities are quite diverse. Teachers are being stretched to the limit. Expectations placed on them seem to be expanding greatly. Increasingly their role encompasses not only teaching specific contents and mentoring students in the love of learning but functioning as frontline social workers. They are expected to deal with broader social problems that find their way into the classroom.

Teachers' responsibilities can perhaps be summarized into three major areas. They have a responsibility to the students, to the community and to the employer.

i. To the students.

- To teach, evaluate and give feedback on the subject(s) he/she has been trained for as assigned by the school.
- To guide and counsel students on their general and academic life.

- To guide students in and out of school in the development of the body, soul and personality as a member of the community.

ii. **To the employer.**

Teachers are expected to perform such teaching, administrative and supervisory duties that relate to the teaching service and any other duties which he may be required to perform to promote education and the teaching service. A teacher is required to obey the directions given by the commission, its agents, the headteacher and any other person appointed in accordance with the Education Act. A teacher shall be required at all times to perform his/her duties and to conduct himself/herself in a manner that befits a responsible and professional teacher both at his/her work and in his/her relationship with fellow teachers, pupils and members of the public.

iii. **To the community.**

Teachers must project their leadership image fully in the community in which they live. They must at all times be ready to assist and lead where possible, members of the community of which families of their pupils play such an important role.

On terms and conditions of service, a teacher may not be considered for a transfer until he/she has served in his/her current school for a period of not less than 3 years.

On promotion, a teacher may be promoted on merit or if he/she has displayed exceptional ability in the performance of his duties if he/she

is a confirmed teacher on permanent appointment. He/she should have served not less than five years recognized teaching service within a given grade or under exceptional circumstances determined by the Director of Education. A teacher who has been suspended by the commission shall not be considered for promotion until he/she has completed two years teaching service since the end of his/her suspension.

On leaves, a teacher on permanent and pensionable appointment may be granted study leave by the commission for the purpose of attending a course of study or training which in the opinion of the commission is of interest and relevant to the teaching service of Kenya. Any teacher who does not qualify for study leave according to the commission and wishes to undertake a study leave, will be required to resign from employment with the commission first.

Other leaves offered by the commission include maternity leave and special leaves which are offered according to laid down regulations. (T.S.C Code of Regulations for teachers, 1986)

The government relies heavily on teachers for implementation of education policies. Currently, the teaching force is over 250,000 with over 40,000 in secondary schools. To have high quality education there must be a well – trained and dedicated teaching force with teachers who are not distracted from their responsibility to their pupils by worrying about salary matters, about pedagogical support, about lack of teaching materials, books and the like (Jontiem Conference, 1990).

With heavy and sometimes undefined responsibilities, a healthy school environment is very vital if the teachers are expected to be productive. A Principal's ability to create a positive school environment and a positive school culture can go a long way in motivating teachers.

As Adam (1992), states, Principals who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behaviour are keys to improving the morale and self – esteem of teachers.

An effective system of personnel management will include in its objectives, recognition of the role of the teacher through adequate and prompt remuneration for teachers, rewarding of good performance, provision of opportunities for progression by ensuring professional support from advisors, appointment of well trained and motivated headteachers who can provide professional leadership and access to administrators with power and the ability to handle urgent personnel problems and frustrations. Teacher job satisfaction may be one of the most important factors affecting student achievement.

1.3 STATEMENT OF THE PROBLEM.

Parks (1983) summed up the problems of the teaching profession thus, “how does one compensate professionals for inadequate books and supplies, large classes, disruptive students, public criticism, limited assistance, increased duties and the lowest salaries paid to highly educated personnel in a nation? How does one lead a group in which morale is so low that high numbers of teachers would not again select

teaching as a profession and would definitely leave the teaching profession in case something better comes along or are in the profession half – heartedly?”

Although Parks posed these questions in 1983, it appears that similar levels of dissatisfaction still prevail. Satisfaction or dissatisfaction with one’s job can only be inferred from ones behaviour or verbal statements. There are varied indicators that the teaching profession in Kenya maybe suffering from a dissatisfied work force. Low levels of satisfaction and morale can lead to decreased teacher productivity and burn out which is associated with loss of concern for detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick – offs, efforts to leave the profession and cynical and dehumanized perception of students (Mandel, 1980). Morale of teachers can have far – reaching implications on students’ learning, health of the school organization and the teachers.

In 1997 and 1998 strikes among the Kenya teachers that led to paralyzing learning in most public schools became the order of the day. As indicated by the Daily Nation 8th September 1999, many teachers today compromise their professional ethics to engage in private business in order to supplement their little income. Turnover among the teachers has greatly increased over the years. Those who get “greener” pastures often quit and for those who cannot get better alternatives seek other supportive sources of income. That means that although many of the teachers are in the teaching profession all their energies are not directed to their jobs and pupils are not given the best

of what the teacher can offer. This leads to poor performance and perhaps that is why there has arisen a lot of extra pay tuition because of poor performance and the need on the side of the teachers to get extra paid to sustain their needs.

The implication is that as more teachers leave the profession, the cost of retraining and retaining teachers grows steadily straining on an already strained economy. It also becomes more strenuous on parents as they have to pay for extra tuition for their children.

In addition to the above mentioned, there may be potential increase in employee absenteeism, turnover and unwillingness to give the best in their work.

As times change and therefore people's priorities and needs, it is important to constantly review teacher job satisfaction and dissatisfaction.

1.4 PURPOSE OF THE STUDY

The primary purpose of the study was to identify factors perceived by the teachers in Githunguri division as contributing to job satisfaction and dissatisfaction.

1.5 OBJECTIVES

The objectives of this study were to :-

- (i) look at factors which contribute to job satisfaction among secondary school teachers in Githunguri Division.

- (ii) Look at factors which contribute job dissatisfaction among secondary school ^{teache} in Githunguri Division.
- (iii) Compare male and female teachers with regard to factors on Job Satisfaction and Dissatisfaction.

1.6 RESEARCH QUESTIONS

The following questions guided the study:

- i. Which factors contribute to job satisfaction among secondary school teachers in Githunguri division? ✓
- ii. Which factors contribute to job dissatisfaction among secondary school teachers in Githunguri division? ✓
- iii. How do male and female teachers compare with regard to factors on job – satisfaction and dissatisfaction?

1.7 ASSUMPTIONS OF THE STUDY

The study assumed that:

- i. The respondent would provide accurate responses to the questionnaire since according to Mouly (1978), the validity of a questionnaire data depends on a crucial way on the ability and willingness of the respondent to give information requested.
- ii. The teachers' job satisfaction and dissatisfaction could be measured by use of a questionnaire.

- iii. The respondents' response on the questionnaire items would provide valid indicators of their job satisfaction and job dissatisfaction.

1.8 SCOPE AND LIMITATION

The research was only limited to public school teachers and only those who had taught for at least one year and are T.S.C employees filled the questionnaire.

The study was only done in Githunguri division of Kiambu district.

With only limited finances and limited time, the area was found to be convenient.

1.9 THEORETICAL FRAMEWORK

Job satisfaction is itself complex and difficult to measure objectively. A wide range of variables relating to individual, social, cultural, organizational and environmental factors affects the level of job satisfaction. There are doubts as to whether job satisfaction consists of a single dimension or a number of dimensions, Mullin (1985). Some workers maybe satisfied with certain aspects of their work and dissatisfied with other aspects. There's no comprehensive theory which completely explains job satisfaction. There are many approaches in which to view the subject area of job satisfaction and job dissatisfaction.

According to Herzberg (1959) there are two different sets of factors affecting motivation and job satisfaction as shown in figure 1.0.

Fig. 1.0

Satisfaction	Dissatisfaction
<ul style="list-style-type: none"> ● Achievement ● Recognition ● Work itself ● Responsibility ● Advancement 	<ul style="list-style-type: none"> ➤ Salary ➤ Interpersonal relations ➤ Status ➤ Supervision ➤ Company policy and administration ➤ Working conditions ➤ Job security

Herzberg's satisfaction and dissatisfaction factors continuum, Hoy and Miskel (1987)

One set of factors are those which if absent, cause dissatisfaction. These are concerned with job environment and are extrinsic to the job itself. Herzberg calls them hygiene or maintenance factors. The other set of factors are those which, if present, serve to motivate the individual to superior performance. These factors are related to job content or the work itself. Herzberg calls these factors motivators or growth factors. According to Herzberg the strength of these factors will affect feelings of satisfaction or no satisfaction but will not cause dissatisfaction.

Education managers and administrators need to be concerned with ensuring that causes of dissatisfaction are removed and that the job content is enriched and opportunities for satisfaction are increased. They are likely to fail in their efforts to improve motivation if, instead of developing the intrinsic motivators that come along with job satisfaction, they simply rely on the use of rewards or threats.

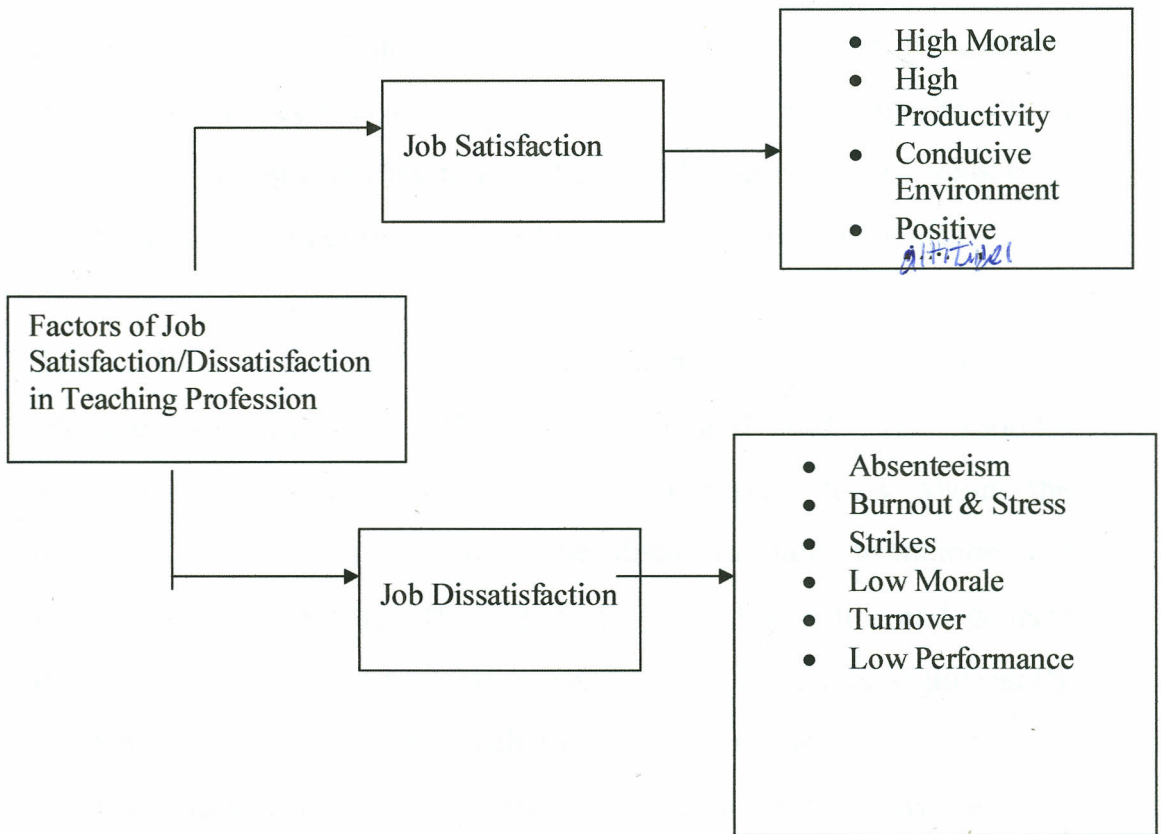
They need to realize that in order to experience high job satisfaction, teachers need an intellectual challenge, their autonomy, to feel they are benefiting society, to ensure good relations with their colleagues and to spend a sufficient proportion of their time working with children. Enhanced pay, improved status, less demanding workload and fewer administrative responsibilities may result in lower levels of job satisfaction among teachers but will not necessarily bring high levels of job satisfaction.

Education Administrators and managers should realize that high job satisfaction will result in high productivity and performance not only among the teachers but will also lead to high performance among students. Job satisfaction will also lead to high morale among teachers which can have a positive effect among pupils attitudes and learning, Miller (1981). It would make teaching more interesting and pleasant for both the teachers and learners creating an environment that is more conducive to learning.

Morale and achievement are related. Ellenberg (1972), found that "where morale was high, schools showed an increment in achievement. Conversely low morale levels of satisfaction and morale

can lead to decreased teacher productivity, burnout, which are associated with loss of concern for and detachment from the people with whom one works, decreased quality of teaching, depression, greater use of sick – offs, efforts to leave the profession.

Fig. 1.1. Factors of Job Satisfaction and Job Dissatisfaction



As indicated above Job Satisfaction will lead to high morale, high productivity, a conducive environment and positive interpersonal relations. Low Job Satisfaction will lead to frequent absenteeism, burnout and stress, frequent strikes, high turnover, low performance and low morale.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 DEFINITION OF JOB SATISFACTION

Locke (1976), defines Job Satisfaction as a pleasurable or positive emotional state resulting from appraisal of one's job experience. Satisfaction is seen as emotional response to a job situation. It is therefore a condition of the mind. It cannot be observed, it cannot only be inferred from an employee's behaviour or verbal statements.

Steers (1984), notes that job satisfaction brings with it a variety of positive consequences both from individual and organizational standpoints. It influences how an employee feels about the organization and contributes to his/her desire to maintain membership in it. It spills over to affect an employee's home life and general outlook towards living. Moreover, job satisfaction significantly influences how people approach their jobs, their level of effort and commitment and their contributions to organizational effectiveness.

In his definition Happock (1985), views job satisfaction as a combination of psychological, physiological and environmental circumstances that cause a person to say, 'I am satisfied with my job.' He reckons that job satisfaction could be independent of other forms of satisfactions in one's life such as family relations, health, relative social status in the community and other extrinsic factors which are

just as important as the intrinsic factors of the job. According to Hoppock, a person could be satisfied with one aspect of his job and dissatisfied with another.

Therefore satisfaction can only be rationalized and that the degree of satisfaction varies from time to time and from person to person. It is therefore a condition of the mind. It cannot be observed, it can only be inferred from an employee's behaviour or verbal statements. In teaching, job satisfaction for teachers could be defined as the good feelings about teaching as a job that boosts the morale of the teachers and maintains their need to stay in the profession. Job dissatisfaction may be defined as those bad feelings that contribute to their being demoralized and may result to their quitting their profession.

2.2 HERZBERG'S TWO-FACTOR THEORY

Various theories, which will be discussed in this chapter, have been advanced in an attempt to explain job satisfaction and dissatisfaction. These theories help to explain the behaviour of certain people at certain times.

Herzberg's two-factor theory is one of the most accepted theories, which attempt to explain job satisfaction and dissatisfaction. The two-factor theory was the result of research work done by Herzberg, Mausner and Syderman (1959). It tested the hypothesis that certain job-related factors were satisfying while others were dissatisfying to workers in an organization.

The trio used the critical incident method where respondents were asked to relate times when they felt exceptionally bad about their present or any previous jobs. They were asked to give reasons and description of sequences of events giving rise to that feeling. Responses to the interviews were generally consistent and revealed that there were two different sets of factors affecting job satisfaction.

One set of factors are those termed as 'hygiene' factors or maintenance factors. They are concerned with the environment surrounding the job and are extrinsic to the job itself. They include company policy and administration, supervision, relationship with supervisor, work conditions, salary, relationship with peers and subordinates, personal life, status and security.

The other set of factors are what he termed as motivators or growth factors. They are related to the job content of the work itself and are intrinsic to the job. They include achievement, recognition, responsibility, advancement and work itself. Herzberg noted that if the hygiene factors are present they will prevent dissatisfaction but will not lead to satisfaction. They only serve to bring motivation to a neutral state. Yet they are necessary to prevent dissatisfaction. If motivators are present they motivate the individual to superior effort and performance. The strength of these factors affects feelings of satisfaction but do not cause dissatisfaction. He said an employee might leave a firm because he disliked its working conditions but would not be motivated to work hard or better if working conditions were improved (provided they were already reasonably adequate).

On the other hand, the absence of achievement or responsibility is unlikely to cause an employee to leave, but if these could be increased the employee would be more motivated in his work.

Herzberg et. al, according to Hersey and Blanchard (1988), concluded that people have different categories of needs that are essentially independent of each other and affect behaviour in different ways. When people felt dissatisfied with their jobs they were concerned about the environment in which they are working. On the other hand when people felt good about their jobs this had to do with work itself.

To motivate employees, proper attention must be given to the motivators or growth factors, which relate to what people are allowed to do at work. But hygiene factors are important/necessary so as to prevent unpleasantness at work and to prevent unfair treatment at work. They bring motivation to a neutral level and become a floor for the motivators as illustrated by Hoy and Miskel (1987) in the following figure 1.1

DISSATISFACTION	SATISFACTION
SALARY	ACHIEVEMENT
INTERPERSONAL	RECOGNITION
RELATIONSHIP	WORK ITSELF
STATUS	RESPONSIBILITY
SUPERVISION	ADVANCEMENT
COMPANY POLICY &	
ADMINISTRATION WORKING	
CONDITION	
JOB SECURITY	

0 (Neutral)

Fig 1.1 Job satisfaction continuum in Herzberg's theory (Hoy & Miskel 1987)

From Herzberg's results, hygiene factors lead to only minimal job satisfaction. Motivators combine to contribute more to job dissatisfaction than job satisfaction. When motivators are present, the individual personal needs of growth and self-actualization will be satisfied and positive feelings as well as improved performance, results.

2.3 RELATED THEORIES

An empirically based theory similar to Herzberg's theory is that proposed by Maslow (1954). It is one of the most accepted motivational theories. Maslow supposed that human needs could be arranged in a hierarchy based on the priority with which each emerged as a determinant of behaviour. The hierarchy ranges through five levels, from the lowest level of physiological needs, through safety needs, love needs, and esteem needs to the self-actualization need at the highest level.

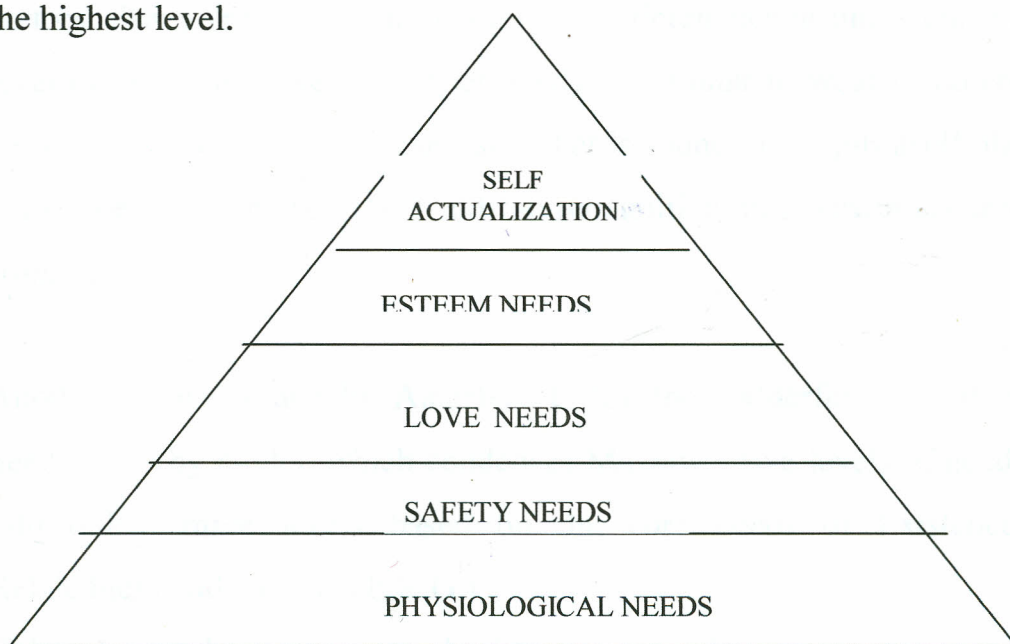


Fig 1.2 Maslow's hierarchy of needs model

The physiological needs include homeostasis (the body's automatic efforts to retain normal functioning) such as hunger, thirst, shelter, sleep. Safety needs include safety and security, freedom, protection. Love needs include; affection, sense of belonging, social activities, friendship. Esteem needs include both self-respect and the esteem of others. The desire for confidence, independence, achievement, prestige, status, recognition, appreciation. Self-actualization refers to the development and realization of one's full potential. What one is capable of becoming. Maslow notes that once a need has been satisfied, it is no longer a motivator and the higher need becomes the motivator.

Maslow and Herzberg both emphasize the importance of meeting all the needs of an employee, in order to motivate an employee. The three lower needs in Maslow's hierarchy are what Herzberg calls hygiene factors. They are what is necessary for maintenance at one's current level of progress. The two upper needs are similar to what Herzberg calls motivational factors. They are what is found in the job itself, the employees performance on it and the recognition and growth secured from it.

Another theory is that by Alderfer (1972), the Alderfer's modified need hierarchy model, which condenses Maslow's five levels of needs into only three levels based on the core needs of Existence, Relatedness and Growth (E.R.G.)

Existence needs are concerned with sustaining human existence and survival. Relatedness needs are concerned with relationships to the

social environment. Growth needs are concerned with development of potential. Like Maslow, Alderfer suggests that the two lower needs of existence and relatedness which are similar to motivational factors, in Herzberg's theory.

2.4 STUDIES DONE ON JOB SATISFACTION AND DISATISFACTION

Green (1972) in his findings identified three essentially distinct positions regarding the relationship between satisfaction and performance. He found satisfaction causes performance, performance causes satisfaction and 'rewards' is a casual factor.

The degree of job satisfaction by an employee determines his performance, that is, satisfaction felt as employee determines his performance, that is, satisfaction causes performance.

Myers (1964) from his research concluded that:

- a. What motivates employees to work effectively is a challenging job which allows a feeling of achievement, responsibility, growth, advancement, enjoyment of work itself and earned recognition.
- b. What dissatisfies workers is mostly factors which are peripheral to the job: work rules, titles, seniority, wages, rights, fringe benefits etc.
- c. Workers become dissatisfied when opportunities for meaningful achievement are eliminated and they become sensitized to their environment and begin to find fault.

- d. Shaw and Blum (1965), reported that performance is in part, a function of the group's awareness of member satisfaction. It is possible that satisfaction does lead to performance, for some employees under some conditions.

Locke, reported by Gacheru (1987) noted that job satisfaction results from the way the worker perceives his job. It must provide him with what he/she values in the work situation. It is a result of how much a person expects from a job compared to how much he/she actually receives. There are extrinsic rewards like pay, promotion, material benefits, and extrinsic rewards like satisfying relationships with other workers, considerate supervision and work that is both meaningful and challenging. If the rewards meet or exceed his/her expectations, the employee will be satisfied with his/her job and will remain in the organization and give optimal service.

When the outcomes do not meet the expectations, employees are dissatisfied and will not be fully committed to the organizational goals. They may prefer to seek alternative sources of satisfaction either by changing jobs or by placing greater values on other life activities e.g. business. Locke summarizes factors at work which greatly determine job satisfaction as:

- (i) Mentally challenging work with which the worker can cope. Low achievers may be frustrated with a very challenging job.
- (ii) Personal interest in the work.
- (iii) Just rewards according to workers' aspirations.

- (iv) Working conditions, which facilitate the accomplishment of his/her goals and are compatible with his/her physical needs.
- (v) High self-esteem.

Wescher et al reported by Macharia (1984) found that, a group with a permissive leader who allowed them to participate in decision making had more favorable attitudes to their jobs, higher productivity and higher morale than employees with a restrictive leader who made all decisions.

Sergiovanni (1969) found that higher job attitudes were related to work itself and low job attitudes were related to conditions of work. Other than the fore mentioned factors which contribute to job satisfaction, pay or salary is an important factor in job satisfaction and dissatisfaction. Child (1984), notes that although it is rightly said that happiness cannot be bought with money, as a universal medium of exchange, money is obviously the key to a great many things that matter to people. Fredrick Herzberg though a major proponent of the theory that money does not motivate is reported by Child as admitting that money does help him sort out his priorities. Child holds that possessions and spending money is a symbol of personal success and status, a basis on which one person's standing and worth may be compared with another. This accounts to the importance that employees attach to the difference between their level of pay and others. Payment of money is a reward which evokes considerable interest among virtually all employees at all levels with organizations.

Herzberg et al (1959), noted that pay was one reward that was quite frequently reported as generating both satisfaction and dissatisfaction. Reitz noted that rewarded subject showed more satisfaction than did unrewarded subjects. Further, when rewards (monetary) were granted on the basis of performance, the subjects' performance were significantly higher than those of subjects whose rewards were unrelated to their performance.

Jorgenson et al (1973) in their study reported that there was a general trend for subjects in their study to perceive money as more important over time relative to other outcomes such as promotions, status, recognition as well as achievement.

2.5 RESEARCH ON TEACHER JOB SATISFACTION AND DISSATISFACTION

Many studies have been done on teachers' job satisfaction despite the inherent measurement difficulties. Mooer (1968), in a study done in Zambia on factors related to teachers' dropout, found out that most teachers left the profession because they felt that the pay was too low compared to other occupations, the teaching profession lacked a high prestige, promotional opportunities were too few and poor housing and isolation.

In a research by Litt and Turk (1985), teachers cited reasons why they would leave teaching as salary, limited opportunities for advancement and too much to do in too little time. Ladwig (1994), added lack of support from the principal. Principals may frequently (although not deliberately) reduce or eliminate a teacher's opportunities for intrinsic rewards.

One important aspect of the teaching job has been the status of the teachers. The term social status 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 the profession, remuneration and other material benefits accorded them relative to other professional groups.

UNESCO (1974), in its report emphasized that adequate social status should match the importance of teachers. More particularly the conditions under which the teacher lives and works should not place him/her at a disadvantage in comparison with other professionals. If the conditions are good they will not feel inferior compared to other professionals and will be more comfortable in their profession and be able to work more effectively.

In a seminar on relation of teachers held in Australia, Selby (1971), noted that attention was focused on how the teacher was perceived by the society. It was agreed that the status and public image of teachers was a common interest and concern.

Barkhardt as cited by Selby (1971), compared the salaries of both graduate and non-graduate teachers and salaries of other occupations to persons of similar age, sex, and educational achievement. A striking characteristic of his result was that, the longer a teacher serves the less well paid he/she 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 in other professions.

ILO/UNESCO (1974), at a conference in Paris discussed salary as an important issue in the teaching profession. They noted that salary affected the status of teachers and therefore special importance should be accorded to this area. In the current conditions, factors such as status accorded, level of appreciation in the society are largely dependent on the economic position of an individual or group. It was recommended therefore that salary offered should:

- a) Reflect the importance to society of the teaching profession and hence the importance of teachers as well as the responsibilities of all kind which fall upon them from time to time of entry into service.
- b) Compare favourably with salaries paid in other occupation 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.

It was further recommended that salary scales should be reviewed periodically to take into account such factors as rise in cost of living, general upward movement wage or salary levels.

Sergiovanni and Carver (1971), have attempted to establish the level of teachers' job satisfaction 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.

To these researchers factors which contribute to teacher motivation form a cluster characterized by achievement, recognition and responsibility. The absence of these factors does not contribute to dissatisfaction. According to them, teachers' dissatisfaction seems to result from three clusters i.e. poor interpersonal relations, incompetence, 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 dissatisfaction, but neutralizing them or improving them does not motivate teachers to perform in extraordinary ways.

Sergiovanni and Carver go further to classify workers into motivation seekers and hygiene seekers. The former is said to focus on esteem

autonomy and self – actualization needs. The authors have incorporated both Maslow's and Herzberg's theories. They stress the importance of dissatisfiers for they provide the necessary preparation for facilitating the satisfiers. They argue that good salary, working conditions, good supervision, teaching material (adequate), overtime pay and other hygiene factors must be provided to teachers if dissatisfaction has to be eliminated.

They concluded that 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 turnover can be expected for those unable to move out of the profession. Chase as cited by Sergiovanni (1969), found that an important factor relating to satisfaction for teachers was the dynamic and stimulating leadership of the principal, opportunities for professional growth, respect, friendly atmosphere, as administrative qualities which contribute to job satisfaction

Perkins (1991), observed that teacher satisfaction was not significantly affected by background variables such as teacher or principal gender, years of experience or school – type assignment. Perkins also found that teachers are most satisfied with their co-workers and least satisfied with the monetary aspects of teaching.

Research has established a relationship between teacher job satisfaction and student achievement, Adams (1989), the findings indicate that secondary school teachers' morale depends in part on

whether their students were relatively high scholastic achievers. Similarly, students achievement tended to increase as a function of high teacher morale, Leslie (1989).

Clarke and Keating (1995), discovered that interaction with students was the most satisfying aspect for teachers while lack of administrative support was the least satisfying aspect. Teachers' perception of students and student learning can also affect their morale. In a cross-cultural study of teachers enthusiasm and discouragement that included teachers from the US and six other nations, teachers clearly identified students as the primary and central factor that has an impact on both their professional enthusiasm and discouragement. Teachers almost universally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm and conversely list low motivation in students as a discourager Stenlund (1995).

Holdway (1978), examined in a study among 801 teachers the relationship between facet and overall satisfaction with interpersonal relationships with students and teachers and freedom to select their teaching methods and teaching assignments. There was more dissatisfaction on status of teachers, decision making, consultative and bargaining procedures. Holdway found that overall satisfaction was mostly highly related to satisfaction with achievement, career orientation, recognition and stimulation, working with students.

In more recent studies done, factors such as low salary, low status and excessive paperwork were found to be major sources of stress among teachers. However, the intention to leave teaching was more related to their coping resources. Marlow et al (1996), indicated common reasons for leaving as students' discipline, lack of student motivation and lack of respect from community, parents, administrators and students.

Barkdoll (1991), found a differential connection between stress and job satisfaction. For example, the most satisfied teachers reported low stress and high job satisfaction, while the least satisfied teachers reported high stress and low satisfaction.

People who feel empowered tend to have higher morale. Maehr et al (1993), state that people are more personally interested in their work with an organization when they feel they have a voice in what happens to them and when their work has meaning and significance in contributing to a higher purpose or goal. When teachers' sense of self – determination and purpose are supported, teachers relate to students in a qualitatively different manner.

Blasé and Kirbey (1992), note that principals can also strengthen teacher morale by actively standing behind teachers. Effective principals serve as guardians of teachers instructional time, assist teachers with students discipline matters, allow teachers to develop discipline codes and support teachers authority in enforcing policy.

A recent report on job satisfaction among American teachers identified more administrative support and leadership, good student behaviour, a positive atmosphere and teacher autonomy as working conditions associated with higher teacher job satisfaction, (National Centre for Education Statistics 1997).

Favourable workplace conditions were positively related to teachers' jobs satisfaction regardless of whether a teacher was employed by public or private school, an elementary or secondary school regardless of teachers background characteristics or school demographics. The study also found that teachers in any school setting who receive a great deal of parental support are more satisfied than teachers who do not.

Studies focusing on the reason given by Post Graduate Certificate of Education (P.G.C.E.) students and beginning teachers for a career in teaching revealed a high level of consistency. The commonly given reasons were job satisfaction and working with children. The reasons rated as least important included working hours, holidays, salaries and security. It seems the prospective teachers are principally attracted to the profession by the rewarding nature of the work involved, as opposed to the payment condition on offer, (Spear et al 2000).

Several studies have been done in Kenya on job satisfaction and dissatisfaction among teachers.

Sifuna (1978), in his study on factors determining teaching effectiveness among primary school teachers in Kenya found few promotion prospects and general lack of upward mobility as job

dissatisfiers among primary school teachers. He also noted that teachers were critical of their condition of work. Places of work encouraged low public status and are isolated and remote, all contributing to job satisfaction.

Gatheru (1977), in a study on factors that contribute to lack of job satisfaction among primary teachers in Nyeri indicates causes of job dissatisfaction as:

- i. Low status.
- ii. Poor terms of service.
- iii. Poor chances of social mobility.
- iv. Equity (their counterparts in other professions earn higher in jobs that are less demanding).

Kimengi (1983) concluded from his research on commitment and non-commitment to teaching done in three districts in the Rift Valley province of Kenya, among primary school teachers that:

- i. Teachers' salary was one of the major factors that contributed to teachers' job dissatisfaction.
- ii. Promotional opportunities for teachers was another cause of dissatisfaction.
- iii. Supervision of secondary school teachers by heads of schools was far from satisfactory.
- iv. Co – worker relationship was often poor.

Ngaroga (1985), found factors that cause job satisfaction among primary school teachers in Murang'a to be, job security, holidays, love of the job (challenging), love for the children, extra curricular activities (chance to display their abilities), opportunity for leadership and working near home.

On factors that cause job dissatisfaction Ngalyuka (1985), in his study among primary school teachers found it was due to:

- i. Lack of recognition
- ii. Inadequate pay
- iii. Poor promotion methods
- iv. Low chances of advancement
- v. Absence of fringe benefits
- vi. Delay of supplies and maintenance
- vii. Inadequate supply of teaching materials.

Shymala (1990), in her study on job satisfaction and dissatisfaction among primary school teachers of Shinyalu Division noted that advancement and recognition in the teaching profession appear as dissatisfiers because they are lacking among Kenyan teachers.

Maleche quoted by Shymala (1990) notes that a satisfied teacher feels financially secure, sees a chance for promotion after reasonable period of time of service, participates in discussions affecting his work by being consulted and seeing some of his/her ideas put into effect, has opportunities to apply what he/she learnt and improve academically and professionally.

2.6 SUMMARY

This chapter has discussed Herzberg's theory in detail. It has gone further to discuss other job satisfaction theories and how they relate to Herzberg's theory. It has discussed research done on teacher job satisfaction in the world and Kenya in particular, and the findings got by different researchers.

However, it can be noted that most researches done on this topic in Kenya were done among primary school teachers. There's very little research done on job satisfaction and dissatisfaction among secondary school teachers. With the emergence of many secondary schools in Kenya and with a work force of more than 40,000 secondary school teachers, the issue of their job satisfaction or dissatisfaction is as vital as that of any other group of social workers / employees.

Secondary school teachers deal with sensitive groups of students who are emerging from childhood into teenage and adulthood, and therefore very sensitive to their surroundings.

It is at this level that a lot of moulding is required and because they spend most of their time with the teachers, teachers can either mould or destroy them.

Frustrated and dissatisfied teachers will not mould the students into upright citizens, instead they may destroy their characters. Teachers are important role models and should be viewed as so through good motivation so that they can in turn mould desirable citizens.

It is in this view that the interest of this research focused on secondary school teachers' job satisfaction and dissatisfaction.

CHAPTER THREE

METHODOLOGY AND DATA ANALYSIS

3.0 METHODOLOGY

The chapter discusses the research design, population and sample, instruments for data collection, data collection procedures, and data analysis procedures.

3.1 RESEARCH DESIGN

The research is a descriptive survey of factors that contribute to job satisfaction and job dissatisfaction among secondary school teachers in Githunguri division. A descriptive survey determines and reports the way things are, Gay (1976). This research aims at determining and describing what the teachers feel about their jobs. It is therefore a descriptive study.

3.2 THE POPULATION AND SAMPLE

This research used secondary school teachers in Githunguri Division of Kiambu District. The division has 22 (twenty-two) secondary schools and a population of approximately 550 teachers. The schools were stratified into three categories of Girls, Boys and mixed schools. Each school has approximately 25 teachers.

Simple random sampling method was used to select the three schools from each category, to give a total of nine schools. From each school, ten (10) teachers were randomly selected for the sample. Thus the

research used ninety (90) teachers as the sample. Therefore the study used 16.4% of the total population of teachers.

Being a descriptive study, 16.4% was considered a good representative of the total population of teachers. According to Gay(1976), a sample of 10% of a population, is considered the minimum for a descriptive research.

3.3 INSTRUMENTS FOR DATA COLLECTION

The research instrument used was a questionnaire based on Herzberg's job satisfaction and dissatisfaction factors. The instrument used is the same as that used by Ngaroga (1985), and Shymala (1990), which is a modification of that used by Holdway (1978), and a review of other job satisfaction questionnaires particularly the Job Descriptive Index (JDI) and Minnesota Satisfaction Questionnaire (MSQ). The researcher preferred the questionnaire for reliability and validity of the respondents and also to allow uniformity in questions for the sake of comparison.

Mouly (1978), indicates that the questionnaire approach enables the researcher to preserve respondent anonymity and also allows greater uniformity in the way questions are asked and thus ensures greater compatibility in response.

The MSQ was developed by Weiss, Davis, England and Loquist and measures job satisfaction with twenty facets (factors) of the job, environment, authority, company policies and practices, compensation,

co-workers, recognition, responsibility, security, human relations, supervision and work conditions. It is a broader measure than the JDI. Gillet and Schweb (1975), indicated that the MSQ has proven high validity judged against other instruments on satisfaction. They also confirm that careful development has no doubt been accorded to the MSQ.

The research used the MSQ as used in Ngaroga's questionnaire with only slight changes to suit secondary school teachers, the instrument was piloted with 10 teachers before use.

Part I consisted of demographic data requesting the respondents to indicate whether they are male or female, and number of years taught.

In part II the respondents were required to rate their level of satisfaction with the 50 items on a 6 point scale. The response categories were as follows:-

- 0 - Not applicable/Not relevant
- 1 - Highly dissatisfied
- 2 - Slightly dissatisfied
- 3 - Neutral
- 4 - Slightly satisfied
- 5 - Highly satisfied

Part III asked respondents to give personal opinions on five (5) questions. The questions were open ended.

- Q1 Asked respondents to list three factors that contribute most to overall job satisfaction.
- Q2 Respondents were asked to list factors that contribute to overall job dissatisfaction.
- Q3 The respondents were to list factors that make them retain their jobs
- Q4 Respondents were to list factors that would make them resign.
- Q5 The respondents were to suggest changes they would like to see in their jobs.

3.4 DATA COLLECTION PROCEDURES

The procedures for Data Collection included the following steps.

- (i) From the three categories of schools i.e. Mixed, girls & boys schools, three schools were randomly selected from each category.
- (ii) Permission was obtained from the Office of the President to conduct research.
- (iii) Permission was obtained from the appropriate local authorities in the district.
- (iv) A visit to the school was made before the date of data collection to:
 - Hand in the official letters showing permission to collect data.
 - To make arrangements on when the questionnaires could be administered.

- From a list of the teachers obtained from the head-teachers five female teachers were randomly selected and five male teachers were randomly selected, to give ten teachers selected from each school.

The researcher personally took the questionnaires to the respondents and waited for the respondents to complete the questionnaires for collection on the same day.

3.5 DATA ANALYSIS PROCEDURES

All the analysis has used descriptive statistics. The factors that contribute to job satisfaction and job dissatisfaction were analysed on the basis of Herzberg's two factor theory as either motivators or hygiene factors. The frequencies were obtained and expressed in percentage form.

Example. If the number of those satisfied with their relationship with pupils in the school in fifty (50) and the overall number of respondents, is either (80) then to get the percentage of those satisfied.

$$X/N \times 100 = 50/80 \times 100 = 62.5\%$$

(X-stands for number of respondents satisfied)

(N-stand for overall number of respondents)

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 INTRODUCTION

This chapter presents an analysis of the data and the findings under the following sub-headings:

- a) Procedure for data analysis
- b) Characteristics of the respondents
- c) Factors that contribute to job satisfaction
- d) Factors that contribute to job dissatisfaction
- e) Factors that make teachers retain their jobs
- f) A comparison between male teachers and female teachers on the above factors of job satisfaction and dissatisfaction.

4.2 PROCEDURES FOR DATA ANALYSIS.

The primary purpose of the study was to find out what factors contribute to job satisfaction and job dissatisfaction among secondary school teachers.

Frequencies and percentages were used to analyse all the data. The factors that contribute to job satisfaction and job dissatisfaction were discussed and analysed on the basis of Herzberg's two factor theory as either motivators or hygiene-factors.

Response categories '1' and '2' were merged to dissatisfied '4' and '5' to satisfied. Categories '0' and '3' were discarded. Frequencies were obtained and expressed in percentage form. The percentages were presented in tables. The data obtained was used to answer the research questions.

4.3 CHARACTERISTICS OF RESPONDENTS

The questionnaire was administered to secondary school teachers in Githunguri Division of Kiambu District. The participants were both male and female teachers. Forty five (45) of each group i.e. male and female teachers was used as the sample. Their teaching experiences ranged from 1 (one) to over twenty (20) years.

Table 4.1 Teachers Experience in Years

Number of years taught	Number (N)	Percent
1 – 5 years	26	28.9
6 – 10	41	45.6
11 – 15	15	16.7
16 – 20	4	4.4
20 – over	4	4.4

The first research question sought to find out factors that contribute to job satisfaction. Table 4.2 gives the factors perceived by the respondents as contributing most to job satisfaction.

4.4 FACTORS THAT CONTRIBUTE TO JOB SATISFACTION

Table 4.2 Factors Contributing to Job Satisfaction

	Factors	N	%	H/M
1	Relationship with other teachers	71	78.8	H
2	Assignment to teach particular class levels	64	71.0	M
3	Relationship with pupils	62	68.8	H
4	Ease or difficulty of subjects taught	62	68.8	H
5	Amount of preparation before teaching	59	65.5	M
6	Freedom to select teaching materials	58	64.4	M
7	Working with pupils	53	58.8	M
8	Supply of teaching materials	52	57.7	H
9	Size of school	52	57.7	H
10.	Relationship with in-school administration	51	56.6	H
11	Number of lessons one is expected to be able to teach	50	55.5	M
12	Size of classes taught	50	55.5	M
13	Chance to participate in co-curricular activities	50	55.5	M
14	Recognition from headteacher for good performance	50	55.5	M
15	Chance to try own methods of planning and teaching	47	52.2	M
16.	Time-tabling of classes	49	51.0	M
17	Medium of instructions	44	48.8	H
18	General organization of work in school	43	47.7	H
19	Amount of challenge experienced	43	47.7	H
20	Opportunity to work without strict supervision	43	47.7	M
21	Chance to be somebody in the community	40	44.4	H
22	Seeing the results of work done	39	43.3	H
23	Job security provided by the job	39	43.3	H
24	Competence on in-school administration	38	42.2	H
25	Sense of achievement got from teaching	38	42.2	M

As can be seen from the table, Relationship with other teachers was perceived as a major contributing factor to job satisfaction with 78.8% of the teachers indicating they were satisfied with the factor.

The other main factors of job satisfaction in order of preference were:

- Relationship with other teachers (78.8%).
- Assignment to teach particular class levels (71%).
- Relationship with pupils (68%).
- Ease or difficulty of subjects taught (68.5).
- Amount of preparation required (65.5%).

The least three lowest rated as contributing to job satisfaction were:

- Seeing the results of work done (43.3%).
- Job security provided by the job (43.3%).
- Competence of in-school administration (42.2%).
- Sense of achievement got from teaching (42.2%).

From the above findings teachers value their interpersonal relations which contribute towards a conducive working environment. The feelings of acceptance among people that one interacts with everyday in the course of carrying out duties can affect production and the willingness to work within that organization. White and Mitchell (1970), found that people receiving positive cues from co-workers were more satisfied and productive than those receiving negative cues. Teachers being one group of social workers, work with human beings

in the course of their duties. It would be demoralizing to teach pupils who may not accept or appreciate the efforts put or to work with an unsupportive administration or to work with co-workers who do not appreciate effort put.. Therefore a positive relationship at work with all those who interact regularly is very important to be able to produce more. An indication that team spirit to the teachers is vital in their profession.

Another important source of satisfaction was recognition from the school administration for good performance. The feeling of appreciation for good work done can go a long way in motivating a teacher to better performance. Whether verbal or material rewards go along way as an indication that the efforts put were recognized and appreciated.

Opportunity to work without or with minimal supervision and the chance to try own methods of planning and teaching instill a sense of responsibility among teachers. That feeling of responsibility according to Herzberg is a motivator and it boosts performance.

Perhaps because of the students attitude towards learning, seeing results of work done which is supposed to be a motivator, was not rated very highly. Without much challenge from students the teachers may feel demotivated even to see the results of what they do. The low performance from students and their negative attitude towards learning could also cause low sense of achievement from teaching. Without

good performance from the learners teachers may not feel like they're achieving much.

Like in the other previous studies done (Shymala 1990; Gatheru 1987; Ngaroga 1985; Kimengi; 1983) both hygiene and motivators interacted as factors of job satisfaction.

4.5 FACTORS THAT CONTRIBUTE TO JOB DISSATISFACTION

Table 4.3: Factors that contribute to the job dissatisfaction

	FACTORS	No.	%	H/M
1	Amount of salary	72	80	H
2	Transfer procedures followed	67	74.7	H
3	Opportunities for advancement and promotion	63	70	M
4	Attitude of pupils to learning	62	68.8	M
5	Teachers' pay compared to equivalent personnel	60	66	H
6	Provision of house allowance	56	62.2	H
7	Current methods of promotion	55	61.1	M
8	Family needs and aspirations as affected by the job	53	58.8	H
9	Provision of retirement benefits	52	57.7	H
10	Societal expectations of teachers behaviour	52	57.7	H
11	Recognition from school inspectors	50	55.5	M
12	Opportunities for useful inservice education	50	55.5	M
13	Opportunity to develop and refine new skills and abilities	48	53.5	M
14	Amount of useful advice from inspectors and education officers	46	51.1	M
15	Status of teachers in Kenya	46	51.1	M
16	The prestige held by the school	43	47.7	H
17	P.T.A. consultation in working conditions	42	46.6	H
18	Ability level of pupils	42	46.6	H
19	Opportunity available to work without supervision	40	44.0	H
20	Introduction of changes within subjects taught	38	42.2	M
21	Effects of surrounding community to personal life	33	36.6	H
22	Chance to tell others what to do	32	35.5	H
23	Sense of achievement got from the task of teaching	34	37.7	M
24	Number of lessons one is expected to be able to teach	28	31.1	M
25	Seeing results of work done	33	36.6	M

The second research question dwelt on factors perceived by the respondents as contributing to job dissatisfaction. From table 4.3 the

respondents indicated amount of salary received as the most dissatisfying factor with 80% of the respondents indicating it as a dissatisfier.

Other factors indicated as contributing most to job dissatisfaction among the respondents were:-

- Transfer procedures (74.7%).
- Opportunities for advancement and promotions (70%).
- Attitude of pupils to learning (68.8%).
- Teachers pay compared to that of equivalent personnel (66.6%).

Rated lowest under this category of dissatisfiers were:

- Effects of surrounding community to personal life (36.6%).
- Chance to tell others what to do (35.5%).
- Number of lessons one is expected to cope with (31.1%).

As can be seen from the above findings the amount of salary received was a major factor contributing to teacher job dissatisfaction. This is one area that has had a lot of controversy over the years. The teachers often feel demoralized over the area of salaries received. Perhaps it is one reason why there has been a great turnover over the years and for those who cannot get better alternatives look for other sources of income. That means that although the teachers are in the teaching profession all their energies are not directed to the job, therefore the pupils are not given the best of what the teachers can give because there's no full dedication. This often leads to poor performance.

Perhaps that is why there has arisen a lot of extra paid tuition because of poor performance and the need on the side of the teachers to get extra pay to sustain their financial needs.

Another area that has created a lot of dissatisfaction is the area of promotions. This is one area that has been associated with corruption. Inspectors and other Ministry of Education officials are no longer faithful to their jobs as indicated by an article in the Daily Nation Newspaper (7th February 1989) that the current system of promoting teachers has several loopholes, which have led to frustrations among teachers. A more recent complaint came from the Star Newspaper of (21st.7. 1998) correspondent quoting a K.N.U.T. official, "Inspectors of education are tarnishing the image of the teaching profession by demanding bribes from teachers before promotion." This is demoralizing and could lead to a lot of dissatisfaction among teachers.

Transfer procedures applied were also a great source of dissatisfaction. Currently, the TSC is trying to 'balance' teachers countrywide. This could be a source of uncertainty and insecurity among the teachers as they term the balancing as punitive transfers. It is a process that may lead to teachers seeking other jobs where they feel more comfortable or leaving the profession if they think they cannot get better or more comfortable jobs.

Opportunities for useful in service education and opportunities to develop and refine new skills and abilities were also a great source of dissatisfaction. Currently the T.S.C has minimized paid leaves,

meaning that a teacher has to give up his/her salary in order to enroll for some of the in-service courses especially if they are not directly related to the subjects the teacher teaches. With the current financial hardships and high rate of unemployment, giving up one's job may be a great risk. Yet according to Herzberg this is a motivator, but perhaps because of the prevailing conditions it has been turned into a dissatisfier. This agrees with Myres report (1964), that workers become dissatisfied when opportunities for meaningful achievement are eliminated.

The general attitude of pupils towards learning and ability level of pupils were also dissatisfiers. A positive attitude to learning should motivate a teacher to give more and act as a motivator to the teachers. The high rate of employment could demotivate pupils from working hard in school and they go through the school system just as a routine other than with a reason to achieve. This attitude makes them offer little or no challenge to the teachers and this may demotivate them from giving their very best.

Social expectations of a teacher's behaviour was also a dissatisfier. The society expects teachers to uphold exemplary behaviour and almost magically instil the same in their students yet the society itself is not morally upright. There have been rampant incidents of unsatisfactory behaviour among students that is blamed on failure of teachers yet they're a reflection of the current society. Teachers do not also have the moral support from the society to guide their students

and this demoralizes them and leaves them in a dilemma on how to handle the students.

From the open ended questions(63%) of the respondents indicated they were dissatisfied with remuneration. Other factors indicated were indiscipline among pupils (28.8%), negative learning attitude (28.8%), unsatisfactory performance in exams (23%) negative criticism from society (18.9%).

4.6 FACTORS THAT MAKE TEACHERS RETAIN THEIR JOBS

Job security was indicated by the majority (63.3%) of the respondents as the reason why they retain their jobs. Lack of a better alternative was also a reason given by (48.8%) of the respondents. Other reasons given by the respondents for retention of their jobs were:

- A source of earning a living (42.2%).
- Adequate free time to pursue other personal activities (7.7%)
- Hope for prospective promotions (7.7%).
- Supportive school administrations (5.5%).

4.7 COMPARISON OF MALE AND FEMALE TEACHERS ON (a) JOB DISSATISFACTION

Table 4.4 Comparison of Identified Factors of Job Dissatisfaction

	IDENTIFIED FACTORS	MALE		FEMALE	
		N	%	N	%
1	Status of teachers in Kenyan society	31	68.8	15	33.3
2	Opportunities for advancement and promotion	33	73.3	30	66.6
3	Amount of salary received	38	84.4	34	75.5
4	Ability level of pupils	23	51.1	19	42.2
5	Current methods of promoting teachers	25	55.5	30	66.6
6	Teachers pay compared to that of equivalent personnel	30	66.6	30	66.6
7	Attitude of pupils to learning	31	68.8	31	68.8
8	Provision of house allowance	32	71.1	24	53.3
9	Opportunities available to work without supervision	27	60	22	48.8
10	Recognition from school inspectors	27	60	23	51.1
11	Transfer procedures applied	31	68.8	36	80
12	Introduction of changes within subjects taught	17	46.6	21	37.7
13	Opportunity for useful in-service education	26	57.7	24	53.3
14	Amount of useful advise from school inspectors	22	48.8	24	53.3
15	Societal expectations of a teacher's behaviour	23	51.1	29	84.4
16	P.T.A. consultations in working conditions	22	48.8	20	44.4
17	Family aspirations as affected by the job	25	55.5	28	62.2

As can be seen from the table 4.4, male teachers displayed higher percentages on the following factors of job dissatisfaction than female teachers.

- The status of teachers in Kenya with 68.8% compared to 33.3% of females.
- Opportunities for advancement and promotion with 73.3% compared to 66.6% females.
- Amount of salary received, with 84.4% compared to 75.5%.
- Ability level of pupils, male teachers had 51.1% compared to females 42.2%.
- Current methods of promoting male teachers, 66.6% compared to females 55.5%.
- Recognition from inspectors, with 60% compared to 51% females.
- Introduction of changes within subjects taught, 46.6% compared to 37.7%.

On the other hand, female teachers displayed higher percentages on the following factors of job dissatisfaction than male teachers.

- Transfer procedures applied, they had 80% compared to 68.8% males.
- Opportunities available to work without supervision, 60% compared to males 48.8%.
- Advice from inspectors, 53% compared to 48.8% males.
- P.T.A consultation in working conditions, females had 48.8% compared to 44.4%.

However both female and male teachers had equal percentages on attitude of pupils towards learning with 68.8% and teachers pay compared to that of equivalent personnel with 66.6%.

(b) On Job Satisfaction

As can be seen from table 4.5 female teachers had higher percentages on the following factors of job satisfaction.

- Relationship with other teachers, they had 82.2% compared to 75.5%.
- Relationship with pupils, 75.5% compared to 62.2%.
- Supply of teaching materials, 60% compared to 62.2%.
- Amount of preparation required before teaching, 71% compared to 60%.
- Relationship with in-school administration, 60% compared to 53%.
- Time-tabling of classes, 57.7% compared to 46%.

Although there's a difference in the percentages, relationship with both pupils and colleagues, from both female and male teachers were quite high, an indication that a positive relationship with those one interacts with in the course of duty are of great value to the teachers.

Both male and female teachers had equal percentages on the factor of recognition from headteachers with 55.5%.

Table 4.5 Comparison on Factors of job Satisfaction

FACTORS	FEMALE		MALE	
	N	%	N	%
Relationship with colleagues	37	82.2	34	75.5
Freedom to select teaching materials	27	60	31	68.8
Relationship with pupils	34	75.5	28	62.2
Ease or difficulty of subject taught	30	66.6	32	71
Supply of teaching material	27	60	25	55.5
Recognition from headteachers for good performance	25	55.5	25	55.5
Amount of preparation required teaching	32	71	27	60
Relationship with in-school administration	27	60	24	53.3
Time-tabling	26	57.7	21	46.6
Assignment to teach particular class levels	34	75.5	30	66.6
Competence of in-school administration	22	48.8	16	35.5
Medium of instructions	24	53.3	22	48.8
Size of classes taught	20	44.4	32	71
Size of school	22	48.8	21	46.6
Amount of challenge in teaching	26	57.7	21	46.6
Chance to try own methods of planning and teaching	26	57.7	21	46.6
General organization of work in school	23	51.1	21	46.6
Chance to participate in co-curricular activities	29	64.4	19	42.2

4.8 SUMMARY

From the above findings it may be concluded that there's no single group of factors that would be singly related to satisfaction or

dissatisfaction. Both hygiene factors and motivators interact as satisfiers and dissatisfiers.

From the open responses, poor remuneration, uncertainty about advancement and promotion were identified by majority of the respondents as the highest dissatisfiers. Transport procedures, overloaded curriculum, negative attitude towards learning and poor performance in exams were consistently indicated as contributing to dissatisfaction.

Teachers indicated they retained their profession because it was a source of earning, it offered job security and some had no better alternatives. Others indicated they needed the free time to pursue personal activities, while others stayed on in the hope of promotions. On factors that would make them resign, they indicated opportunities for better employment, poor remuneration, punitive transfers and frustrations from school administrators.

It may be concluded that both hygiene and motivator factors are important aspects in the teaching profession. As was indicated by Locke (1976), a satisfied worker will perform better than a dissatisfied worker. Teachers therefore need to be kept satisfied with at least most of the aspects on the job so that they can be able to give undivided attention to the pupils.

There's therefore a need to work on improving areas that are dissatisfying and to strengthen the areas that act as

satisfiers/motivators. The teachers desire to see an improved package balanced promotions, less loaded curriculum, highly disciplined schools, more involvement in decision making, a review of transfer procedures, more opportunities in professional growth and a change in societal attitudes towards education and the teaching profession.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY

The primary purpose of the study was to identify factors perceived by teachers in Githunguri Division as contributing to job satisfaction and dissatisfaction. Various theories related to the area of job satisfaction and dissatisfaction were discussed. The need and importance of organizations to individuals and society and the vice versa were also highlighted.

Teacher management in Kenya and the responsibilities of the teachers to pupils, employer and the society were briefly discussed.

The problem of the study was also discussed.

There were three research questions that guided the study:-

- i. Which factors contribute to job satisfaction among the respondents?
- ii. Which factors contribute to job dissatisfaction among the respondents?
- iii. How do male and female teachers compare with regard to factors on job satisfaction and dissatisfaction?

The research was a descriptive survey, whose aim was to determine and describe what teachers felt about their job. A sample of 16.4% of the population was used for the study. Simple random method was

used to select the sample, which was ninety (90) teachers from nine schools.

The instrument used was a questionnaire based on Herzberg's job satisfaction and dissatisfaction factors. The questionnaire had three parts, Part one solicited for demographic data , part two had fifty items to be rated on a 6 point scale and part three asked respondents to give personal opinions on five open questions. The questionnaire was preferred for anonymity of the respondents and also for uniformity in questions for the sake of comparison. The researcher personally administered the questionnaire, which ensured 100% returns of the questionnaires.

All analysis used descriptive statistics. Frequencies were obtained and expressed in percentage form and presented on tables. Conclusions were obtained from the data obtained. The results were as follows.

5.2.1 FACTORS CONTRIBUTING TO JOB SATISFACTION

From the study, relationship with co-workers, with pupils and with the school administration were identified as a major factor contributing most to job satisfaction. Amount of preparation required before teaching, supply and selection of teaching materials, participation in co-curricular activities, were also identified as factors contributing to job satisfaction.

Other factors identified as contributing to job satisfaction were;

- Time tabling of classes.

- Medium of instructions
- Opportunity to work without or with minimal supervision
- Job security
- Seeing results of work done.

5.2.2 FACTORS CONTRIBUTING TO JOB DISSATISFACTION

The study displayed the amount of salary received, transfer procedures and opportunities for advancement and promotion as the factors contributing most to job dissatisfaction. The attitude of pupils to learning, provision of house allowance, methods of promoting teachers, societal expectations of teachers' behaviour and provision of retirement benefits were also considered by large numbers as contributing to dissatisfaction. Other factors identified as dissatisfiers were;

- Lack of recognition from inspectors.
- Lack of opportunities for useful in-service education.
- Lack of opportunities to develop and refine new skills.
- Poor advice from school inspectors and education officers.
- Lack of P.T.A. consultation in working conditions.
- Changes within subjects taught.

5.2.3 MALE TEACHERS AND FEMALE TEACHERS COMPARISON ON

(i) Factors related to job satisfaction

Female teachers displayed higher percentages on factors identified as contributing to job satisfaction. They had higher percentages than their male counter parts in the following areas;

- Relationship with other teachers.
- Supply of teaching materials.
- Amount of preparation required before teaching.
- Relationship with school administration.
- Timetabling of classes.
- Assignment to teach particular class levels.
- General organization of work in school.
- Chance to participate in co-curricular activities.

Male teachers displayed higher percentages in the following areas;

- Size of classes taught.
- Size of school.
- Freedom to select teaching materials.
- Ease or difficulty of subjects taught.

(ii) Factors related to job dissatisfaction

Male teachers had higher percentages on the following factors related to job dissatisfaction;

- The status of teachers in Kenya.
- Opportunities for advancement and promotions.
- Methods of promotion.
- Societal expectations of teachers' behaviour.
- Family needs and aspirations as affected by the job.
- Introduction of changes within subjects.
- Female teachers on the other hand had higher percentages in the following factors;
- Provision of house allowance.
- Opportunity to work without supervision.
- Advice from inspectors and education officers.
- PTA consultation in working conditions.

Both groups of respondents held the same view on attitude of pupils towards learning and on teachers pay compared to that of equivalent personnel.

5.3 CONCLUSIONS

It can be concluded that both hygiene factors and motivators are important aspects in the teaching profession. Therefore equal attention should be accorded to both sets of factors. As indicated by Locke (1976), a satisfied worker will perform better than a dissatisfied worker. Teachers need to be kept satisfied with at least most of the aspects on the job so that they can be able to give individual attention to those they're entrusted with. It is important to realize that at one

time all citizens pass through the hands of a teacher. The vital role of a teacher is to mould and instill positive values in the students but the role can change into a destructive one depending on the prevailing conditions.

There have been cases of teachers abandoning their profession for greener pastures while others open-up other income generating sources to supplement their salaries. There has been a lot of extra – paid tuition in schools perhaps to supplement the little income that teachers get. Others will stay in the profession when they lack better alternatives but with divided and uncommitted hearts and may not give the best to the students.

There is need for the government and society in general to look into ways of making the teaching profession more attractive and competitive so that turnover is reduced and teachers get more committed to their work.

There is need to involve teachers in decisions that affect their profession as they are at the grass roots and can give better views on their expectations instead of forcing decisions on them that have been made at the top of the education pyramid which may not have the actual facts.

5.4 RECOMMENDATIONS

- i. There is need to search for ways of making education more fruitful and worthwhile than it currently is. This way students will see the need to have a positive attitude towards education and make them more committed to education.
- ii. A way should be sought to make teaching more attractive and competitive in an effort to have more committed personnel. The employer should offer better terms of service and working conditions.
- iii. The Government should involve teachers and pupils in decisions that affect their lives. This way they will feel they are more involved in the policies affecting them and may improve their attitude towards what they do.
- iv. The T.S.C. should review its transfer and promotion procedures. From the study it is clear that their policies concerning these areas are a great source of dissatisfaction.
- v. There is need to keep under constant review the area of job satisfaction and dissatisfaction among teachers as times and therefore needs change. There is need for more research in this area to find ways of how it can be improved and strengthened.

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TEACHERS QUESTIONNAIRE

The questionnaire is in three parts. Fill each part as instructed. You are not required to reveal any form of identification. The information you give will be treated confidentially.

QUESTIONNAIRE

PART ONE

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

1. SEX MALE FEMALE

2. NUMBER OF YEARS TAUGHT

1----5 yrs { }

6----10yrs { }

11---15yrs { }

16---20yrs { }

20---Over { }

PART TWO

The following is a list of factors/items related to your work and working

conditions. Please read each factor item carefully and put a circle [O] around the number that best represents your feelings.

The response categories/choices

0 – Not relevant or not applicable

1 – Highly dissatisfied

2 – Slightly dissatisfied

3 – Neutral

4 – Slightly satisfied

5 – Highly satisfied

Example: The amount of salary you receive. 0 1 2 ③ 4

	What do you feel about	0	1	2	3	4	5
1	Your relationship with other teachers	0	1	2	3	4	5
2	Freedom to select teaching materials such as textbooks	0	1	2	3	4	5
3	The status of teachers in Kenyan society	0	1	2	3	4	5
4	The physical conditions of the classroom e.g. working place	0	1	2	3	4	5
5	Your relationship with pupils in your school	0	1	2	3	4	5
6	Opportunities for advancement and promotion based on your ability	0	1	2	3	4	5
7	Recognition received from other teachers for your good performance	0	1	2	3	4	5
8	The amount of salary you receive.	0	1	2	3	4	5
9	The ease or difficulty of subject(s) that you teach	0	1	2	3	4	5
10	The supply of teaching materials.	0	1	2	3	4	5
11	The ability level of the people you deal with.	0	1	2	3	4	5

12	Recognition from the head teacher for good performance.	0	1	2	3	4	5
13	The amount of preparation required before teaching.	0	1	2	3	4	5
14	Your relationship with in-school administration	0	1	2	3	4	5
15	The current method of promoting teachers	0	1	2	3	4	5
16	The time- tabling of your classes.	0	1	2	3	4	5
17	Seeing the results of your work	0	1	2	3	4	5
18	Your relationship with school inspectors.	0	1	2	3	4	5
19	Your pay compared to that of equivalent personnel in your areas.	0	1	2	3	4	5
20	The possibility of the teaching job providing for a steady employment (job security)	0	1	2	3	4	5
21	Opportunities for involvement in decision making in the school.	0	1	2	3	4	5
22	The attitude of pupils to learning	0	1	2	3	4	5
23	Assignment to teach particular class levels (e.g. form 4)	0	1	2	3	4	5
24	Provision of house allowance	0	1	2	3	4	5
25	Opportunity available to work without supervision	0	1	2	3	4	5
26	Recognition from school inspectors and education officers for your good work.	0	1	2	3	4	5
27	Competence of the in-school administration.	0	1	2	3	4	5
28	Opportunity in your job to develop and refine new skills and abilities.	0	1	2	3	4	5
29	Working with your pupils.	0	1	2	3	4	5
30	The number of lessons you are expected to be able to teach.	0	1	2	3	4	5
31	The medium of instruction.	0	1	2	3	4	5
32	The transfer procedure(s) that are followed / applied.	0	1	2	3	4	5
33	Introduction of changes within the subject you teach.	0	1	2	3	4	5
34	Opportunity for useful in-service education.	0	1	2	3	4	5

35	The provision of retirement benefits.	0	1	2	3	4	5
36	Sense of achievement you get from the task of teaching your pupils.	0	1	2	3	4	5
37	The amount of useful advice from the inspectors and education officers.	0	1	2	3	4	5
38	The size of the classes you teach.	0	1	2	3	4	5
39	The size of your school.	0	1	2	3	4	5
40	The 'prestige' your school holds.	0	1	2	3	4	5
41	The societal expectation of a teacher's behaviour.	0	1	2	3	4	5
42	The parent teacher association (PTA) consultation in working conditions.	0	1	2	3	4	5
43	Your family needs and aspirations as affected by your job.	0	1	2	3	4	5
44	The effect of the surrounding community to your personal life.	0	1	2	3	4	5
45	The amount of challenge that you experience in teaching.	0	1	2	3	4	5
46	The chance to try your own method of planning and teaching your lessons.	0	1	2	3	4	5
47	The general organization of work in your school.	0	1	2	3	4	5
48	The chance to tell others what to do.	0	1	2	3	4	5
49	The chance to be 'somebody' In the community.	0	1	2	3	4	5
50	The chance to participate in other co-curricular activities.	0	1	2	3	4	5

PART THREE

Q.1 List three most important factors that contribute most to your overall job satisfaction.

(i)

(ii)

(iii)

Q.2 List three factors that contribute to your overall job dissatisfaction.

(i)

(ii)

(iii)

Q.3 List three factors that make you retain your job.

(i)

(ii)

(iii)

Q.4 List three factors that would make you resign.

(i)

(ii)

(iii)

Q.5 Suggest three changes you would like to see in your job.

(i)

(ii)

(iii)

ESTIMATED BUDGET

ITEM COST IN
KSHS.

(A) FIELD WORK

- | | |
|---------------------------------------|-------|
| (1) Production of research instrument | 7,500 |
| (2) Transportation | 3,000 |

(B) TYPING AND REPRODUCTION OF THESIS

- | | |
|--|-------|
| (1) Stationery/full scaps | 3,500 |
| (2) Photocopy and binding | 3,000 |
| (3) Thesis typing, Photocopy and binding | 7,000 |

TOTAL **21,000**

MARY WANJIKU KAMAU

P.O. BOX 10785

NAIROBI

22nd May 2000

THE OFFICE OF THE PRESIDENT

P.O. BOX 30510

NAIROBI

Dear Sir/Madam,

RE: PERMISSION FOR COLLECTING RESEARCH DATA

I am a postgraduate student at Kenyatta University, pursuing a master's degree in education. I wish to kindly apply for permission to collect data for the above education programme.

My research area is on factors contributing to job satisfaction and job dissatisfaction in Githunguri division of Kiambu District. Attached is an abstract of the work proposed.

I would appreciate if your office grants permission to facilitate collection of the required information.

Yours faithfully

MARY WANJIKU KAMAU

REG. E55/7683/95



REPUBLIC OF KENYA

RESEARCH CLEARANCE
PERMIT

(CONDITIONS—see back page)

PAGE 2

THIS IS TO CERTIFY THAT:

~~Prof./Dr./Mr./Mrs./Miss~~ MARY WANJIKU KAMAU

of (Address) KENYATTA UNIVERSITY

P.O. BOX 43844, NAIROBI

has been permitted to conduct research in

Location,

KIAMBU District,

CENTRAL Province,

on the topic JOB SATISFACTION AMONG

SECONDARY SCHOOL TEACHERS, IN GITHU

DIVISION, KIAMBU DISTRICT

for a period ending 31st Dec., 19 20

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