

**FACTORS AFFECTING JOB SATISFACTION AMONG SECONDARY  
SCHOOL TEACHERS OF MWATATE DISTRICT, KENYA.**

**BY**

**MICHAEL MWARERI WANGAI**

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**DECLARATION**

This research paper is my own original work and has not been presented for examination at any other institution.

NAME: MICHAEL MWARERI WANGAI

SIGNATURE.....

DATE.....

Supervisor

NAME: .....

SIGNATURE.....

DATE.....

## **DEDICATION**

This research report is dedicated to all the hardworking teachers of Mwatate district, Taita Taveta County.

## **ACKNOWLEDGEMENT**

I give thanks to Almighty God for His grace, provision and good health and acknowledge the support and understanding from colleagues in the Senior Management Course (21/2012) undertaken in GTI EMBU. I appreciate the guidance and support of all lecturers under the stewardship of the GTI Director Dr. Khayota, the President of the group Mr. Luke S.Kundu, the Prime Minister Madam Roselyne Aluora and the time coordinator Mr. Mayodi Adenya for their tireless effort and dedication in ensuring that all the activities went on well.

## **ABSTRACT**

The primary purpose of this study was to determine the factors affecting job satisfaction of teachers in public secondary schools in Mwatate District, Taita Taveta County. The secondary purpose was to establish whether there was any relationship between the job satisfaction of secondary school teachers as dependent variable and selected demographic variables of gender, age, marital status, academic qualification, teachers' experience, students' performance and supportive co-workers. Content analysis of the responses added more substance to statistical findings. 21% of the respondents were either satisfied or extremely satisfied in their job with the rest 79% indicating moderate to not at all satisfied. More females (30%) than male (11%) teachers were found to be satisfied. Salary level was ranked as the most important factor towards job satisfaction and poor pay as the most dissatisfying job factor. The results obtained after collection and analysis of data indicated that there was a number of significance difference between the computed means of the overall levels of jobs satisfaction and variables of age, academic qualification and the teaching experience. There were however no significant differences realized between the means of the overall levels of job satisfaction and the variables of gender and students performance. Recommendations for improving the job satisfaction of teachers include:

Remuneration and other benefits in the teaching profession be made attractive to contain the high turnover of teachers and attract the best brains in the profession.

A criterion be developed for recruitment of teacher trainees to ensure only those who choose the profession as their career ambition are taken.

Promotion and upgrading of teachers be systematic and respect meritocracy.

Suggestions for further research include; a study of the teaching occupation for different categories of teachers; subject teachers, class teachers and heads of departments; school management and gender issues in relation to job satisfaction; higher academic qualification and job retention in the teaching profession.

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## **CHAPTER ONE:**

### **1.1 BACKGROUND OF STUDY**

Recent policy initiatives geared towards the improvement and access of education has been introduced under the Economic Recovery Strategy for Wealth and Employment (ERS) 2003-2007). Key policy reforms include the development of Sessional Paper No 1 of 2005 which has resulted in the adoption of a Sector Wide Approach to Planning (SWAP) to the provision of education. This approach involves different stakeholders to support education both at the Primary and Secondary level of education. Through the SWAP process, the government and development partners have developed the Kenya Education Sector Support Programme (KESSP), this is a programme aimed to improve access, equity, quality, retention and completion rates both at the primary and secondary school level of education (MOEST: 2005). The KESSP has 23 investment programmes among which is the teacher management.

Since independence the government has constantly directed large proportions of its budget to education and training in order to enhance the relevance and quality of the skills of the labour force (Republic of Kenya, 1997)

The quality of teachers has been a matter of concern by the government, the progress towards achievement in education has not been measured ,entirely in quantitative terms but also expressed in terms of the quality of the education founded (Republic of Kenya,1994)

To raise the relevance and quality of education the master plan on education and training (MPET) designed in 1997 recommended that the ministry of education develop and implement criteria for effective teacher profession progression and teacher morale and motivation (republic of Kenya, 1998) the document spells out lack of teachers morale and motivation as source of the drawbacks in education progression in Kenya

Since independence, the Kenyan teachers have felt that they are not fairly remunerated. The Kenya national Union of Teachers (KNUT) has been continuously putting pressure on the government for salary increase s for teachers, teachers have stressed such kind of pressures through occasionally calling for nationwide strikes .One of the successful; strikes was held in October 1997 and lasted for twelve days. Teachers were demanding a salary rise between 100

and 200 per cent. The government had refused to honor the recommendations of the salaries and allowances to teachers by the Teachers service Remuneration Committee (TSRC) and instead had given an increase of between 10 and 28 per cent .this was immediately rejected by KNUT as an insult as reported by Waihenya (Daily Nation, 1997, September)

Addressing a regional conference that was held in Nairobi and organized by ADEA in conjunction with the commonwealth secretariat ,Sir Jude Burke Seychelles Education permanent Secretary ,said that learning effort cannot succeed unless teachers are well prepared and facilitated to support education (Adinda ,Daily nation 2001,September 3),during the conference ,the perennial question of poor teachers involvement did not escape the participants .Sir Burke was quoted as having said that if education is a priority for national development ,then the welfare of the teachers must be a priority of government

To control the problem of high turnover and shortage of teachers it would be significant to determine the motivational needs and job satisfaction among the teachers (Mbugua, 1998).In the studies on job satisfaction of teachers, Madera (1995) and Mbugua (1998) found that whereas some teachers quit teaching due to the increase for work that they are expected to do compared to the low salary they receive, others however stay on

The new curriculum Based Establishment (CBE) of 1999 by the Ministry of Education requires that a teacher to take a maximum of 27 lessons per week. Teachers with other responsibilities like Heads of Departments, Deputy Principal and the principal are required to take less depending on the nature of the school .Due to the lack of adequate teachers in most schools; teachers carry a heavier load than 27 lessons.

## **1.2 STATEMENT OF THE PROBLEM**

There have been a number of studies on teacher motivation and job satisfaction which has prescribed interventions to address the challenges. However, despite the many efforts of addressing these challenges, we are still witnessing a teaching force that is lethargic and indifferent in assisting the learners to acquire the knowledge and competencies for future career formation. This study aims at contributing to the knowledge of job satisfaction factors among the teaching force taking a case of Mwatate District, Kenya.

### **1.3 OBJECTIVES OF THE STUDY**

The main objective of the study was to determine factors affecting job satisfaction among secondary school teachers of Mwatate District Taita Taveta County, Kenya.

The study sought to achieve the following specific objectives:

To establish the effect of demographic factors on job satisfaction of teachers in public secondary schools in Mwatate.

To establish the effect of remuneration on job satisfaction among teachers of public Secondary Schools in Mwatate District.

To determine how co-workers affect job satisfaction of teachers in public secondary schools in Mwatate District.

To assess the effect of students' performance on job satisfaction of teachers in public secondary school in Mwatate District.

To make recommendations to all education stakeholders on enhancing job satisfaction among teachers.

### **1.3 RESEARCH QUESTIONS**

To what extent do teacher demographic factors affect their job satisfaction?

How does remuneration affect teachers' job satisfaction in their workplace?

To what extent do colleagues in the workplace affect job satisfaction among teachers?

Does students' performance affect teachers' job satisfaction?

### **1.4 SIGNIFICANCE OF THE STUDY**

Secondary school teachers perform very important curriculum and co-curriculum duties. The study findings will contribute to the general field of knowledge, which is one of the main objectives of research work.

## **1.5 JUSTIFICATION OF THE STUDY**

This study will be useful to TSC, MOE and other public and private employers of teachers. This is because its findings may reveal areas of dissatisfaction and recommend appropriate measures to curb future occurrence of industrial action that lead to strikes and go-slow, which may have an adverse effect on the general education system. The study findings will help in coming up with strategies of curbing the high teacher turnover.

## **1.6 METHODOLOGY**

### **1.6.1 Research design**

The study used descriptive survey research design. According to Kerlinger (1973) this is a systematic empirical enquiring in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are not inherently manipulatable.

This design is used where the researcher is investigating the current status of the problem. In this case the factor behind job dissatisfaction of teachers were examined and factors that produce satisfaction identified.

### **1.6.2 Target population**

The District has 21 secondary schools and 217 secondary school teachers.

### **1.6.3 Sample and Sampling procedure**

The researcher distributed soft copies of the questionnaire through email to a common Google group address for Mwatate teachers. 23 teachers responded out a total population of 217 forming a 10.5% sample size.

### **1.6.4 Research instrument**

The researcher used questionnaires in gathering data from the respondents.

### **1.6.5 Data collection procedure**

The researcher distributed questionnaires to respondents manually and through the internet. The respondents were given explanations verbally and through the internet where clarifications were required.

### **1.6.6 Data Analysis and Presentation**

Analysis of data employed two statistical techniques namely descriptive and inferential statistics. Descriptive statistics such as frequency distribution, percentages, mean and mode were calculated

Cross tabulation tables of frequencies were also done to examine frequencies of observation that belonged to specific categories on more than one variable. The descriptive statistics were mainly done to analyze demographic information of the respondents and schools data and compute scores for the various factors under consideration. Data was presented using charts, bar graphs, tables and pie-charts.

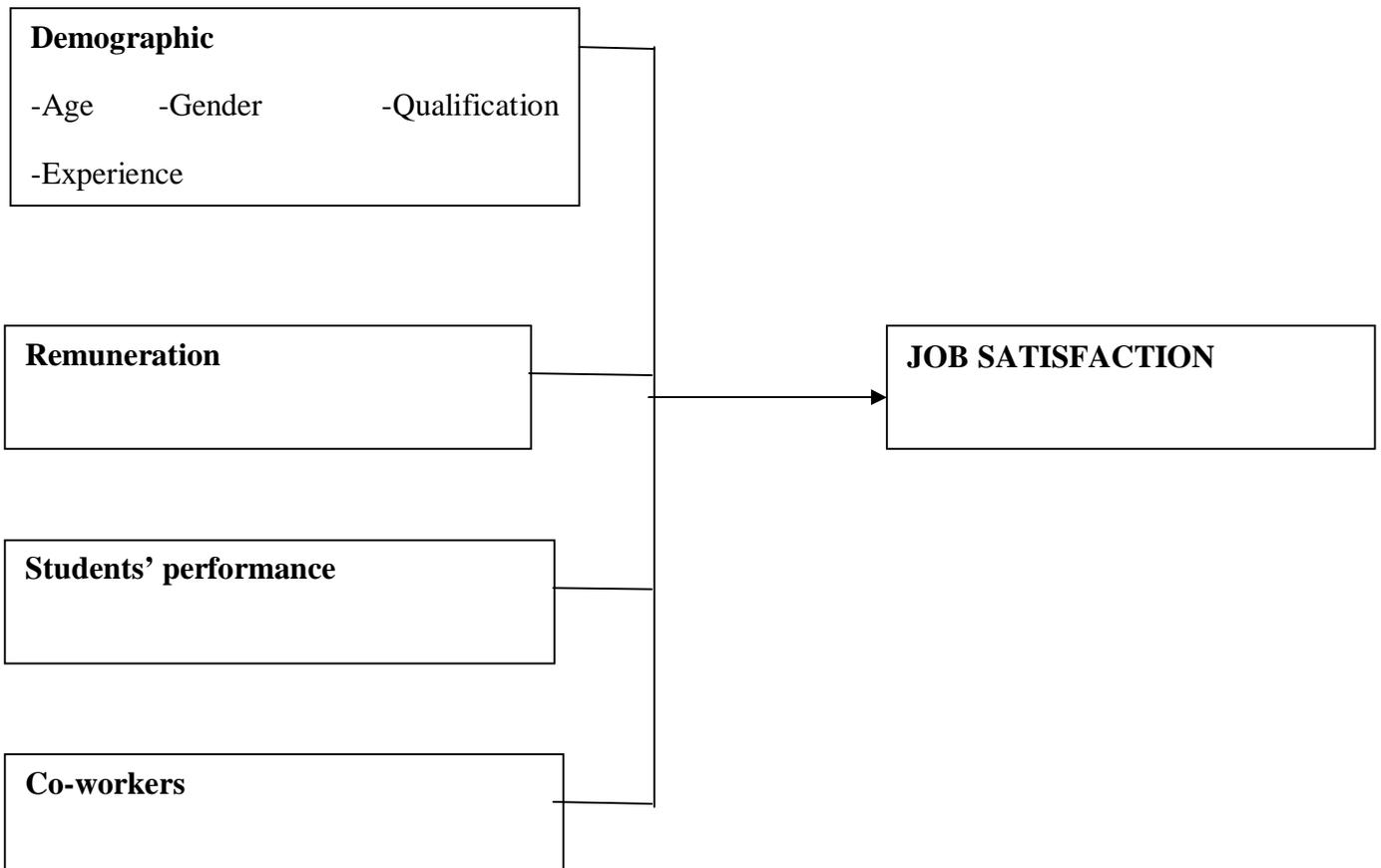
### **1.7 CONCEPTUAL MODEL**

Job satisfaction or dissatisfaction of a teacher depends to a great extent on the degree of perception of the roles prescribed by the employer. Once the roles are perceived, the teacher will have his/her own expectations of the job from the concerned bodies of management. These bodies are; the TSC which is the employer, the directorate of quality assurance of the Ministry of Education which oversees the standards of performance in schools and makes necessary recommendations to the employers and finally the school management which provides the working conditions. The conceptual model has the dependent variable, job satisfaction and four independent variables namely; demographic factors [age, gender, qualification, experience], job attributes [remuneration, job security], organization attributes [supportive co-workers] and students performance. The research tended to find out whether the independent variables had any effect in the dependent variable.

### **CONCEPTUAL FRAMEWORK MODEL**

**Independent variables**

**Dependent variable**



## **CHAPTER TWO**

### **2.1 LITERATURE REVIEW**

Literature review is divided into the following themes: concept of job satisfaction in relation to teaching; theories of motivation and job satisfaction; relationship between job satisfaction and variables of; gender, age, marital status, professional qualifications, job experience, subject combination, school type, remuneration, the working conditions, job security, leadership and organizational culture.

### **2.2 CONCEPT OF JOB SATISFACTION**

Teacher job satisfaction is vital area of study since several studies have found that work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher. This in turn has an impact on teachers' job performance (Andrew and Whitney, 1974). There is evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health (Cherrington, 1989). Cherrington further contends that frustration and despair caused by an unpleasant job permeates individual's life and make workers feel depressed both on the job and at home. Because employees work harder and perform better if satisfied with their jobs (Beder, 1990), knowing the determinants of job satisfaction could help prevent staff frustration and low job satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers (Watson et al, 1991) such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignment, detailed record keeping to monitor students progress.

All teachers are expected to act as discipline masters, counselors and role models (Kenya Education Handbook, 1981). In addition, senior teachers are expected to assist with inspection and guidance of other teachers (Republic of Kenya, 1998). Chapman (1983) reports that a high quality of professional life for the teacher contributes to an increase in students achievements. In the United States of America, there is evidence that satisfied teachers have a positive rather than a negative effect on classroom learning (Goodland, 1984) In Kenya, teachers' salaries have been relatively low compared with financial rewards in the private sector. The high wastage of

graduate teachers leaving the teaching profession has been a matter of concern by the government (Republic of Kenya, 1984)

According to Nzure (1999), people join and work in organizations in order to satisfy their personal needs. Consequently, there is need to make teaching more appealing as a profession by providing work circumstances that are satisfying as possible. In this context, work circumstances and job satisfaction seems worthwhile subjects of investigation.

### **2.3 THEORIES OF MOTIVATION AND JOB SATISFACTION**

Many people do not distinguish between motivation and job satisfaction (Okumbe, 1998). Luthans (1989) has put a distinction between the two by defining motivation as a process that starts with a physiological or psychological deficiency or need that activates behavior or a drive that is aimed at goal or incentive, and on the other hand job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience.

### **2.4 THEORIES OF WORK MOTIVATION AND JOB SATISFACTION.**

The theories of work motivation and job satisfaction aim at explaining what motivates behavior of people at work. These theories are concerned with identifying needs and drives that people have and how these needs and drives are prioritized and because of this concern, they are referred to as needs theories or cognitive theories. Okumbe (1998) explains that the motivation theories are mainly concerned with the kinds of incentive and goals which people aim at attaining in order to be satisfied so as to improve their performance at work. The theories of work motivation that are covered in this chapter are: the needs Hierarchy theory, Herzberg's two factor theory and the ERG theory.

### **2.5 MASLOW'S NEEDS HIERARCHY THEORY**

Maslow's (1943) theory of human motivation is based on assumptions that needs that are not satisfied motivates or influence behavior. Needs are arranged according to a hierarchy of importance and that an individual's needs at any level on the hierarchy emerges only when lower level needs are reasonably well satisfied.

The use of universal needs hierarchy by a manager in motivating employees is based on the concept that reasonably well satisfied needs do not motivate. Maslow identified five levels of

needs. These are the physiological needs, safety needs, love or social needs, esteem needs, and the need for self actualization.

Physiological needs are undoubtedly the most basic in the hierarchy. Once the basic needs are satisfied, they cease to motivate an individual. Once one is satisfied in one level of need one strives to satisfy needs in the next higher level. However ,if the satisfaction of a lower order need is threatened ,that need will again become proponent and the efforts to satisfy all higher order needs will be reduced (Okumbe,1998).

Physiological needs are the most basic needs in Maslow's hierarchy, and include needs that must be satisfied for the person to survive; these include food, water, oxygen, sleep, sex and sensory satisfaction in the employment context and are usually satisfied through adequate wages or salaries (Nzure 1999).

Safety needs, emerge when the physiological needs are relatively satisfied and occupy the second level in the hierarchy of needs .These needs include a desire to security, stability, dependency, protection, and freedom from fear and anxiety, and a need for structure, order and law (Cherrington, 1989).These needs are also satisfied through adequate wages or salaries, although Maslow does not consider money as an effective motivator.

The third level of needs is love or social needs. These are needs for affiliation, belongingness, acceptance and friendship. In an educational institution the manager should facilitate an environment where the staff members and the learners can satisfy their love needs.

The fourth level of needs is the esteem needs. These are needs for self respect, for accomplishment, for achievement (Maslow, 1954). The achievement must be recognized and appreciated by someone else.

The fifth level of needs is the self-actualization. This is the highest need in Maslow's hierarchy. This is the need of becoming all that a person is capable of becoming. There is need to utilize one's potential to the maximum when working with and for others.

While Maslow's needs hierarchy theory is widely known and adopted by practicing managers, some researchers have criticized its findings. Aldefer (1972) conducted a cross-sectional study of

needs and strength .the conclusion of the study failed to support the hierarchy concept as described by Maslow.

Although studies of motivational needs in various categories of groups of people have been done, none has been done for secondary school teachers in Mwatate District. It is hoped that this study of job satisfaction of teachers will come up with suggestions of the most important to the least important needs of teachers in Mwatate .This information can be used to motivate teachers in their work.

## **2.6 ALDERFER'S ERG THEORY**

Alderfer developed this theory in 1972. He modified Maslow's ideas by considering the five needs to just three. He postulated that there are three main categories of needs; Existence (E), Relatedness (R) and Growth (G) hence, the ERG theory.

The existence needs are necessary for basic human existence and they correspond to the physiological and security needs in the Maslow's theory. Relatedness needs are concerned with how people relate to their surroundings' social environment. These needs correspond to love and esteem needs in Maslow's hierarchy of needs. Growth needs are similar to self esteem and self actualization. These are higher level needs which relate to the development of human potential.

Alderfer's theory suggest that a teacher can have for example, safety needs and love needs at the same time or even a basic need and other need . This is important information to educational managers that needs be sought often, if they have to approximately respond to the needs of teachers. Alderfer's theory further suggest that a need may never cease to be a motivator and in fact he suggests growth needs may increase in intensity the more they are satisfied. (Mitchell, 1982)

## **2.7 HERZBERGS TWO FACTOR THEORY OF MOTIVATION**

The two factor theory or the motivator hygiene theory was developed by Fredrick Herzberg (1966). This theory postulates that there are two sets of factors that differ in their effects on people at work. These are motivational and hygiene factors. According to the two factor theory, the motivators are the intrinsic contents of a job that satisfy high-order needs. The motivational factors are also the job factors that increase motivation whose absence does not necessarily result into dissatisfaction. These include achievement, recognition, responsibility, advancement,

growth, and the work itself and are effective in motivating employees to greater productivity and which according to Herzberg are frequently unfulfilled in today's organizations.

Hygiene factors are job factors that create dissatisfaction and emanate from extrinsic job context such as salary, work conditions, supervision, interpersonal relationship, job security, company policy and administration. Herzberg's theory suggest that having all the hygiene present at an acceptable level, will produce a neutral feeling about the job- it is almost as if they were expected (Mitchell, 1982). If the hygiene is at an unacceptable level, dissatisfaction will occur. On the other hand if managers really want motivated employees, they should use the motivators because they produce high job satisfaction. The relationships are shown below;

Hygiene                      Motivators

Dissatisfied → → → → → → Neutral → → → → → → Satisfied.

The two factor theory argues that hygiene factors satisfy lower-order needs. The theory has been one of the most researched in organizational behavior and therefore, it has been the target of severe criticism. One of the major criticisms of the hygiene motivator theory is that it is "method bound" in other words it only produces supportive results when one method is used. Other methods produce different results (Cherrington, 1989). Herzberg originally used the "critical incident" techniques to generate this theory. This technique requires employees to indicate specific incidents that they felt more related to their satisfaction or dissatisfaction with their job.

In Educational management, Okumbe (1998) suggests that teacher's motivation can be improved through changes in the nature of the job through job enrichment. He further adds that management should enable the teachers to have maximum control over the mechanisms of the task performance, let them experience a feeling of accomplishment of assigned tasks as well as receiving feedback on their performance. It is also important that managers provide an enabling environment for the teachers to perform their tasks with motivation and for them to aspire for further growth through promotion and further training.

Ellis (1984) contends that teachers are primary motivated by intrinsic rewards such as self respect responsibility and a sense of accomplishment. He suggest that administrator's can boost

morale and motivate teachers to excel by means of participatory governance, in service, education and systematic supportive evaluation.

There are few studies on factors that motivate teachers and in fact none in Mwatate, hence for need for more studies on how to enrich the teaching career and bring about job satisfaction.

### **STUDIES ON EMPLOYEE'S MOTIVATION AND JOB SATISFACTION.**

Research by Karugu (1980) indicated that Kenyans workers don't rank extrinsic factors such as salary as their most important source of motivation. According to Nzuve (1999) money motivates to high performance only to the extent that it satisfies an individual's personal goal and when perceived as being dependent upon performance criteria.

Recent studies have shown fairly conclusively that teachers are motivated more by intrinsic than by extrinsic rewards (Ellis, 1984). Pastor and Erlandson (1982) conducted a survey in United States of America which found that teachers perceive their needs and measure their job satisfaction by factors such as participation in decision making, use of valued skills, freedom and independence, challenge, expression of creativity and opportunity for learning. They concluded that higher internal motivation, work satisfaction and higher quality performance depend on their critical psychological status, experience, meaningfulness, responsibility for outcome and knowledge of results.

Sergiovanni (1967) likewise found that teachers obtain greatest satisfaction through a sense of achievement in teaching and affecting students, experiencing recognition and feeling responsible, in his research done in America. In a survey conducted by Brodinky and Neil (1983) in America, a majority of teachers cited three policies that effectively improved morale and motivated their staff; shared governance, in service education and systematic supportive evaluation. According to them, shared governance or participatory management enhances teacher's professional status and their "ownership" in the planning and operation of the school. They concluded that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers.

In the study by Karugu (1980) all the hygiene factors considered were found to rank lower than the motivation factors. The highest ranked hygiene factor was on the status on the job, this was

followed by job security, education policy and administration, good and adequate pay, fair and competent supervisors, friendly interpersonal relations, working conditions and friendly supervisors, in the order of less motivation caused by these factors. Indire and Handons (1971) study indicated that factors such as teachers' altruism and morale affect the quality of Kenyan education system. The study suggested the improvement on teachers' salaries, condition of service and the opportunity for advancement for retention of quality teachers.

### **FACTORS INFLUENCING JOB SATISFACTION OF TEACHERS.**

Because employees work harder and perform better if satisfied in their jobs, knowing the factors related to job satisfaction could help prevent staff frustration and low job satisfaction (Beder, 1990), Cherrington (1989), contends that job satisfaction is determined primarily by the kind of rewards, amount of rewards and rewards expectation of employees. According to him several factors contribute to the rewarding or non-rewarding nature of a job. These factors include; characteristics of the job itself, characteristics of the organization, characteristics of the person i.e. age and education.

The various factors to be considered in this study are; gender, age, marital status, professional qualification, job experience, subject combination, school type, pay, working conditions, job security, leadership and organization culture.

### **GENDER**

Research carried out by Shepard and Hawley (1974) showed that female teachers were less satisfied than male teachers, the difference reaching its maximum extent among workers under 30 years. Reyes (1990) study of 150 teachers in the Mid-west region of the United States also revealed that gender was related to job satisfaction. The study however showed that more women were happy with their job and more committed to school than men. It has been suggested that it is not the worker's sex that relates to level of job satisfaction but rather a group of factors that vary with sex.

### **AGE**

In general, job satisfaction increases with age, the least job satisfaction being reported by the youngest workers (Rhodes, 1990). Research has shown that an increase in job satisfaction with age is reliable only until about the age of sixty at which point the evidence becomes less conclusive (Schults,1986).Peter and Steers(1973) have found that as one gets older , the less likely one is to quite the job. They argue that as workers get older, they have fewer alternative job opportunity and they are less likely to resign because the longer tenure tends to provide them with higher wage rates, longer paid vacations and benefits that are more attractive.

### **PROFESSIONAL QUALIFICATION**

The professional variable was proved to have no influence of teachers towards teaching in Kimengi (1983) study .In Okumbe’s (1982) study, the variable showed significant influence. The level of job satisfaction among graduate teachers increased with their professional grade level.

### **JOB EXPERIENCE**

The level of job satisfaction and motivation among workers increases with job experience. Reyes’ (1990) study indicated that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure was associated with teacher’s job satisfaction. This meant that job satisfaction increased with experience in teaching.

### **SUBJECT COMBINATION**

Kimengi (1983) conducted a survey of secondary teachers’ attitudes towards teaching and their job satisfaction which reviewed that there is a strong relationship between attitude towards teaching and job satisfaction. Positive attitude towards teaching indicated a high job satisfaction while negative attitude towards teaching conversely indicated low job satisfaction.

### **REMUNERATION**

Kimengi’s (1983) findings implied that teachers’ salary is an important factor that contributes to teachers’ job satisfaction. He suggested that educational planners should consider the importance of increasing teachers’ salaries in order to retain teachers in the teaching profession. Kimengi’s

(1983) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers.

Several studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations. Okumbe (1998) suggested that job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated dissatisfaction sets in. Gordon (1986) indicated that the larger the reward the more the job satisfaction of a worker.

## **THE WORKING CONDITIONS**

Working conditions are another factor that has modest effect on job satisfaction. Luthan's (1989) study contend that clean and attractive surroundings' tend to make workers happy when doing their work hence increasing job satisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

## **JOB SECURITY**

Luthans(1989) describes job security as the feeling which involves being able to hold onto the job ,being sure all will be well with the job in future as in the past. He describes insecurity as a haunting fear that things may not last, that one may lose what she or he has now. Flippo (1984) proposes that the need for job security tops in the list of priorities for many employees and labour union because of emerging threats from technology change.

## **LEADERSHIP**

One of the employees' wants that contributes to motivation and job satisfaction is competent and fair leadership. Flippo (1984) contend that good leadership ensures that psychological and security needs for workers are adequately met. Nzuve (1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the workers deems the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction Flippo (1984).

## **ORGANISATIONAL CULTURE**

Cherrington (1989) defines culture as the set of key values, beliefs and understanding that are shared by members of an organization. According to him, culture enhances the stability of the organization and helps member's interpret organizational activities and events thus reducing job dissatisfaction. The purpose of culture provides members with a sense of identity and to generate within them a commitment to beliefs and values of the organization thus producing job satisfaction. Culture determines the degree of conformity and degree of school effectiveness Meyer and Scott (1983)

## **2.8 SUMMARY OF LITERATURE REVIEW.**

Literature review can be summed up into concept of job satisfaction, theories of motivation and job satisfaction, studies on job satisfaction and specific job factors influencing job satisfaction of workers. The concept of job satisfaction is described in relation to the teaching fraternity.

## CHAPTER THREE

### 3.1 Results and Discussion

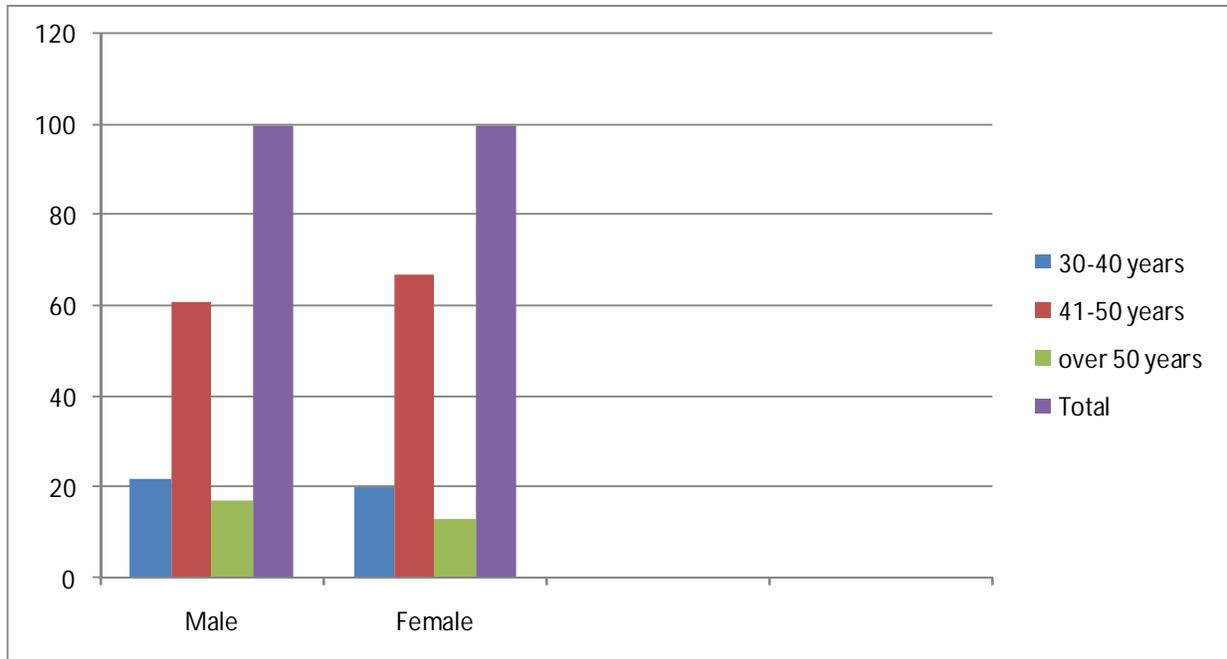
The analysis and findings of the data generated from 23 teachers in 21 schools was as given below. The study sought to analyze the various job factors that bring satisfaction and those that bring dissatisfaction in the job of teachers. The findings are based on relationship between the overall levels of job satisfaction of teachers and the variables of gender, age, marital status, highest academic qualification, teaching experience, job security, remuneration, subject combination, leadership, culture and working conditions.

#### SECTION 1

The demographic data of the respondents

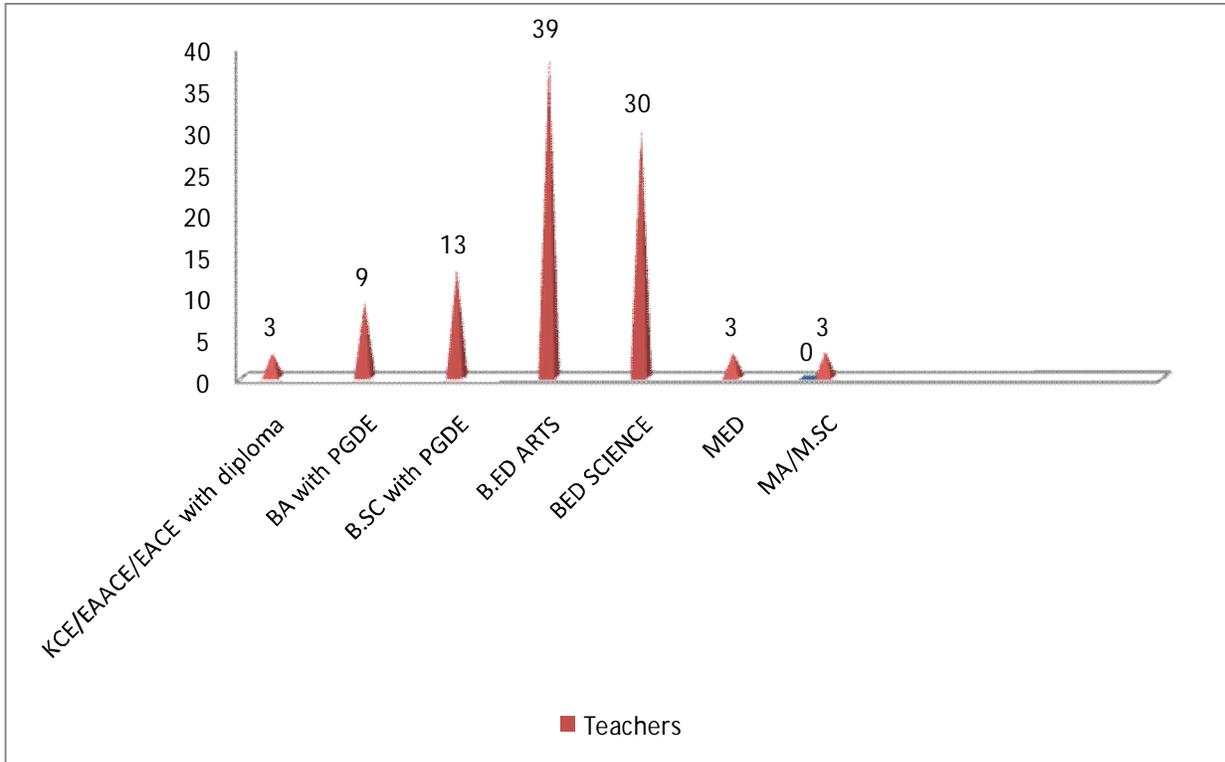
#### Summary of the age and sex of teachers

No. of respondents	30-40 years	N %	41-50 years	N %	Over 50 years	N %	Total	N %
Male	4	22	11	61	3	17	18	100
Female	3	20	10	67	2	13	15	100
Total	7	22	21	63	5	15	33	100



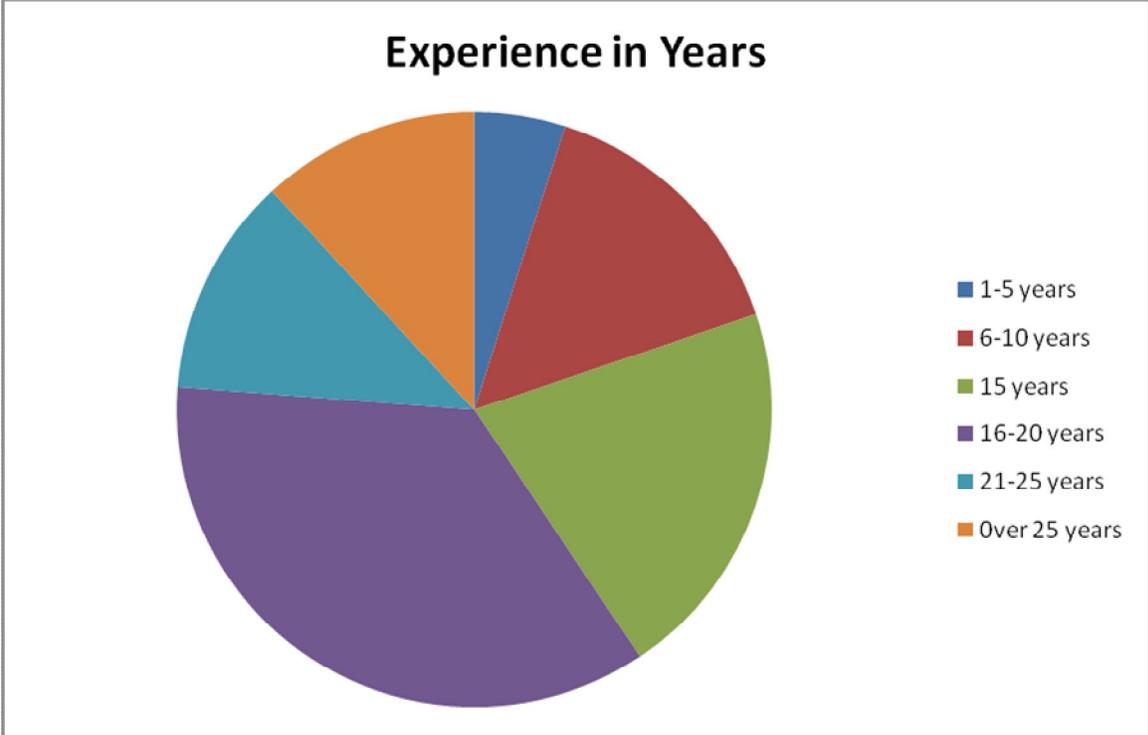
#### A summary of the highest Academic qualification

Highest Academic qualification	Teachers	N %
KCE/EAACE/EACE with diploma	1	3
BA with PGDE	3	9
B.SC with PGDE	4	13
B.ED ARTS	13	39
BED SCIENCE	10	30
MED	1	3
MA/M.SC	1	3
Total	33	100



### Summary of the teaching experience

Experience in years	Teachers	N %
1-5	2	5
6-10	5	15
11-15	7	21
16-20	12	36
21-25	4	12
Over 25	3	12



**SECTION II**

Job satisfaction in relations to some job factors

**Teachers rank of job factors**

Job factor	N	%	Mean rank	Mean rank position
Salary level				1
Male	18		2	
Female	15		3	
Total	33			
Job				2
Male	13		2	
Female	11		3	

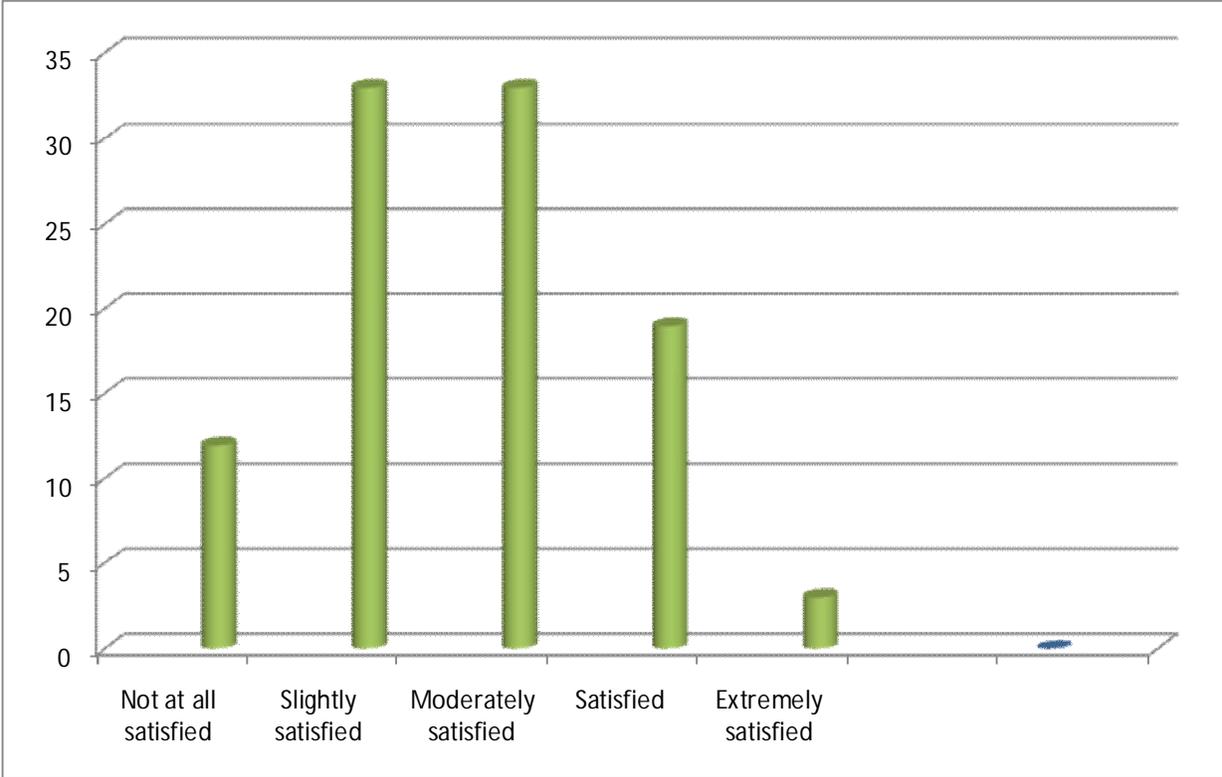
Total	24		
3.promotion and growth			4
Male	12	1	
Female	13	2	
Total	25		
4.Working conditions			3
Male	10	3	
Female	14	3	
Total	24		
5.Work environment			7
Male	16	1	
Female	12	2	
Total	28		
6.Friendly co-workers			5
Male	15	2	
Female	9	3	
Total	24		
7.Students results			6
Male	16	3	
Female	12	3	
Total	28		

### **Levels of job satisfaction**

Overall levels of job satisfaction

### **Levels of satisfaction of teachers**

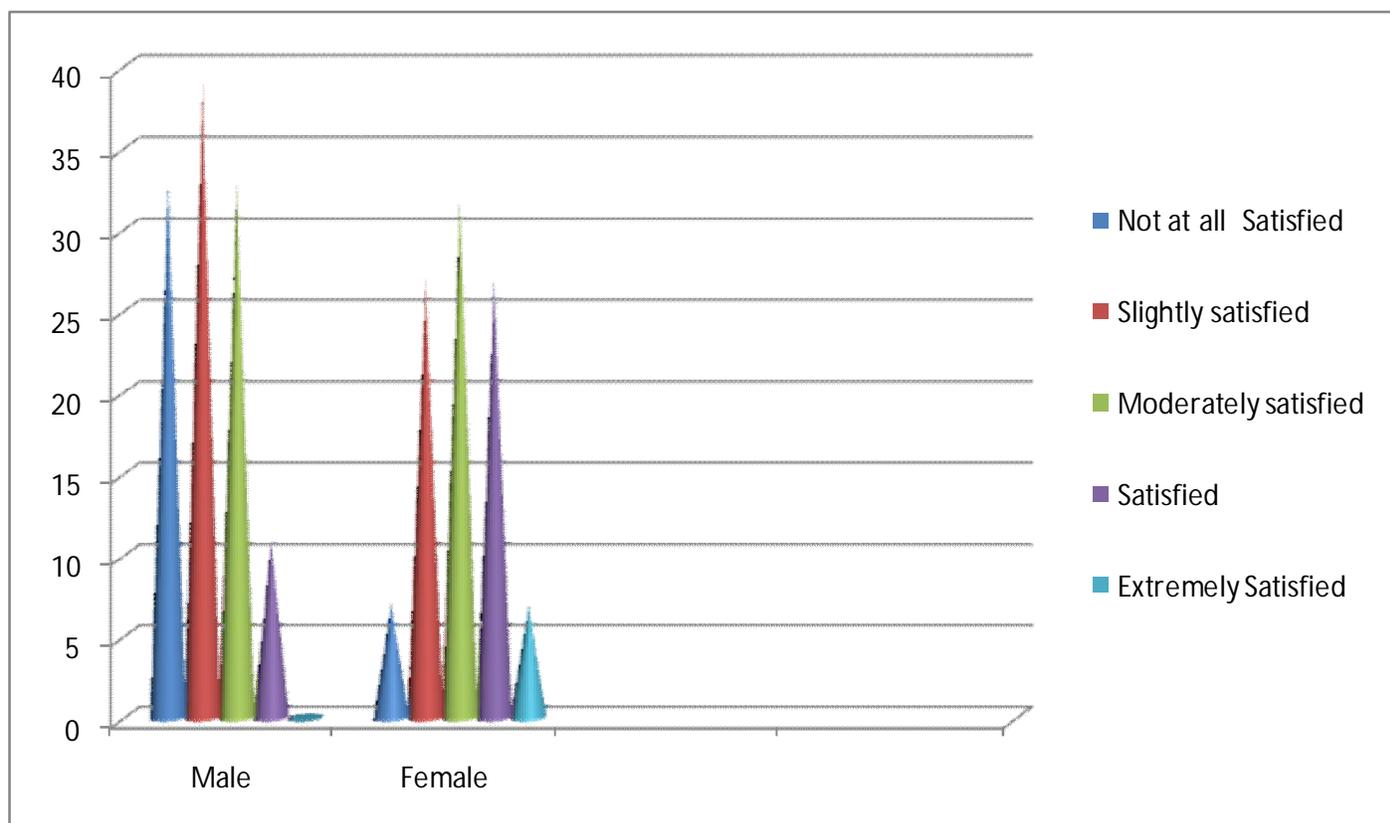
Level of satisfaction	N	%
Not at all satisfied	4	12
Slightly satisfied	11	33
Moderately satisfied	11	33
Satisfied	6	19
Extremely satisfied	1	3



**Levels of job satisfaction and some job factors**

Summary of gender (sex) and the levels of job satisfaction

Gender	Levels of satisfaction						Total %
	Not at all Satisfied	Slightly satisfied		Moderately satisfied		Satisfied	
	N %	N %	N %	N %	N %	N %	
Male	3 33	7 39	6 33	2 11	0 -	18 100	
Female	1 7	4 27	5 32	4 27	1 7	15 100	
Total	4 12	11 33	11 33	6 18	1 3	33 100	



**Levels of department and level of job satisfaction of teachers**

Levels of satisfaction
------------------------

Department	Slightly satisfied		Moderately satisfied		Satisfied		Total	
	N	%	N	%	N	%	N	%
Humanities	2	33	3	50	1	17	6	100
Languages	1		5		2		8	
Science	3		2		3		8	
Mathematics	4		2		0		6	
Applied ,technical	1		2		2		5	
Total	11		14		8		33	

### Summary of school category and levels of job satisfaction

Levels of satisfaction								
School category	Slightly satisfied		Moderately satisfied		Satisfied		Total	
	N	%	N	%	N	%	N	%
District day	7		3		2		12	
District boarding	3		2		1		6	
District day &boarding	5		4		2		11	
National	0		1		3		4	

### Summary of the school type by gender and levels of job satisfaction of teachers

Levels of satisfaction								
School type by gender	Slightly satisfied		Moderately satisfied		Satisfied		Total	
	N	%	N	%	N	%	N	%
Boys school	8		3		1		12	
Girls school	5		2		1		8	
Mixed	3		8		2		13	
Total	16		13		4		33	

#### Levels of teaching experience in years and levels of job satisfaction of teachers

Levels of satisfaction								
Teaching experience in years	Slightly satisfied		Moderately satisfied		Satisfied		Total	
	N	%	N	%	N	%	N	%
1-5	2		3		0		5	
6-10	2		3		1		6	
11-15	2		4		2		8	

#### Summary of the age groups and levels of job satisfaction

Levels of satisfaction				
------------------------	--	--	--	--

Age groups	Slightly satisfied		Moderately satisfied		Satisfied		Total	
	N	%	N	%	N	%	N	%
31-40	1		3		1		5	
41-50	1		1		1		4	
Over 50	0		1		4		5	

### Job factors that cause satisfaction and dissatisfaction

Given a chance of being part of school management					
Gender (sex)	Yes		No		Total
	N	%	N	%	
Male	16	61.54	2	28.57	18
Female	10	38.46	5	71.43	15
Total	26		7		33
%		78.78		21.21	

More men than women teachers aspired to be given positions of leadership as HODs, Deputy Principal and Principal. Those who aspired for school management were: men 61.54% while women were 38.46%. This was an indication that leadership in school management was not

attracting women. If teachers were given leadership position, 78.78% would derive job satisfaction by taking up school management positions.

## **CHAPTER FOUR**

### **CONCLUSIONS AND RECOMMENDATIONS**

#### **4.2 CONCLUSIONS**

This study has established that the overall job satisfaction of teachers was highest between the ranges of slightly satisfied to moderately satisfied.

Notable differences in teacher attributes were found between male and female teachers.

Most Female teachers were not interested in taking up school management positions.

All teachers derived their job satisfaction when their students performed well in their subjects.

Job attributes contributed a lot to teachers' job satisfaction. Salary levels had a direct effect on job satisfaction on all teachers.

Organizational attributes fairly contributed to teachers' job satisfaction. Friendly co-workers played a role in enhancing teachers' job satisfaction.

#### **4.3 RECOMMENDATIONS**

The study recommended that;

- (i) Teachers' salary should be reviewed to enhance teachers' job satisfaction.
- (ii) Affirmative action should be put in place to encourage more female teachers to take up school management positions.
- (iii) Criteria for screening teacher trainees should be developed in order to recruit candidates whose career choices are in the teaching profession.
- (iv) The School environment should be made teacher friendly both in hardware and software.
- (v) The study recommended the following for further research;
- (vi) Gender issues and school management in relation to job satisfaction.
- (vii) Higher qualifications and job retention in the teaching profession.

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## APPENDIX

### DETERMINANTS OF JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS OF MWATATE DISTRICT, KENYA

Secondary schools teachers' job satisfaction questionnaire. Please answer all the items .information sought in this section is merely to aid in the tabulation, presentation of data and making valid conclusion. Please do not write your name.

#### PART 1

Indicate the range in which your age lies

below25 years [ ]      26-30 years [ ]      31-35 years [ ]

41-45 years [ ]      46-50 years [ ]      above 50 years [ ]

(a) Please indicate your gender by [√]

Male [ ]      Female [ ]

(b) Please indicate your marital status by [√]

Married [ ]      Single [ ]

Other (please specify).....

Indicate your highest academic qualification

a).KCE/EACE with SI [ ]      b) KACE/EAACE/EACE with Diploma [ ]

c).BA with PGDE [ ]      d) B.SC with PGDE [ ]      e) BED (ARTS) [ ]

f) B.E.D (SCIENCE) [ ]      g).M.ED [ ]      h) MA/M.SC [ ]

Other (please specify) .....

Indicate your experience as a teacher since employment by the TSC

a). 1- 5 years [ ]      b) 6- 10 years [ ]      c) 11-15 years [ ]

d) 16- 20 years [ ]      e) Over 20 years [ ]

Please indicate the department that you belong.

Humanities [ ]      b) Languages [ ]      c).Sciences [ ]      f) Mathematics [ ]

g) Applied, technical and creative arts [ ]

h) Other (specify) .....

6. What is the category of the school?

a) District Day mixed [ ]      b) District Boarding mixed [ ]

c) District single sex boarding [ ]      d) County Boarding mixed [ ]

e) County Boarding single sex [ ]      f) National [ ]

7. Indicate the gender of your students

a) Boys [ ]      b) Girls [ ]      d) Mixed [ ]

8. What is your subject combination?

a) Major .....

b) Minor.....

c) Other (specify).....

9. By means of a check mark [√] kindly indicate your career aspirations

a) To change employer [ ]      b) To study further [ ]      c) To start a business [ ]

d) Any other (please specify).....

10. Kindly rank in order of importance the seven job factors .The most important mark is 5 while the least important mark is 1. Indicate by a [√] mark

Level	5	4	3	2	1
Salary level					
Friendly co-workers					
Working conditions					
Promotion and growth					
Job security					
Work environment					
Students performance					

**SECTION II**

The following statement is designed to reveal your overall feeling about your job in general, by means of a check mark [√] choose the appropriate score in the scale below

Extremely satisfied (ES) – 5, Satisfied (S) - 4, Moderately satisfied (MS) - 3, Slightly satisfied (SS)-2

Not at all satisfaction (NS)-1

11. All in all, how satisfied would you say you are with your job?

(ES) 5	(S) 4	(MS) 3	(SS) 2	(NS) 1

**Part III**

12. List two of the most important aspects found in your current job that you consider satisfying (good)

a).....

b).....

13. State two of the most important aspects of your job that you consider de-motivating or dissatisfying (bad about your job)

a).....

b).....

14. In the spaces provided below, suggest ways or strategies that could be adopted to motivate secondary school teachers and improve their job satisfaction

a).....

b).....

15. If you were given a chance would you like to advance to management levels (HoD, Deputy Principal or principal) immediately?

a) Yes

b) No

Please use a check mark [√] to indicate your appropriate choice. Give reasons for your choice.

.....  
.....

**Thank you and May God bless you for your cooperation.**