

**A STUDY OF MOTIVATIONAL AND JOB SATISFACTION NEEDS OF PUBLIC  
SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHERS IN  
MIGORI DISTRICT - KENYA.**

**UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION**

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**A PROJECT REPORT SUBMITTED IN PARTIAL FULFILMENT OF  
REQUIREMENTS FOR THE AWARD OF MASTER OF EDUCATION DEGREE IN  
EDUCATIONAL ADMINISTRATION AND PLANNING OF THE  
UNIVERSITY OF NAIROBI**

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## DECLARATION

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



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8.03.05

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This project report has been presented for examination with my approval as the university supervisor.



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## **DEDICATION**

This research work is dedicated to my parents Dalmus Opiyo and Anne Esther Opiyo, my daughter Immaculate Adhiambo and son Steve Bantu Biko

To my dear children may it inspire you to climb the academic ladder to the last rung

To my grandmother Auma Nyobonyo (d: 1996) may her soul rest in peace.

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## TABLE OF CONTENTS

<b>Content</b>	<b>Page</b>
Title Page.....	i
Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of Contents.....	v
List of Tables.....	ix
List of figures.....	xi
List of Abbreviations.....	xii
Abstract.....	xiii

## CHAPTER ONE

### GENERAL INTRODUCTION

1.0. Background of the Study.....	1
1.1. Statement of the Problem.....	6
1.2. Purpose of the Study.....	8
1.3. Objectives of the Study.....	8
1.4. Statement of Hypotheses.....	9
1.5. Significance of the Study.....	9
1.6. Limitations of the Study.....	10
1.7. Delimitation of the Study.....	10
1.8. Basic Assumptions.....	10
1.9. Definition of Terms.....	11
1.10. Organisation of the Study.....	13

**CHAPTER TWO**  
**LITERATURE REVIEW**

2.0. Introduction .....	14
2.1. The Concept of Motivation .....	14
2.2. The Two-Factor Theory .....	16
2.3. Equity Theory .....	17
2.4. Expectancy Theory .....	18
2.5. Conceptual Framework .....	19
2.6. Review of Studies on Motivational Needs of Employees .....	21
2.7. Factors Influencing Motivational and Job Satisfaction needs .....	23
2.7.1. Subject Taught .....	23
2.7.2. School Type .....	24
2.7.3. Gende .....	25
2.7.4. Age .....	26
2.7.5. Professional Qualification .....	26
2.8. Summary .....	27

**CHAPTER THREE**  
**RESEARCH METHODOLOGY**

3.0. Introduction .....	29
3.1. Design of the Study .....	29
3.2. Target Population .....	29
3.3. Sample and Sampling Procedures .....	30
3.4. Research Instruments .....	31

3.5. Instrument Validity.....	32
3.6. Instrument Reliability .....	32
3.7. Pre-testing of the Instrument.....	33
3.8. Administration of the Instrument .....	34
3.9. Data Analysis .....	34

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS**

4.0. Introduction.....	36
4.1. Questionnaire Return Rate.....	36
4.2. Demographic Characteristics of the Respondents.....	37
4.2.2. Professional Qualifications .....	38
4.2.3. Teachers' Experience .....	39
4.3. Motivational Needs of Religious Education Teachers.....	39
4.3.1. Hypotheses Testing.....	42
4.3.2. There is no significant difference in motivational needs among public secondary school religious education teachers and their professional qualification...	43
4.5 School Type .....	48
4.5.1 There is no Significant Difference in Motivational Needs among Public Secondary School Religious Education Teachers and the School Type.....	48
4.6. Gender.....	50
4.6.1. There is no significant difference in motivational needs among public secondary school religious education and their gender.....	50
4.7. Job Satisfaction Levels .....	51

4.7.1. Ho4: There is no Significant Difference in Job Satisfaction Scores Among Public Secondary Schools Religious Education Teachers and their Professional Qualifications.....	51
4.8. Incentive Programmes .....	54

## **CHAPTER FIVE**

### **SUMMARY CONCLUSIONS AND RECOMMENDATIONS**

5.0. Introduction.....	56
5.1. Summary of the Study .....	56
5.2. Findings of the Study.....	58
5.3. Conclusion of the Study.....	59
5.4. Recommendations of the Study.....	60
5.5. Suggestions for further Studies .....	61
<b>BIBLIOGRAPHY .....</b>	<b>63</b>
Appendix – A: Letter of Introduction to Religious Education Teachers .....	67
Appendix – B: Public Secondary School Religion Education Teachers’ Motivational and Job Satisfaction Needs Questionnaire.....	68
Appendix – C: Budget for the Study.....	85
Appendix – D: Timeframe for the Study.....	86



## LIST OF TABLES

Table 1: K.C.S.E. Religious Education Performance in Migori District in the Last Five Years.....	7
Table 2: Distribution of Religious Education Teachers as Characterised by Age and Gender .....	37
Table 3: Distribution of Religious Education Teachers by Professional Qualificati .....	38
Table 4: Distribution of Religious Education Teachers by Teaching Experience ...	39
Table 5: The hierarchy of needs of religious education teachers.....	39
Table 6: A Summary of The Analysis of Professional Qualifications of Teachers ond The Dependent Variable Basic Level of Needs.....	43
Table 7: Teachers professional qualifications, number of respondents, mean scores, standard deviation and standard errors in the basic level of needs .....	43
Table 8: A summary of the Analysis of Variance from Professional Qualification of Teachers and the Variable Safety Level of Needs .....	44
Table 9: Teachers' Professional Qualifications, Number of Respondents, Mean Scores, Standard Deviation and Standard Errors in the Safety Level of Needs .....	44
Table 10: Analysis of Variance for Professional Qualifications and Belongingness Need.....	45
Table 11: Teachers' Professional Qualifications, Number of Respondents, Mean Scores, Standard Deviations and Standard Errors in the Belongingness Needs.....	46
Table 12: Analysis of variance for professional qualifications and esteem needs....	46

<b>Table 13: Teachers' Professional qualifications, number of respondents, standard deviations and standard errors in the category of esteem needs .....</b>	<b>47</b>
<b>Table 14: Analysis Of Variance For Professional Qualifications And The Variable Self-Actualisation Level Of Needs .....</b>	<b>47</b>
<b>Table 15: Teachers' Professional Qualifications, Number of Respondents, Mean Scores, Standard Deviation and Standard Errors in the Need Category of Self-Actualisation .....</b>	<b>48</b>
<b>Table 16: Analysis of Significant Difference on the Mean of Motivation Scores Between Boarding and Day Religious Public Secondary School Teachers .....</b>	<b>49</b>
<b>Table 17: Analysis of significant difference of the mean of motivational scores between male and female religious public secondary school teachers .....</b>	<b>50</b>
<b>Table 18: Job Satisfaction Scores among Public Secondary School Religious Education Teachers as Categorised by Professional Qualifications .....</b>	<b>51</b>
<b>Table 19: Job Satisfaction scores among public secondary school religious education teachers as categorised by age .....</b>	<b>53</b>
<b>Table 20: Ranking of the Nine Job Factors .....</b>	<b>55</b>

## LIST OF FIGURES

**Figure 1: Process of Human Motivation ..... 20**

1.1	Introduction	
1.2	1.2.1	1.2.1.1
1.3	1.3.1	1.3.1.1
1.4	1.4.1	1.4.1.1
1.5	1.5.1	1.5.1.1
1.6	1.6.1	1.6.1.1
1.7	1.7.1	1.7.1.1
1.8	1.8.1	1.8.1.1
1.9	1.9.1	1.9.1.1
1.10	1.10.1	1.10.1.1
1.11	1.11.1	1.11.1.1
1.12	1.12.1	1.12.1.1
1.13	1.13.1	1.13.1.1
1.14	1.14.1	1.14.1.1
1.15	1.15.1	1.15.1.1
1.16	1.16.1	1.16.1.1
1.17	1.17.1	1.17.1.1
1.18	1.18.1	1.18.1.1
1.19	1.19.1	1.19.1.1
1.20	1.20.1	1.20.1.1
1.21	1.21.1	1.21.1.1
1.22	1.22.1	1.22.1.1
1.23	1.23.1	1.23.1.1
1.24	1.24.1	1.24.1.1
1.25	1.25.1	1.25.1.1
1.26	1.26.1	1.26.1.1
1.27	1.27.1	1.27.1.1
1.28	1.28.1	1.28.1.1
1.29	1.29.1	1.29.1.1
1.30	1.30.1	1.30.1.1
1.31	1.31.1	1.31.1.1
1.32	1.32.1	1.32.1.1
1.33	1.33.1	1.33.1.1
1.34	1.34.1	1.34.1.1
1.35	1.35.1	1.35.1.1
1.36	1.36.1	1.36.1.1
1.37	1.37.1	1.37.1.1
1.38	1.38.1	1.38.1.1
1.39	1.39.1	1.39.1.1
1.40	1.40.1	1.40.1.1
1.41	1.41.1	1.41.1.1
1.42	1.42.1	1.42.1.1
1.43	1.43.1	1.43.1.1
1.44	1.44.1	1.44.1.1
1.45	1.45.1	1.45.1.1
1.46	1.46.1	1.46.1.1
1.47	1.47.1	1.47.1.1
1.48	1.48.1	1.48.1.1
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1.68	1.68.1	1.68.1.1
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1.71	1.71.1	1.71.1.1
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1.89	1.89.1	1.89.1.1
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1.91	1.91.1	1.91.1.1
1.92	1.92.1	1.92.1.1
1.93	1.93.1	1.93.1.1
1.94	1.94.1	1.94.1.1
1.95	1.95.1	1.95.1.1
1.96	1.96.1	1.96.1.1
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1.98	1.98.1	1.98.1.1
1.99	1.99.1	1.99.1.1
2.00	2.00.1	2.00.1.1

## **LIST OF ABBREVIATIONS**

<b>ANOVA:</b>	Analysis of Variance
<b>df:</b>	Degree of Freedom
<b>GDP:</b>	Gross Domestic Product
<b>Ho:</b>	Null Hypothesis
<b>J.S.S.:</b>	Job Satisfaction Scale
<b>K.C.S.E.:</b>	Kenya Certificate of Secondary Education
<b>K.N.U.T.:</b>	Kenya National Union of Teachers
<b>M.O.E.S.T.:</b>	Ministry of Education Science and Technology
<b>n:</b>	Number in a sub-sample
<b>N:</b>	Total number in a sample
<b>R.E. T.M.S.:</b>	Religious Education Teachers Motivational Scale
<b>R.E.T.J.S.S.:</b>	Religious Education Teachers Job Satisfaction Scale
<b>S.P.S.S.:</b>	Statistical Package for Social Sciences
<b>SD:</b>	Standard Deviation
<b>SE:</b>	Standard Error
<b>T.S.C.:</b>	Teachers Service Commission

## ABSTRACT

The purpose of this study was to identify the motivational and job satisfaction needs of public secondary school religious education teachers in Migori District. In finding out extent of the following variables, the school type, gender, age and professional qualifications influence the motivational needs of secondary school religious education teachers. The problem of the high turnover and low morale amongst religious education teachers was elicited.

The central significance of the study was viewed as that of providing feedback to the Ministry of Education Science and Technology to assess the immediate motivational needs of the teachers involved in the study. The literature review covered the concept of motivational patterns of workers with specific reference to religious education teachers and factors, which influence their motivation and job satisfaction levels, in Kenya and the rest of the world. The ex-post-facto research design was used in the study. And the research objectives were used to develop the research instruments

A questionnaire was used in data collection, which comprised three major parts. Part A contained 16 open-ended questions. Part B focused on religious education teachers' motivational scale (R.E.T.M.S.) and consisted of 20, seven-point Likert Scale questions. Part C elicited information on religious education teachers' job satisfaction scale (R.E.T.J.S.) which contained 15, six-point Likert scale questions. The population from which the sample was obtained was 120 religious education teachers. The instrument was administered to 92 religious education teachers in Migori District. The sample for this study was selected using systematic sampling procedures.

The T-test for independent sample was used to test if there was significant difference in motivational needs and job satisfaction scores between male and female religious education teachers. A hypothesis was rejected or not rejected at 0.05 level of significance. The one way Analysis of Variance (ANOVA) was used to test if there were significant differences in motivational scores of religious education trained university graduate teachers, and diploma teachers. ANOVA was also used to determine whether there was any significant difference in job satisfaction scores among (a) trained university graduates and diploma teachers and (b) among teachers of different age groups.

The analysis of religious education teachers' demographic background in Migori District revealed that teachers had a short experience in the teaching profession. Teachers with less than fifteen years teaching experience formed 76.0 percent of the teachers considered in this study. This implies that the turnover among teachers is high. On the basis of the findings from this study and the conclusions drawn, the following recommendations were pointed out which could work towards improving the motivational and job satisfaction needs of religious education in teachers in Kenya's public secondary schools.

- (i) Educational managers should improve on the remuneration of religious education teachers.
- (ii) It is evident from the religious education teacher's responses that they felt dissatisfied with the methods used in their promotion basing on both professional and academic qualifications. Thus, tying promotion to academic performance

will make religious education teachers work hard to excel in their profession. Indeed religious education teachers should not stagnate in one professional grade for more than three years, as is the case currently.

(iii) The research showed that religious education teachers were working in poor conditions because teaching materials and other equipment were not adequately supplied in most secondary schools. The Ministry of Education Science and Technology should encourage strong parental and community support through the Parents' Teachers' Associations and Board of Governors. These bodies should ensure that secondary schools are well equipped with the necessary facilities for providing quality education.

(iv) It has been noted in this study that religious education teachers feel neglected by the Teachers Service Commission especially in payment of special allowances because their counterparts who teach languages, technical subjects, mathematics and sciences enjoy a special allowance. More importantly, they are also not allowed to proceed for further studies with paid study leave in their area of specialisation, unlike their counterparts in languages, mathematics and sciences. The Ministry of Education Science and Technology should therefore regularise these discrepancies.

(v) Immediate supervision can play an important role in motivational programmes that may be effective to different teachers. The head teachers are in the best position to define clear education goals at the institutional level and provide appropriate rewards to teachers. Therefore, they should be empowered to recommend teachers for promotion.

# CHAPTER ONE

## GENERAL INTRODUCTION

### 1.0. Background of the Study

At independence in 1963, the Kenya Government and other stakeholders attached special significance to the provision of education to all children in all parts of the country (Republic of Kenya, 2000 – 2008). This is because education is viewed as a major contributing factor to the economic development of most industrialised countries. Mutua and Namaswa, (1992: 18) concede that education is a prime mover in the economic and social development aspects of a country. They noted:

*“Education became an equaliser and a tool for social and economic development of families.”*

In an attempt to provide appropriate and relevant education towards achieving the above aims, many countries have, at one time or another tried out diversified educational programmes in their specific countries which combine both the traditional academic subjects such as English, Mathematics and History and pre-vocational practical subjects such as Agriculture, Art and Craft and Home Science (Lauglo, 1985). Diversified education programmes are aimed at equipping the youth with essential skills and appropriate attitudes in preparation for the world of work in relation to the social and economic development, Lauglo, (1985). Due to this perception, various developing countries allocate their large percentages of revenue to education. In support of this, Ayot and Briggs, (1992: 50) note that:

*“In 1960, the world spending on education by public used up to 3.2 percent of world Gross Domestic Product (GDP) and by 1974 it had increased to 4.8 percent.”*



Developing countries are said to have a higher increase in education expenditure than their total national expenditure.

As noted in the Economic Survey, Republic of Kenya, (1997: 196), the total expenditure on education in Kenya went up by 11.8 percent from K£ 14,809 million in 1995/96 to K£ 1655.9 million in 1996/97 fiscal year. And in 2001/2002, wages and salaries were 94 percent of the Ministry's budget. This left limited resources for items such as books, and in-service training, Republic of Kenya, (2003: 45). This high allocation makes the government and members of the public expect high returns from the education sector.

In Kenya, the problem of teachers' motivation has been discussed in many forums such as trade union meetings, seminars and public commissions. The Ndegwa Committee (1971: 115), which was appointed by the government to review the terms and conditions of service in the civil service, had the following remarks on graduate teachers:

*"...it is imperative that we do everything possible to make teaching more attractive for local citizens, and we hope that our salary recommendations will have the effect of encouraging more university graduates to enter the profession."*

The committee further recommended that teachers must be given incentives, reasonable career prospects and above all a fair salary relative to the "Market Value" of their qualifications, Republic of Kenya, (1971: 184).

In early 1997, the Teachers' Service Remuneration Committee had met and awarded teachers a salary increase of 150 percent for highest paid teachers, and 200 percent for the lowest paid teachers. The Government of Kenya, however, declined

to implement the salary increase claiming that these increases were by far too high for the economy to sustain. However, KNUT was adamant and after protracted accusations and counter accusations the teachers went on strike as had been planned.

After the various avenues for calling off the strike failed, the President invited officials to His Kabarak home where a truce was reached. The government agreed to implement the salary awards within a staggered period of five years with effect from 1<sup>st</sup> July 1997. Sadly, there was a long protracted dispute between K.N.U.T. and the government over the implementation of the salary award. The government accepted to negotiate with the K.N.U.T. and amicably agreed to adjust the implementation period from ten to six years. The first phase of the implementation began in July 2003, (Teachers' Image 2003:3).

According to Republic of Kenya, (2003: 45), as a result of the 1997/98 teachers salary review, expenditure on primary and secondary education rose by 49.4 percent from Ksh. 23.5 billion in 1996/97 to Ksh. 35.1 billion 1997/98 and continued to rise gradually up to Ksh. 42.4 billion in 2001/2002. Despite the heavy expenditure on teachers' salaries, teachers seem to be dissatisfied with their current salaries and other job factors. Republic of Kenya, (1985: 67) when reporting on the terms of service stated:

*"The committee was made aware of the general deterioration in the teaching profession. Both morale and discipline of teachers had declined and this claim has been due to lack of incentives in teaching profession."*

The money spent to train teachers is an investment that the society expects to reap from the trained teachers. As noted in (Republic of Kenya, 1996: 14),

*"...The committee would like to emphasise in no uncertain terms that investment in a good teacher is quickly returned manifold through the effectiveness of the person he teaches over the years."*

The education administrators should ensure that the necessary measures and strategies are taken into account so as to motivate teachers to remain in the profession for a reasonable period and perform their roles as expected. Okumbe, (1992: 1) notes:

*"...Teachers have continued to leave the teaching profession for greener pastures either in the civil service or private sector where the terms and conditions of service are presumably 'better' than in the teaching profession."*

The teaching of Religious Education in Kenya's public secondary schools has been adversely affected due to the high turnover and low morale of teachers. A report by Barsito, (1998: East African Standard, December, 16) stated that:

*"The teaching profession was at crossroads worldwide. It is plagued with low working morale occasioned by poor pay and bad working conditions."*

According to a meeting of a teachers' organisation from eleven countries in Africa, which assembled in Nairobi, (Siringi, 1999, Daily Nation, October, 4), it was established that although teachers play a critical role in development efforts in Africa, their positions are unclear, uncertain and frustrating. Poor remuneration was cited as one of the reasons for the poor image in the teaching profession. Kenya was also cited as one of the countries where poor conditions of service have led to industrial unrest, thereby paralysing learning and the sitting of national examinations.

Religious Education teachers are demoralised as is evident in Republic of Kenya, (2003: 70) which concedes that the government policy of giving some incentives to

science, mathematics and language teachers has demoralised the arts oriented teachers. This is likely to affect school outcomes. The report by Kigwa, (2004: in school and career: East African Standard, January 29<sup>th</sup>: 11) asserts:

*“...Another challenge that the T.S.C. should resolve is the discrepancy in salaries of science, technical and language teachers as opposed to those who teach humanities such as history, Christian Religious Education and Geography. The former earn more.”*

Religious Education teachers are also not allowed to further the studies in their respective subject areas, an issue, which has continued to demoralise them. The Teachers Service Commission circular on the study leave policy Ref: No. TSC ADM/192 A VOL. VI TPY/2 dated 25<sup>th</sup> May 1999 exemplifies the issue by excluding Religious Education as a discipline where teachers can go for further studies. Since the introduction of the 8 – 4 – 4 system of education in Kenya, Sciences and Mathematical oriented subjects have been given preference over humanities. As noted by the East African Standard newspaper (2004, March, 11<sup>th</sup>: 12) the Education Minister Professor George Saitoti said:

*“The poor performance in sciences and Mathematics remains a matter of concern to my Ministry. I appeal to all secondary school teachers and parents to make deliberate efforts to improve performance in the key subjects.”*

Although the Republic of Kenya, (1989: 220) suggested that the quality of education depends on availability and adequate numbers of suitably qualified teachers. It is noteworthy that religious education is hardly hit by a deficit of trained graduate teachers. Commenting on the issue of the lack of enough teachers in some subjects the Republic of Kenya, (1971: 162), states:

*"We are equally concerned with the serious shortages of secondary school teachers particularly in the fields of agriculture, commerce, technical subjects not to mention religious education."*

The Ministry of Education Science and Technology (M.O.E.S.T) has suggested varying solutions to the high turnover and shortage of teachers in some subjects. A report by Muya in the Daily Nation, (1995, March, 19: 3) suggested the bonding system as a means of reversing the exodus of trained graduate teachers from their profession. However, this may not have been appropriate solution for social psychologists such as Katz and Kahn, (1978) have argued that people may be within the system physically but absent psychologically. This may therefore not improve the quality of work performed. Hence, forcing teachers to be in the teaching profession may not improve the quality of education offered to students. Thus, the strategy of the Ministry to hold teachers physically within the system is ineffective.

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### **1.1. Statement of the Problem**

This study suggests that there is a high turnover and low morale of secondary school religious education teachers. The exodus of secondary school teachers in Kenya is clearly demonstrated by those who leave the profession. (Tuiyot, 1995 November 18<sup>th</sup>: 4) noted that about four thousand teachers leave the teaching profession for other jobs annually. Thus leading to the shortage of qualified teachers.

The shortfall of Religious Education teachers has been expressed by the Teachers' Service Commission through its advertisement in the East African Standard (Monday, August 2, 2004: 18 – 21). The vacancies advertised indicated higher

shortages among religious education teachers. This suggests that the need of religious education teachers may not be satisfied in the teaching profession.

Okumbe, (1998) asserts that satisfied teachers posit better results with students and vice versa. The performance of Religious Education at K.C.S.E. level in Migori District has not only been discouraging, but also the District mean score in Religious Education has been a C+ for the last five years as shown in table 1 below.

**Table 1: K.C.S.E. Religious Education Performance in Migori District in the Last Five Years**

Year	2003	2002	2001	2000	1999
Entry	864	693	483	531	554
Mean score	7.121	7.5116	7.6656	7.484	7.2178
Mean grade	C+	B -	B -	C+	C+

**Source:** Ministry of Education, Science and Technology, Migori District K.C.S.E. results for the year 1999 – 2003

In view of the above dismal performance in Religious Education, it was imperative for a research study to be carried out to establish the motivational and job satisfaction needs of public secondary school religious education teachers in Migori District.

The management should therefore strive to identify the needs of the workers and provide relevant incentives to retain more teachers in their organisation. The study endeavoured to identify the needs that the Religious Education teachers rank as most important. Once the needs are identified and satisfied, the high turnover and

low morale amongst religious education teachers may be reduced through job satisfaction.

According to Okumbe (1992: 17) "...there is scarcity of studies on motivation especially in Kenya stressing the existing research gap..." He concedes that more studies need to be carried out on motivation and job satisfaction.

### **1.2. Purpose of the Study**

The purpose of this study was to:

- (a) Identify the motivational needs of public secondary school Religious Education teachers in Migori District.
- (b) Investigate the relationship between motivational needs of religious education teachers in Migori District and four independent variables namely, age, gender, professional qualifications and school type.

### **1.3. Objectives of the Study**

The study intended to:

- (a) Determine the academic qualifications of public secondary school religious education teachers in Migori District.
- (b) Examine the motivational needs of public secondary school religious education teachers and their school type.
- (c) Find out the motivational needs among public secondary school religious education teachers and their gender.
- (d) Examine the job satisfaction scores of public secondary school religious education teachers and their professional qualifications.

(e) Establish the job satisfaction scores among public secondary school religious education teachers and their age.

#### **1.4. Statement of Hypotheses**

The study proved that there is no significant difference in:

- (a) Motivational needs among public secondary school religious education teachers and academic qualifications.
- (b) Motivational needs among public secondary school religious education teachers and the school type.
- (c) Motivational needs among public secondary school religious education teachers and their gender.
- (d) Job satisfaction scores of public secondary school religious education teachers and their professional qualifications.
- (e) Job satisfaction scores among public secondary school religious education teachers and their age.

#### **1.5. Significance of the Study**

Scientific data obtained by the study could be useful in addressing motivational needs of religious education teachers in Kenya and more importantly Migori District. Motivated teachers put more effort in their work and this may be translated into better performance in religious education.

A part from availing a pool of knowledge to teachers, students and educational administrators, the study findings could also sensitise behavioural scientists in educational administration to conduct further research in the teaching profession.



Educational managers and administrators may use the findings to motivate the teachers.

The results could be useful to secondary school principals and head teachers because they may reveal individual differences that exist and thus motivate teachers differently. Lack of this knowledge could preclude any kind of amicable solution to the problem of motivation. A long lasting solution to the problem would alleviate the high turnover, low morale and absenteeism that is associated with job dissatisfaction as noted by Kreitner, (1989: 169).

### **1.6. Limitations of the Study**

First, this study focused on religious education teachers in Migori District, of Nyanza Province. Second, the study investigated the motivational and job satisfaction needs of religious education teachers in public secondary schools excluding teachers of other subjects.

### **1.7. Delimitation of the Study**

The study focused on university trained graduates and diploma teachers of religious education because they seem to be interested in pursuing other courses. This results into high turnover leading to shortage of religious education teachers in public secondary schools.

### **1.8. Basic Assumptions**

The following assumptions were made about this study:

- (a) Religious education teachers' turnover and dissatisfaction could be reduced if their job satisfaction is high.

(b) The retention and attraction of better-qualified religious education teachers to the teaching profession are dependent upon job satisfaction.

(c) Religious education teachers' satisfaction levels may be affected by school type and demographic variables.

## **1.9. Definition of Terms**

This Section entails definition of terms used in the study

**Esteem need:** A pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences.

**Job dissatisfaction:** The negative emotional response resulting from the appraisal of the job as not meeting one's job values. It can also be referred to as a set of negative feelings with which employees view their work.

**Job satisfaction:** The positive feelings as a result of appraisal of one's job.

**Motivation:** A general class of drives, desires, needs, wishes and related factors which mobilise behaviour towards their realisation or satisfaction.

**Motivational patterns:** The hierarchy of needs or desires as revealed by secondary teachers teaching Religious Education.

**Motive:** An inner state that energises, activates, moves, direct of channels behaviour towards goals.

**Perception:** The day-to-day sensory experience with the motivational programmes such as promotion, allocation of tasks and recognition adapted by supervisors to energise workers to perform better.

**Psychological needs:** These are basic needs, which are unlearned and include survival needs as air, water, food, clothing, shelter and sex.

**Religious Education:** Religious introductory courses offered to forms one to four students in secondary schools.

**Safety Education:** The need for protection against danger and freedom from fear.

**Secondary School head teacher:** A teacher appointed by Teachers' Service Commission or the Board of Governors to administer the educational affairs of a secondary school. In private schools, a headteacher is appointed by proprietor(s) of the secondary school to carry out administrative duties. Headteachers will include secondary school principals.

**Secondary School Religious Education Teachers:** Certified persons holding certificates and untrained graduate teachers employed by the Teachers' Service Commission or Board of Governors or authority for private schools to teach any or all the following subjects, Christian Religious Education, Islamic Education, Hindu Religious Education and Traditional African Religion.

**Self-actualisation needs:** This is the need to realise potential growth using creative talents; to realise all capabilities.

**Social needs:** The needs for company, association and companionship of other people.

**Teachers' Service Commission (T.S.C.):** This corporate body's major functions are to provide for registration of teachers, regulation of the teaching profession and cancellation of registration of teachers in cases of misconduct and remunerate teachers among other functions.

**Type of School:** The school offering boarding facilities to all, some or none of the students. A school, which offers boarding facilities to all the students, is a boarding

school, while one, which does not offer boarding facilities, is day school. On the other hand, a school that offers boarding facilities to some, but not all of its students is called a day/boarding school.

### **1.10. Organisation of the Study**

The study is organised in five chapters. Chapter one consists, the background of the study, statement of the problem, purpose of the study, objectives of the study, statement of hypotheses, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of terms and organisation of the study.

Chapter two focuses on Review of Literature which is discussed as follows: The concept of motivation, the two-factor theory of motivation, equity theory, expectancy theory, conceptual framework, process of motivation, review of studies on motivational needs of employee, factors influencing motivational and job satisfaction needs and summary.

Chapter Three describes the research methodology which includes, research design, target population, sample and sampling procedures, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis.

Chapter four comprises data analysis and discussion of the findings.

Chapter five consists a summary of the findings, conclusion, recommendation and suggestion for further research.

The bibliography and appendices appear at the end of chapter five.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0. Introduction**

This chapter, which reviews literature on motivation, is divided into four sections. Section one highlights the concept of motivation, whereas section two contains a review of studies on motivational patterns of employees with special reference to teachers. Section three reviews five factors that influence motivation of teachers and their job satisfaction levels. And the last section presents a summary of the chapter.

#### **2.1. The Concept of Motivation**

Various psychologists who include Abraham Maslow, (1943), Herzberg, (1968), Adam (1963), and Vroom (1964) have advanced the theory of motivation. On certain patterns of human needs, Abraham Maslow, (1943) stated that individuals are motivated to satisfy certain unsatisfied needs.

In this theory of human motivation it is assumed that, needs which are not satisfied motivate or influence behaviour. Satisfied needs do not only motivate behaviour but are also arranged according to a hierarchy of importance. Hence, an individual's needs at any level of hierarchy emerge only when the lower needs are reasonably well satisfied. Maslow suggested a hypothetical example for an average person who is 85 percent satisfied in psychological needs, 70 percent in safety needs, 50 percent in love needs, 40 percent in self-esteem category and 10 percent in self-actualisation needs.

The use of the universal need hierarchy by a manager to motivate employees is based on the concept that reasonably well-satisfied needs do not motivate. Maslow identified the five levels of needs as follows: Psychological needs, safety needs, love or social needs, esteem needs and self-actualisation. First, psychological needs are the most basic in this hierarchy. According to this theory, once the basic needs are satisfied in one level of need, one strives to satisfy needs in a higher level.

Second, safety needs are roughly equated to security needs. This theory stressed on both emotional and physical safety. Third, once these needs are gratified, then there emerges a new set of needs corresponding to the affection and affiliation needs. In this level, one feels an affectionate relationship with people in general at their places of work.

The fourth level of needs is the esteem needs which represent the higher needs of a human being. Examples include the needs for power, achievement and status. Maslow considered self-esteem and esteem from others as part of this level. And, the highest level is self-actualisation. He noted that people are said to be self-actualised when they are self-fulfilled and have realised all their potentials. While Maslow's theory of human needs is widely known and adopted by practising managers, some researchers have contradicted it. Alderfer, (1972: 142) conducted research on a cross-section of needs' strength and failed to support the hierarchy concept as described by Maslow. While a study of motivation of Abwao, (1981: 57) revealed a different pattern from that postulated by Maslow.

## 2.2. The Two-Factor Theory

This theory was advanced by Herzberg, (1965), who elaborated differences between higher and lower needs. The theory states that, the factors, which create satisfaction, emanate from the intrinsic content of a job and they satisfy higher needs. These include; responsibility, work itself, achievement, advancement and recognition. The satisfiers are also called motivators because they are effective in motivating employees to greater productivity. Herzberg argues that such satisfiers can motivate individuals to a long-term superior performance and effort.

Factors that create dissatisfaction emanate from the extrinsic job context such as salary, work conditions and security. These factors were said to be the main determinants of dissatisfaction. This theory postulates that such factors could produce changes in attitudes and productivity but only in the short-run.

According to Herzberg's theory, factors, which lead to dissatisfaction within the job, are extrinsic in nature for they are associated with the environment surrounding the job. These include organisational policy, structure and administration, mode of supervision, salary, relationship with co-workers and the working conditions. He named all these as being hygienic factors, (Okumbe 1998). The theory postulates that hygiene factors could produce changes in attitude and productivity but only in the short-run.

The two-factor theory further advances that only a challenging job has the opportunities for achievement, recognition, advancement and growth, which will motivate employees. Herzberg however, does not underrate hygiene factors and

contends that they are necessary in maintaining human resources, (Mbugua, 1998). Karugu, (1980: 14) and Macharia, (1984:91) indicated that some intrinsic job factors are both dissatisfiers and satisfiers.

### **2.3. Equity Theory**

This theory was advanced by Adams, (1963) who stated that, a major input into job performance and satisfaction is the degree of equity or inequity that people perceive in their work situation. Inequity occurs when a person perceives that the ratios of his or her outcomes to inputs are unequal on the man's side of the exchange. Inputs include, education, intelligence, experience, training, skills, seniority, gender, and social status and, the effort expended on the job outcomes expected consists primarily of rewards such as pay, status, promotion and intrinsic interests in the job.

The presence of inequity in a person's job creates tension that is proportional to the magnitude of inequity perceived. The presence of inequity motivates a person to achieve equity or to reduce inequity, (Luthans, 1992). Scholars such as Kreitner and Kinicki, (1989), point out that workers can adapt various strategies to reduce inequity by decreasing their inputs, increasing their outcomes through absenteeism, turnover, taking long breaks, not working hard, asking for increase in salary and higher job titles.

The equity theory posits a direct positive relationship between the level of job satisfaction and the perceived difference between what is expected or perceived as fair and what is actually experienced in the job situation. When a worker's needs,



which motivate him or her, are satisfied by the organisation's reward system, then no dissonance exists. Thus, his or her job satisfaction is high. On the other hand, when a worker's needs are greater than the reward received for the work done, then a discrepancy exists which is in excess of needs and yields positive job satisfaction, (Okumbe, 1998).

Various research studies have concurred with the equity theory. Hammer and Harvet, (Okumbe, 1992) found that worker's whose outcomes exceed their comparison were significantly more satisfied than those whose outcomes fell short of their comparison.

The equity theory requires educational managers to have a thorough evaluation of the way in which the rewards should also compare equitability with those of professional competence in other sectors with similar qualifications as teachers.

#### **2.4. Expectancy Theory**

Vroom, (1964) advanced the expectancy theory while, Porter and Miles, (1974: 557) suggest that Vroom's work was an extension of psychologists such as Tolman, Lewin, Peak and Atkinson. The expectancy theory states that work performance depends on the perception of an individual between performance, rewards and valence for such rewards. People behave as they do because they perceive that the behaviour of an individual will lead to a desired reward. According to the expectancy theory, he/she is motivated well if that individual has strong effort-performance expectancies that have strong performance reward expectancies and attaches relatively high values to the outcomes available in one's working situation.

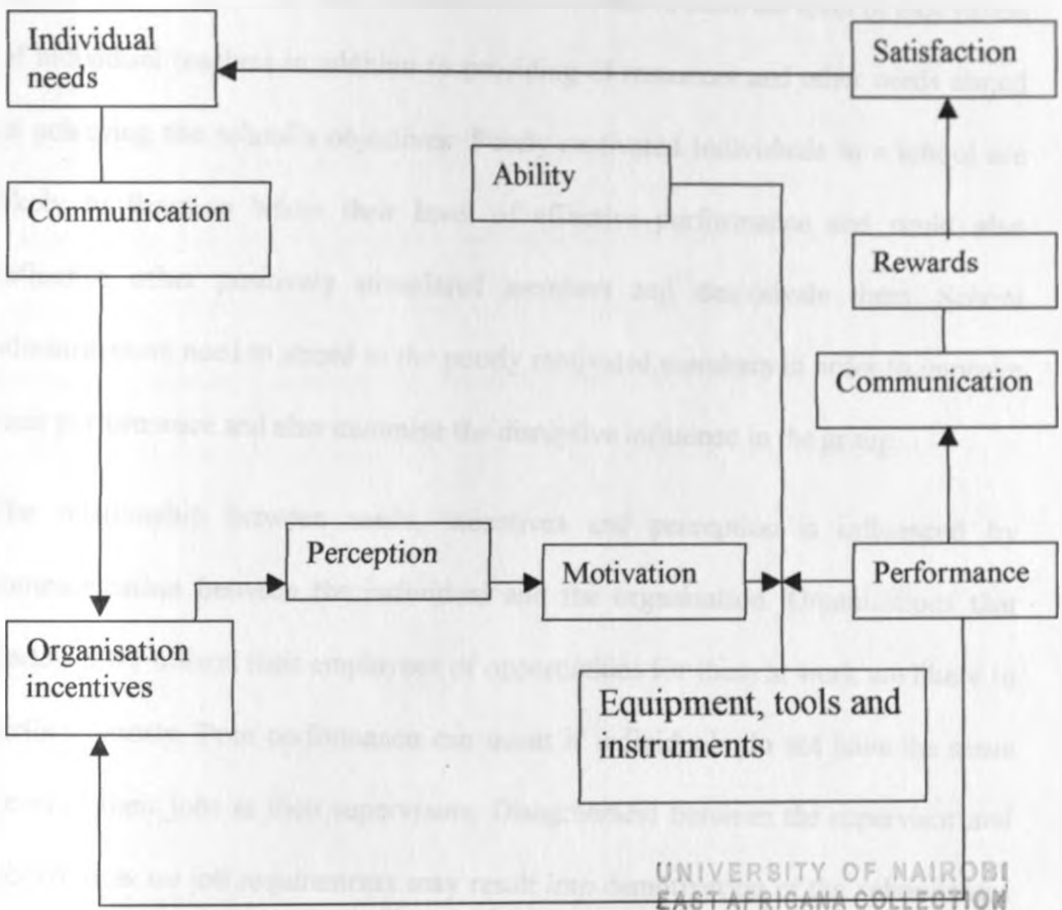
This theory stresses that the individual must believe or expect two things. First, efforts in a job can result into performance, if, one believes that performance is achievable. Second, the individual has to believe that performance could result into reward. Parker and Lwaler (Okumbe, 1998) have supported this theory and they stress that performance in pursuit of the reward will lead to job satisfaction.

The expectancy theory helps an educational manager understand how motivation and work can be improved. The teachers' belief that their work will lead to performance can be enhanced in a number of ways. These include further training, supervision and participation in job related decisions in staff meetings. The performance reward relationship should be maintained for example in promotion of teachers based on merit.

## **2.5. Conceptual Framework**

According to the theories reviewed, motivation can be aroused if the incentives are of value or importance to the person. The person should be sure that effort would result in accomplishing the task and attaining the incentive. The researcher developed the conceptual framework after reviewing various theories of motivation. Fig. 1 below illustrates the process of human motivation.

**Figure 1: Process of Human Motivation**



**Adopted from:** *A study of Motivational needs and Job Satisfaction of Secondary School Business Studies Teachers in Nairobi Province* by Mbugua J.M., (1998: 22 – 23).

An individual’s motivation is the result of the interaction of needs, incentives and perceptions. Individual motivation as determined by the incentives provided by the organisation. This being a subjective process, an individual could differently perceive a satisfying incentive from the other person. Figure 1 indicates the motivational process for an employee in an organisation. The subjective element in

motivation is critical for individuals because, they react to their jobs in terms of how they perceive them. School administrators need to raise the level of motivation of individual teachers in addition to providing of resources and other needs aimed at achieving the school's objectives. Poorly motivated individuals in a school are likely to function below their level of effective performance and could also influence other positively stimulated members and demotivate them. School administrators need to attend to the poorly motivated members in order to improve their performance and also minimise the disruptive influence in the group

The relationship between needs, incentives and perception is influenced by communication between the individual and the organisation. Organisations that inadequately inform their employees of opportunities for them at work are likely to perform poorly. Poor performance can occur if individuals do not have the same views of their jobs as their supervisors. Disagreement between the supervisor and subordinates on job requirements may result into demotivation of the subordinates resulting into absenteeism, seeking jobs elsewhere and turnover. Individuals' levels of ability influence one's perception of the job, thus affecting performance. And, performance improves when both ability and motivation improve. However, it could decline when either of these variables deteriorates.

## **2.6. Review of Studies on Motivational Needs of Employees**

Scholars of psychology concede that people's motivational patterns are dynamic. Incentives that used to be effective are no longer appropriate. This view is supported by Yankolovich (1979: 63) who indicated that 15 percent of the workers were said to be motivated by pleasure, 22 percent work for security and guidance,

17 percent work for responsibilities and challenging tasks and 27 percent of workers composed of low-income earners and lowly educated are found to be least motivated. The above results suggest that there are other factors that motivate workers to reduce their maximum potentials.

Research by Karugu, (1980: 144) revealed that Kenyan workers do not rank extrinsic factors such as salaries as being their important sources of motivation. The findings by Karungu indicated that selected Kenyan educators find both motivation and hygiene as factors of what they would like to have in their jobs, based on the ranking of the fourteen job satisfaction factors. The motivating job factors in a descending rank were recognition, advancement, work itself, responsibility and achievement. All hygiene factors were enumerated as, status on the job followed by job security, education policy and administration, good and adequate pay, fair and competent supervisors, friendly social peer relations, working conditions and friendly supervisors.

Affiliation emerged as the major source of motivation in a study by Abwao, (1981: 58). Esteem need appeared second followed by basic needs, self-actualisation and safety in that order. A study by Stahi, (1983: 86) carried out among 500 managers revealed that the most effective managers portray a high need for power, a moderate need for achievement and low need for affiliation.

A study by Indire and Handon, (1971: 89) indicated that factors such as teacher attrition and teachers' morale affect the quality of Kenyan education. The study suggested improvement on teachers' salaries, conditions of service and

opportunities for advancement and retention of quality teachers. It is important for teachers' needs to be studied so that they could be motivated and satisfied in their jobs.

The Kenya Government appointed commission, Republic of Kenya, (1985: 6) to study first year Bachelor of Education students at the university of Nairobi established that, teachers feel cheated, as they perceive their work to be too demanding with too low salaries. In Sancherd's study (1973), 29 students out of 200 students under study conceded that teaching was a preparation for other jobs. He noted that Kenyan teachers who desire personal and economic power view the teaching profession as a stepping-stone to other lucrative jobs. There is therefore an urgent need to assess motivation patterns in order to determine teachers' preferences. This would suggest positive incentives that could be adopted in order to retain most qualified teachers in the teaching profession.

## **2.7. Factors Influencing Motivational and Job Satisfaction needs**

Some independent variables are likely to influence the motivational patterns of religious education teachers. These include; the subject taught, school type, sex, age and professional status.

### **2.7.1. Subject Taught**

A survey by Kimengi, (1983: 242) on secondary school teachers' attitudes towards teaching and job satisfaction revealed that there is a positive relationship between attitudes towards teaching and job satisfaction. Teachers with positive attitudes

towards the profession also indicated higher satisfaction. Those teachers who showed negative attitudes towards teaching also indicated low job satisfaction.

Kimengi in his study noted that out of 324 teachers, 170 were arts teachers. The correlation was found to be 0.814. This indicated that those arts teachers who had negative attitudes towards the teaching profession had low job satisfaction while those that had positive attitudes indicated higher job satisfaction. On the other hand, 140 science teachers in the study showed that their attitudes towards teaching and job satisfaction were 0.510. This showed that some teachers who revealed negative attitudes towards the profession also indicated that the trend portrayed a higher job satisfaction as well as attitudes towards teaching. The study however grouped all science subjects in one category and all arts teachers in another group.

On the other hand, the study concentrated on twenty-seven schools in three districts of the Rift Valley Province of Kenya. These included, Trans-Nzoia, Uasin-Gishu and Nandi. Some of the recommendations that emerged from the study elicited that more intensive studies should be carried out in other parts of the country especially in urban areas to determine rural, urban and regional disparities in teachers' attitudes towards teaching and their job satisfaction (Kimengi 1983: 275).

### **2.7.2. School Type**

A study by Kimengi, (1983: 157) further established that there was no difference in attitudes towards teaching between male and female teachers by the school type they were teaching. A study by Okumbe, (1992: 189) on secondary school teachers' job satisfaction tested whether school type had a significant effect on the

level of job satisfaction. Graduate teachers in private schools showed higher levels of job satisfaction than those in public schools in all job factors except security. These factors included; remuneration, working conditions, work content, recognition, interpersonal relations, security, management and supervision.

### **2.7.3. Gender**

A study by Okumbe (1992: 150) revealed that there was no significant relationship between levels of job satisfaction among graduate teachers and their gender. The study further indicated an insignificant difference between male and female teachers. Okumbe however established that though the relationship was significant, male graduate teachers exhibited slightly higher levels of job satisfaction than their female counterparts in all job factors except promotion and security.

Results of the study by Kimengi, (1983: 157) showed no difference in attitudes towards teaching between male and female teachers. Sanser and Pork, (1978: 244) found a significant difference in job satisfaction between male and female teachers but they pointed out that women were disadvantaged in terms of educational level and pay grade as compared to men. When univariate and variate analysis of covariance was conducted to statistically equate several gender related variables, the statistically significant gender differences obtained earlier disappeared. Similarly a study by Smith and Plant, (1982: 250) on university professors showed no significant difference in job satisfaction scores between male and female professors.



A different study by Mooers (1986: 23) revealed that men generally withdraw from teaching due to inadequate financial reward. While, women considered family related factors as being the most important in deciding whether to leave or remain in their profession.

#### **2.7.4. Age**

Studies have showed some effect of age on attitudes and job satisfaction. A study by Karugu, (1980: 139) on primary school teacher job satisfaction established that there was no significant difference between motivational patterns of primary teachers and head teachers of different ages. The study however revealed that teachers who were 35 years and younger selected motivation items such as organisation policies, supervision and salaries more frequently than those who were older.

A research by Okumbe, (1992: 154) on the other hand revealed that the levels of job satisfaction among graduate teachers increased with age and teaching experience. Ages between 26 – 30 and 41 – 45 did not follow this trend.

#### **2.7.5. Professional Qualification**

In a study by Kimengi (1983: 171), the professional variable was proved to have no influence on attitudes of teachers towards teaching. In another study, Okumbe, (1992: 200) the variable showed some significant influence. The levels of job satisfaction among graduate teachers increased with their professional grade level. On the other hand, a study by Tarifa and Kroop, (1994: 159) on teachers working conditions in Albania showed no significant difference between school levels. The

researchers used ANOVA in their analysis. A motivational study by Abwao, (1981: 26) showed that differences in the educational levels had no significant influence on motivational patterns of non-managerial hotel workers in Nairobi.

## **2.8. Summary**

Knowledge of an individual's psychological need has been presumed to predict accurately ones desire to enter certain careers that especially satisfy their needs. If the needs are identified with a high degree of accuracy and the needs satisfaction determined, organisation could be able to predict employees' decision to remain or leave the organisation. Theories discussed in this chapter can be subdivided into two broad models of workers motivation. These process models are, the hierarchy of needs and the two-factor theory of motivation. The equity theory is the most recent, which has received a lot of attention by researchers. The Maslow (1943) and Herzberg (1968) theories attempted to identify specific content factors in the individual or in the job environment that motivates employees.

Process theories explain the important cognitive variables and how they relate to one another in the complex process of work motivation. The Equity theory is based upon perceived input-output ratios. Perceived inequity results to absenteeism, long breaks, reduction of efforts, turnover or strikes. Theories of motivation such as Maslow's hierarchy theory, Herzberg's two-factor theory, Vroom's expectancy valance theory and Adam's equity theory will form the theoretical framework of this proposed study. Scholars among them, Luthans, (1989: 239) contend that there is no one overall theory of work motivation.

The research concerning workers motivation by Macaria, (1984: 95) tends to substantiate the idea that factors such as age, professional level, school type and teaching experience influence job satisfaction levels and motivational patterns of teachers among other workers. The research results show varying results in independent variable gender.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0. Introduction**

This section covers research methodology which is organised under the following sub-headings: Research design, target population, sample and sampling procedure, research instruments, instrument validity, instrument reliability, data collection procedures and data analysis.

#### **3.1. Design of the Study**

The study was based on ex-post-facto research principles. Tuckman, (1978) and Wiersma, (1995) have explained that in ex-post-facto research, the investigator examines the variables without manipulating them. The investigator examines the variables under the natural conditions in which they are operating as dependent and independent variables.

In this study, the researcher examined non-manipulable variables such as; gender, professional qualifications, school type and age retrospectively. The study sought to establish the existence of certain relationships among the variables under investigation. Thus, experimental design may be different in educational research problems. However, researchers such as Kerlinger, (1967: 379), have preferred the ex-post facto design to other designs in investigating educational problems.

#### **3.2. Target Population**

Borg and Gall, (1983: 275), have defined the target population, or the universe as being, all the members of the real or hypothetical set of people, events or objects to which the researcher wishes to generalise the results of the research study.

The target population or the universe, of this study consisted of 120 public secondary school religious education teachers in Migori District who were selected from 56 public secondary schools.

### **3.3. Sample and Sampling Procedures**

Wiersma, (1995) and Churchill, Jr. (1991) point out that an ideal sample should be large enough so that the researcher can with confidence, within specified limits, be certain that a different sample of the same size if drawn using the same procedures, can give approximately similar results. Sampling error is a function of the size of the sample, and it is largest when the sample is small. The sample for this study was statistically large enough in order to minimise the possibility of sampling error occurring.

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Roscoe, J.T. (1969) has pointed out, that when samples are studied, the ultimate interest is learning about the universe from which they are drawn. For this reason, the larger the sample, the more likely is the mean and the standard deviation to be representative of the population. Since the sample size is closely related to statistical hypothesis testing; the larger the sample the less likely it is that the researcher will obtain the negative results.

From the list of schools obtained from the District education office in Migori District, systematic sampling was applied to select secondary schools which provided teachers who were selected as respondents in the study out of the possible 56 public secondary schools. 43 secondary schools were selected, according to the (Krejcie and Morgan, 1970).

### **3.4. Research Instruments**

Questionnaires used to obtain data were divided into three parts. Part A contained 16 items eliciting demographic information necessary for the study. The items elicited information from the respondents in regard to variables to be studied. These variables included gender, age, school type and professional qualifications of the teachers.

Data pertaining to motivational patterns of Religious Education teachers and their levels of job satisfaction were gathered using Religious Education Teachers Job Satisfaction Scale (R.E.T.S.S.). This scale was adopted from Luthans, (1989: 359) while, the Religious Teachers Job Satisfaction Scale adopted from Minnesota Satisfaction Questionnaire was initially used to measure motivational patterns of sales persons by Weiss (1967: 436). The questionnaire was modified to suit the Kenyan environment and renamed Religious Education Teachers Motivational Scale (R.E.T.M.S.).

Part B, which contained Religious Education Teachers Motivational Scale (R.E.T.M.S.) instrument was scaled according to the Likert Type format. The seven point scale was used and was more appropriate Schuessler, (1971: 321). It was considered a more appropriate technique in measuring people's attitudes and more accurate responses are expected from such a scale. This scale consisted of twenty motivational items, which are divided into five sections each focusing on a certain aspect of need.

Part C contained Religious Education Teachers Satisfaction Scale (R E T S S ) that was intended to measure the level of job satisfaction among Religious teachers and contained a total of 14 items. Six Likert scale was used to measure job satisfaction level.

### **3.5. Instrument Validity**

Instrument validity was tested by a pilot study to ensure the questionnaire was constructed properly and was suitable for the study. Teachers who participated in the pre-testing of the instruments suggested areas to be improved on the initial instrument. This was of great assistance, as it reduced the possibility of misinterpretation of some items. The researcher omitted items, which appeared vague and included more items to improve the quality of the instruments.

### **3.6. Instrument Reliability**

An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over time. Nachmias and Nachmias, (1976: 67) recommend the split method to measure a test's reliability. The reliability coefficient was obtained by correlating the scores of the even and odd statements in the questionnaire.

After obtaining the reliability coefficient, the Spearman Brown Formula  $ps_y + 2p(c + p)$  was applied to calculate reliability coefficient of the original test. And  $p$  stands for the reliability coefficient obtained by correlating the scores of the odd.

Pearson Correlation  $r$  in Arnold, Resenfeld and Zirkel, (1983: 233) was applied to obtain the value of  $p$ .

$$R = \frac{n(\sum xy) - (\sum x\sqrt{n}\sum x^2 - (\sum x)^2) \sqrt{n} \sum y^2 (\sum y)}{n(\sum xy) - (\sum x\sqrt{n}\sum x^2 - (\sum x)^2) \sqrt{n} \sum y^2 (\sum y)}$$

Where,

$\sum x$  = The sum of scores in x distribution.

$\sum y$  = the sum of scores in y distribution.

$\sum xy$  = the sum of the products of paired x and y scores.

$\sum x^2$  = the sum of squared scores in a distribution.

$\sum y^2$  = the sum of squared scores in y distribution.

$N$  = the number of paired x and y score.

Abwao, (1981: 35) used a similar instrument in his study and the value of p in the pilot study was 0.76, the reliability coefficient for original tests was 0.86. This reliability coefficient was high thus the instrument was said to be high.

### 3.7. Pre-testing of the Instrument

The pre-test was conducted to find the instrument validity and reliability and the procedures of administration. Mulusa, T. (1990) recommends the use of 10 cases, which represent the target population in all the major aspects to be used in the pilot study. The 10 questionnaire items, which were administered, were duly completed. The researcher to ensure reliability of the study accommodated the suggestions from the teachers. The results from the pilot study showed that the questionnaire items were clear to the respondents. This was evident, as teachers were able to read and understand the items as presented to them with less difficulty. Recommendations by the teachers and the supervisor were considered when the final instrument was being prepared.



### **3.8. Administration of the Instrument**

Authority to conduct the study in Kenya's public secondary schools was obtained from the Ministry of Education Science and Technology. The researcher also reported to the District Commissioner and District Education Officer Migori District for clearance. After the permission was granted, the researcher visited each school in the sample. The researcher also obtained permission from each head teacher to conduct the research in the school. The research questionnaires (see Appendix B) were personally distributed to teachers to participate in the study and collected when duly completed. Direct contact with teachers allowed instructions on how to complete the questionnaires and assured the respondents of the confidentiality of their responses. This personal involvement was an important factor in motivating the participating teachers to respond more readily than if the questionnaires had been mailed to them.

### **3.9. Data Analysis**

Two statistical techniques were utilised in data analysis. Descriptive and inferential statistics. Descriptive statistics such as mean and percentages were utilised to analyse demographic information. A computer was used to process data using the Statistical Package for Social Sciences (SPSS) programme for either rejecting or not rejecting the null hypothesis, at 0.05 level of significance. The five null hypotheses were tested using inferential statistics. In testing the null hypothesis to establish that there is no significant difference in motivational needs among public secondary Religious Education, trained university graduates and diploma teachers, the row scores from Religious teachers were converted into means and one-way

analysis of variance (ANOVA) was used to determine whether the difference between the means of the three groups of teachers was statistically significant. The null hypotheses were not rejected, whereas, when the difference was proved insignificant statistically, the hypothesis was rejected.

#### **T-test Formula**

$$T = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}}$$

$\bar{x}_1$  = Mean of sample 1

$\bar{x}_2$  = Mean of sample 2.

$n_1$  = sample 1

$n_2$  = Sample 2

$n_1 + n_2 - 2$  + degree of freedom.

Arnold, et al, (1983: 176) recommend the t-test formula to determine the difference between the means of small samples. A small sample refers to sample with less than 30 units. The t – test distribution is used since the standard error is unknown and the total number is less than 120. Arnold, et al, (1980: 227). The t-test was also used to test the third hypothesis, determine whether there was no significant difference in motivational patterns among male and female Religious education teachers.

One-way ANOVA technique was used to determine whether there was significant difference of job satisfaction scores among trained graduate teachers and diploma teachers. Similarly, one-way ANOVA was applied in testing the null hypothesis that there was no significant difference in job satisfaction scores among religious education teachers of different age groups.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND INTERPRETATION OF THE FINDINGS**

#### **4.0. Introduction**

This chapter presents the results obtained from the study. The chapter is organised under five sub-sections. The first sub-section deals with questionnaire return rate. Sub-section two entails analysis, interpretation and discussion of the demographic information of the respondents. The third sub-section presents an analysis, interpretation and discussion of the findings pertaining to motivational needs of religious education teachers. The fourth sub-section consists of data analysis, interpretation and discussion of the findings pertaining to job satisfaction. Finally, sub-section five analyses the ranking of the nine job factors by the religious education teachers.

#### **4.1. Questionnaire Return Rate**

Questionnaires were administered to all the 92 sampled secondary schools religious education teachers in Migori District. A total of 92 teachers responded to the questionnaire instrument out of 92 who constituted the sample size. This was a 100.0 percent return rate. Such a return rate can be attributed to the fact the researcher used captive audience method in the administration of the instrument. This indicates that there was high return rate of the questionnaires.

In support of such rate of return, Hartman and Hedborn (1979) states that 50 percent is adequate, 60 percent is good and 70 percent or more is very good. They further conceded that those studies with less than 30 percent return rate are also acceptable.

## 4.2. Demographic Characteristics of the Respondents

Table 2: Distribution of Religious Education Teachers as Characterised by Age and Gender.

Age group	Male		Female		Total percentage
	Frequency	Percentage	Frequency	Percentage	
25 – 29 years	5	5.5	2	2.2	7.6
30 – 34 years	10	10.9	17	18.5	29.3
35 – 39 years	20	21.7	18	19.6	41.3
40 – 44 years	7	7.6	7	7.6	15.2
45 and over years	5	5.4	1	1.1	6.5
<b>Total</b>	<b>47</b>	<b>51.1</b>	<b>45</b>	<b>48.9</b>	<b>100.0</b>

The subjects who participated in the study were 92 of whom 47 teachers were male while 45 teachers were female. All were in public secondary schools. In total 51.1 percent were male and 48.9 percent were female teachers.

The age of the study respondents ranged between 25 and 45 years and over. Majority of the Religious Education teachers who formed 41.3 percent of the total samples were aged between 35 to 39 years. The average age of both males and females who participated in the study was 37 years. The higher average percentage of male teachers could be attributed to the fact that men may be considering teaching in Migori District convenient. The female could be dissatisfied since they may be considering joining their husbands who work in other sectors of the economy elsewhere in the country.

#### 4.2.2. Professional Qualifications

Religious education teachers were classified into four categories according to their professional qualifications as summarised by table 3.

**Table 3: Distribution of Religious Education Teachers by Professional Qualification**

<b>Professional Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Post graduate	10	10.9
Graduate	69	75.0
S1 (Diploma)	12	13.0
Any other (Specify)	1	1.1
<b>Total</b>	<b>92</b>	<b>100.0</b>

The above table shows that most religious education teachers had a university degree. They were 85.9% of the entire religious teaching force. Most of the religious education teachers are highly qualified and can easily secure employment elsewhere. It is upon the educational managers to motivate teachers so that they can remain in the profession because motivated teachers have high levels of job satisfaction.

### 4.2.3. Teachers' Experience

**Table 4: Distribution of Religious Education Teachers by Teaching Experience**

Teaching Experience	Male	Female	Percentage
1 – 4 years	4	2	6.5
5 – 9 years	9	4	14.1
10 – 14 years	20	31	55.4
15 – 19 years	8	6	15.2
20 – 24 years	3	2	5.4
25 – 29 years	1	0	1.1
30 and over	2	0	2.2

Table 4 shows that more than half of the religious education teachers had a teaching experience of less than 15 years, while those with more than 15 years constituted 23.9 percent. This skew may be attributed to the fact that most religious education teachers leave for other professions.

### 4.3. Motivational Needs of Religious Education Teachers

**Table 5: The hierarchy of needs of religious education teachers**

Type of Need	Mean	SD	Level of Importance
Basic	1.66	0.95	1
Esteem	1.77	1.08	2
Safety	1.83	1.28	3
Belongingness	1.98	1.45	4
Self-actualisation	2.12	1.55	5

The data collected indicated that religious education teachers consider basic needs to be the most important, followed by esteem, safety, belongingness and self-actualisation in that order. The basic need, which had the least mean, is the most important factor to the religious education teachers. This in effect, implies that statements constituting the basic need area, received higher ratings (see appendix B). This was indicated by a relatively low mean of 1.66 and standard deviation of 0.95.

Esteem need factor was rated the second most important source of motivation. A mean of 1.77 and a standard deviation of 1.08 was obtained. Safety need emerged the third most important source of motivation with a mean of 1.83 and standard deviation of 1.08. Belongingness need emerged fourth important source of motivation with a mean of 1.98 and a standard deviation of 1.45. The low standard deviation scores indicate that the teachers under study were in agreement that this need is the fourth important source of motivation.

The fifth source of motivation in the study was self-actualisation with a mean of 2.12 and a standard deviation of 1.55. Table 5 further indicates a different pattern from that suggested by Maslow (1943). However, the findings concur with Maslow's hierarchy in some aspects. According to Maslow, the basic need is the most important need, followed by safety, the third being belongingness while esteem was considered number four. The need for self-actualisation was ranked number five.

In the current study basic needs emerged the most important source of motivation followed by esteem needs, safety needs, belongingness need and self-actualisation in ascending order.

Basic needs are those that an individual struggles to satisfy first. They include water, food, clothing, shelter and sex. These needs may be satisfied in the organisations through payments, better working conditions and other benefits. These needs appeared the most important to public secondary school religious education teachers in Migori District.

The Esteem need was ranked second in the order of importance. This need could be satisfied by an organisation through title and job responsibility, praise and recognition for work done and promotions. This need emerged second in the ranking order possibly due to the fact that the teaching profession does not have varying titles and promotions. Lack of recognition by the community demotivates teachers and most of them wish to leave teaching for other respectable jobs.

Safety needs could be satisfied through provision of benefits programmes such as insurance and retirement, job security and safe working conditions. This was ranked third in importance. This could be because some teachers work in hostile environments and more importantly during the time of the study, the World Bank report proposed that teachers would in future be paid on performance and merit (East African Standard 28<sup>th</sup> September 2004). This probably threatened the teachers under study and hence the ranking for this need third.



The Belongingness need was ranked fourth because teachers feel accepted by the public as a result of the role they play in moulding the lives of young children in the country.

And, self-actualisation may be achieved through challenging work, allowing creativity and advancement. This need may have been ranked last, probably because most of teachers who participated in this study may not be expecting this need to be satisfied in the teaching profession. The difference between the result of the current study and the results of Maslow may be a result of difficulty involved in categorising and measuring human needs. This shows that teachers' preference of various needs was not significant statistically.

#### **4.3.1. Hypotheses Testing**

In this sub-section, one-way analysis of variance and two-tailed t-test were carried out to determine whether there were any significant differences between motivational and job satisfaction needs among public secondary religious education teachers and the independent variables of academic qualifications, the school type, gender and age. The null hypotheses were stated for each independent variable and the level of significance was set at 0.05.

**4.3.2. There is no significant difference in motivational needs among public secondary school religious education teachers and their professional qualification.**

**Table 6: A Summary of The Analysis of Professional Qualifications of Teachers and The Dependent Variable Basic Level of Needs**

Source	DF	Sum of square	Mean square	F. Ration	F. Probability
Between groups	3	2.898	0.966	0.829	0.508
Within groups	88	92.637	1.052	—	—
<b>Total</b>	<b>91</b>	<b>95.535</b>	—	—	—

Critical Value = 2.76

From table 6, F- critical obtained of 2.76 is greater than F – calculated, 0.829. Hence, the hypothesis was not rejected. This implies that no two groups are significantly different at the 0.05 level of significance.

**Table 7: Teachers professional qualifications, number of respondents, mean scores, standard deviation and standard errors in the basic level of needs**

Teachers professional grade	N	Mean	SD	SE
Post graduate teachers	10	1.400	0.627	0.244
Graduate teachers	69	1.685	0.933	0.112
Diploma teachers	12	1.750	1.094	0.316
Any other (Specify)	1	1.000	—	—

N = 92

The mean scores in table 7 indicate that postgraduate teachers showed relatively higher importance to this need. This is indicated by the low mean score of 1.400, followed by graduate teachers (1.685) and lastly diploma teachers (1.750). The fact

that postgraduate religious education teachers attach more importance to basic needs as compared to others, suggest that they are not satisfied in this need. This is probably because the T.S.C. does not have a scheme of service for them. They are only entitled to three incremental credits, which is too small as compared to what their counterparts earn in other sectors of the economy.

**Table 8: A summary of the Analysis of Variance from Professional Qualification of Teachers and the Variable Safety Level of Needs.**

Source	D.F.	Sum of squares	Mean squares	F. Ratio	F. Probability
Between groups	3	3.243	1.081	0.873	0.537
Within groups	88	103.233	1.173	—	—
<b>Total</b>	<b>91</b>	<b>106.476</b>	—	—	—

Critical value = 2.76

Since the F – ration of 0.873 was below the critical value of 2.76, then there is no significant difference among the groups.

**Table 9: Teachers’ Professional Qualifications, Number of Respondents, Mean Scores, Standard Deviation and Standard Errors in the Safety Level of Needs.**

Teachers’ Professional Qualification	N	Mean	SD	SE
Postgraduate teachers	10	1.750	1.051	0.332
Graduate teachers	69	1.838	1.018	0.123
Diploma teachers	12	1.812	1.346	0.389
Any other (specify)	1	1.000	—	—

N = 92

The mean scores in table 9 indicated that postgraduate religious education teachers attached more importance to safety needs as shown by the low mean score of 1.750 followed by S1/diploma teachers with a mean score of 1.813 and then graduate teachers whose mean score was 1.837.

The professional qualifications are efficacious on the motivational pattern of religious education teachers. The low mean score in this need for postgraduate religious education teachers could be attributed to the fact that they are more qualified than their seniors, hence the heads are not comfortable with them. S1/Diploma teachers attached higher importance to security need than graduate teachers. This could be due to the fact that with the influx of many graduates into the teaching profession they might be deployed to teach in primary schools as it happened to their counterparts in 1994.

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**Table 10: Analysis of Variance for Professional Qualifications and Belongingness Need**

Source	DF	Sum of squares	Mean squares	F. ration	F. Probabililty
Between groups	3	6.686	2.229	1.188	0.361
Within groups	88	149.328	1.697	—	—
<b>Total</b>	<b>91</b>	<b>156.014</b>	—	—	—

Critical value = 2.76

The summary of variance analysis for professional qualifications of teachers and the variable belongings level of need in table 10 showed no significant difference among the groups. Since the obtained F- Value of 1.188 was below the critical value of 2.76.

**Table 11: Teachers' Professional Qualifications, Number of Respondents, Mean Scores, Standard Deviations and Standard Errors in the Belongingness Needs**

Teachers' professional qualifications	N	Mean	SD	SE
Postgraduate teachers	10	2.175	1.561	0.493
Graduate teachers	69	1.915	1.175	0.142
S1/Diploma teachers	12	2.270	1.354	0.375
Any other (specify)	1	1.000	—	—

N = 92

The mean scores obtained in table 11 show that graduate teachers attached more importance to the belongingness needs as shown by the low mean of 1.915 followed by postgraduate religious education teachers with a mean score of 2.175 and S1/diploma religious education teachers whose mean score was 2.270.

**Table 12: Analysis of variance for professional qualifications and esteem needs**

Source	DF	Sum of Squares	Mean square	F. Ration	F. Probability
Between groups	3	10.455	3.485	1.065	0.457
Within groups	88	217.673	2.474	—	—
<b>Total</b>	<b>91</b>	<b>228.128</b>	—	—	—

Critical value = 2.76

Table 12 shows that teachers of different professional qualifications indicate a similar opinion concerning the esteem need. The two groups were not significantly

different at 0.05. F- critical of 2.76 was greater than F – calculated of 1.065. Thus, the null hypothesis was not rejected.

**Table 13: Teachers' Professional qualifications, number of respondents, standard deviations and standard errors in the category of esteem needs**

Teachers' professional qualifications	N	Mean	SD	SE
Post graduate teachers	10	2.075	1.717	0.543
Graduate teachers	69	1.680	1.014	0.122
S1 Diploma	12	2.083	2.064	0.596
Any other (specify)	1	1.000	—	—

N = 92

The mean scores in table 13 indicated that graduate teachers attach more importance to esteem needs followed by postgraduate teachers and lastly S1/diploma teachers.

**Table 14: Analysis Of Variance For Professional Qualifications And The Variable Self-Actualisation Level Of Needs**

Source	DF	Sum of squares	Mean	F. ration	F. Probability
Between groups	3	17.131	5.710	2.286	0.193
Within groups	88	193.484	2.199	—	—
Total	91	210.615	—	—	—

Critical Value = 2.76

F- Calculated of 2.286 is less than F – critical thus there was no significant difference.

**Table 15: Teachers' Professional Qualifications, Number of Respondents, Mean Scores, Standard Deviation and Standard Errors in the Need Category of Self-Actualisation.**

Teachers' professional qualifications	N	Mean	SD	SE
Postgraduate teachers	10	2.500	1.814	0.574
Graduate teachers	69	1.953	1.355	0.163
S 1/Diploma teachers	12	2.813	1.678	0.484
Any other (Specify)	1	1.000	—	—

N = 92

Table 15 indicates that S1/diploma teachers indicated that self-actualisation category of need were not very important as compared to postgraduate and graduate teachers. The findings are supported by Levinson (1977: 38) who developed a psychoanalytical approach to motivation which states that “the more affluent and better educated people become, the more are likely to be motivated by money and more importantly, by personal and professional standards.”

#### **4.5 School Type**

##### **4.5.1 There is no Significant Difference in Motivational Needs among Public Secondary School Religious Education Teachers and the School Type**

**Table 16: Analysis of Significant Difference on the Mean of Motivation Scores Between Boarding and Day Religious Public Secondary School Teachers**

Teachers in boarding schools						Teachers in day schools						
Need category	N	Mean	SD	SE	DF	N	Mean	SD	SE	D F	T. Value	T. Critical
Basic	63	2.35	0.683	0.118	62	29	2.7	0.650	0.124	28	-0.67	1.684
Safety	63	1.81	0.442	0.123	62	29	1.73	0.642	0.227	28	-0.58	1.684
Belongingness	63	3.00	0.532	0.330	62	29	2.8	0.563	0.192	28	0.27	1.684
Esteem	63	2.08	0.827	0.109	62	29	1.96	0.502	0.169	28	-0.59	1.684
Self-actualisation	63	2.88	0.839	0.113	62	29	2.4	1.08	0.375	28	-1.62	1.684

Critical value = 1.684

Level of significance = 0.05. The two groups were not significantly different at 0.05 level of significance.

The null hypothesis was tested using a two-tailed t-test at 0.05 level of significance. The calculated t – values showed that there was no significant difference on the mean of motivational scores between religious education teachers and their respective schools category, either boarding or day. The null hypothesis was not rejected.

The deduced implication was that teachers in either boarding or day schools have the same motivational feelings. However, the mean of 3.00 among teachers in boarding and 2.8 in day schools in the need category of belongingness implied that they were satisfied in this motivational need.

It is important to note that teachers in both categories of schools were not satisfied in the need categories of schools and were not satisfied in the need category of basic need. This should be a serious concern to educational managers in the



country Dissatisfied teachers will hardly work to the expected level of dedication and effectiveness.

#### 4.6. Gender

##### 4.6.1. There is no significant difference in motivational needs among public secondary school religious education and their gender.

**Table 17: Analysis of significant difference of the mean of motivational scores between male and female religious public secondary school teachers**

Male teachers						Female teachers						
Need category	N	Mean	SD	SE	DF	N	Mean	SD	SE	DF	T. Value	T. Critical
Basic	47	2.27	0.68	0.11	46	45	2.27	0.71	0.27	44	0.79	1.684
Safety	47	1.79	0.45	0.12	46	45	1.81	0.63	0.24	44	0.08	1.684
Belongingness	47	2.92	0.54	0.14	46	45	3.14	0.51	0.19	44	1.00	1.684
Esteem	47	2.07	0.60	0.10	46	45	1.98	0.62	0.23	44	0.91	1.684
Self-actualisation	47	2.78	0.72	0.12	46	45	2.86	0.93	0.35	44	0.247	1.684

T – Critical Value = 1.684

Level of significance = 0.05

The two groups were not significantly different at 0.05 level of significance. This hypothesis was tested using a two-tailed t-test at 0.05 level of significance. From table 17, none of the t- values of the five motivational needs exceeded the critical value of 1.684 hence the hypothesis was not rejected. From the mean scores of individual needs, female religious education teachers were more satisfied in the need category of belongingness a mean score of 3.4 than men with a mean score of 2.92. However, men were more satisfied in the need category of esteem need than women with a score of 1.98. Both sexes were however not satisfied in the basic level of need.

The fact that there was no significant difference in job motivational scores due to gender variable was indicative that both men and women face the same hardship in teaching religious education and their view of the motivational scores does not differ significantly. This was particularly well developed in the basic need category.

#### 4.7. Job Satisfaction Levels

##### 4.7.1. Ho4: There is no Significant Difference in Job Satisfaction Scores Among Public Secondary Schools Religious Education Teachers and their Professional Qualifications.

Various factors of job satisfaction were considered. These include, achievement, belongingness, working conditions, supervision, job security, work content, salary and recognition. Table 15 indicates the level of job satisfaction of religious education teachers as categorised by their professional qualification, in the eight job factors.

**Table 18: Job Satisfaction Scores among Public Secondary School Religious Education Teachers as Categorised by Professional Qualifications**

Job factor	Post graduate		Graduate		S1 (Diploma)	
	No.	Mean	No.	Mean	No.	Mean
Achievement	10	5.2	69	4.6	12	4.9
Belongingness	10	3.9	69	2.9	12	3.3
Working conditions	10	3.1	69	2.5	12	2.6
Supervision	10	4.0	69	3.8	12	3.7
Job security	10	2.2	69	2.4	12	1.8
Work content	10	4.1	69	4.0	12	3.8
Salary	10	1.7	69	2.2	12	1.1
Recognition	10	3.5	69	3.2	12	2.9

As shown in table 18, postgraduate teachers were more satisfied in the factors, achievement, belongingness, working conditions, work content and supervision. Graduate teachers registered low scores in these job factors. Diploma teachers were not satisfied with the salary they were receiving. This could be associated with the fact that their terms and conditions of service are different from those levels of job satisfaction that increases with the level of qualification. The postgraduate, graduate and diploma teachers registered higher satisfaction in that order. The reason could be attributed to the fact that the T.S.C. terms and conditions of service is based on professional qualifications. This results into higher salaries and promotions. This study shows a slight significant relationship between professional qualification and satisfaction.

The current study shows no significant difference in levels of job satisfaction of teachers in the job factors; achievement, working conditions, supervision, work content and recognition. The results of this study show that postgraduate teachers are more dissatisfied in the job factor salary, job security and working conditions. This could be attributed to the fact that the Teachers' Service Commission has no scheme of service for them. According to (Teacher's image Vol 4, 2003: 22) they are only entitled to three incremental credits after qualification. Diploma teachers and graduate teachers registered almost the same level of satisfaction in all the job factors apart from the job factors of salary, and interpersonal relations.

**4.7.2. Ho5: There is no significant difference in job satisfaction scores among public secondary school religious education teachers as categorised by ages.**

**Table 19: Job Satisfaction scores among public secondary school religious education teachers as categorised by age**

Job factors	N	Mean scores				
		25 – 29	30 – 34	35 – 39	40 – 44	45 and over
Achievement	92	4.9	4.5	4.6	4.9	5.4
Belongingness	92	2.3	2.8	3.2	3.3	3.8
Working conditions	92	2.8	2.8	2.5	2.5	2.8
Supervision	92	3.6	3.7	3.8	3.8	4.3
Job security	92	1.8	2.7	2.3	1.8	2.2
Work content	92	4.0	4.1	3.8	3.9	4.8
Salary	92	2.3	2.1	2.2	2.1	1.2
Recognition	92	3.6	2.9	3.2	3.3	3.5

Teachers of age 25 – 29 years showed significantly more dissatisfaction in the job factors belongingness, job security and salary as shown in table 19. This was perhaps because graduate teachers and other teachers in this age bracket are likely to be new graduates who are on probation period and thus are not employed on permanent terms like their counterparts in other age brackets above them. On belongingness need, they may feel dissatisfied probably because of being new in the profession, hence the need for staff induction and accommodation in the social groups. These teachers are also likely to earn lower salaries as compared to other

teachers in the other age brackets, hence the low satisfaction scores in the job factor salary.

The current study is by a study by Okumbe (1992: 154). It established that levels of job satisfaction increase with age and teaching experience. Teachers aged 30 and above registered scores of job satisfaction in the job factors such as achievement, supervision and belongingness. This could probably be due to the fact that older teachers may have developed a sense of career in response to the environment in which they work. Studies on job satisfaction by Weaver (1980: 364) have shown that young employees are consistently more dissatisfied than older employees. Some reasons attributed to this dissatisfaction could be that young employees have high expectations concerning their jobs. And, after finding out that the reality falls short of their expectations, they are very disillusioned in their first years of the work. Weaver (1980: 6) argues that the expectation of the workers is modified after the age of 30, and makes their attitudes positive.

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The young religious education teachers may be more dissatisfied with the supervision of the head teachers. This could be attributed to the way students sometimes influenced the administration in decision-making at university and even at the college level. The new graduates therefore feel disappointed that they have less influence on institutional management as teachers than they did as students.

#### **4.8. Incentive Programmes**

Teachers were requested to rank specific job incentives and rated the main job factors as indicated in table 20 below. The incentive programme was analysed as

having the lowest figure. The mean was considered to be the most important. Thus, the one with highest figure was deemed least important.

**Table 20: Ranking of the Nine Job Factors**

Job factor	Mean Rank	Standard Deviation
Salary	2.6	2.2
Promotion	3.7	2.4
Job security	4.3	2.3
Working conditions	4.5	2.6
Recognition and Status	4.7	1.9
Autonomy in decision-making	4.8	1.8
Fringe benefits	4.9	2.1
Friendly co-workers	5.9	2.1
Interesting tasks and more responsibility	6.8	2.2

The mean ranks obtained in table 20 show that salary was the most important job factor with a mean rank of (2.6) followed by promotion (3.7), job security (4.3), working conditions (4.5), recognition and status (4.7), autonomy in decision-making (4.8), fringe benefits (4.9), friendly co-workers (5.9) and the least important job factor was ‘interesting tasks and more responsibility’ which had a mean rank of 6.8. Results from the data obtained show that religious education teachers place more value on the factors, which directly affect their personal lives than those with indirect benefits. It can therefore be argued that religious education teachers place more value on the job factors with more direct intrinsic and extrinsic rewards than those factors with less direct rewards.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0. Introduction**

This chapter presents a summary of the study, conclusions of findings and recommendations for possible action and further research.

#### **5.1. Summary of the Study**

The Purpose of this study was to study the motivational needs of public secondary school religious education teachers in Migori District. The research also aimed at identifying the effects or influence of teacher's age, professional qualifications, gender and type of school they were teaching in on the dependent variable of motivation. Lastly, the study determined the demographic characteristics of religious education teachers and examined whether these characteristics have any significant effect on the religious education teachers' level of job satisfaction.

The conceptual framework was based on two categories of theories of motivation. First, was the content theory of motivation where Maslow hierarchy theory and Herzberg's two-factor theory were reviewed. The second category was the process theory where, expectancy and equity theory of motivation were reviewed. Four independent variables, which were researched into, were investigated and reviewed. These variables were said to have some effect on motivational needs and levels of job satisfaction of teachers. These factors were namely: schools type, gender, age and professional status.

In order to achieve this purpose, a questionnaire was utilised which contained three parts. Part A included 16 structured items and part B contained 20 items that were

used to study the motivational needs of religious education teachers. Part C included the job satisfaction scale (J.S.S.) that enabled the researcher to study and get scores of job satisfaction among religious education teachers in Migori District.

A supervisor validated the research instrument, which was considered appropriate for the study. The analysis from the pilot study indicated that the instrument had a reliability coefficient of 0.73.

The study was conducted in Migori District, whereby out of 120 teachers 92 of them were systematically selected to participate in the study. The questionnaires return rate from the sample of 92 respondents was 100.0 percent.

In determining the influence of job factors on motivational and job satisfaction needs of religious education teachers, the sample was divided into strata, it comprised religious education teachers in boarding and day schools.

The five null hypotheses, which were formulated and tested, are as follows;

- (i) There is no significant difference in motivational needs among public secondary school religious education teachers and their professional qualifications.
- (ii) There is no significant difference in motivational needs among public secondary school religious education teachers and the school type.
- (iii) There is no significant difference in motivational needs among public secondary school religious education teachers and their gender.



- (iv) There is no significant difference in job satisfaction scores of public secondary school religious education teachers and their professional qualifications.
- (v) There is no significant difference in job satisfaction scores among public secondary school religious education teachers and their age.

To test these hypotheses, T-test was to test hypotheses two and three. In hypotheses considering more than two samples means analysis of variance (ANOVA) was utilised. In both cases 0.05 level of significance was considered as standard for rejection or acceptance of a hypotheses.

## **5.2. Findings of the Study**

The study revealed that:

- (i) No significant difference existed in the motivational patterns among religious education teachers as categorised by their professional qualifications in respect to the basic level need, safety, belongingness, esteem and self-actualisation.
- (ii) There is no significant difference in motivational patterns of religious education teachers categorised by the school type.
- (iii) There is no significant difference in motivational patterns of religious education teachers as categorised by gender.
- (iv) There is no significant difference in job satisfaction scores of religious education teachers categorised by professional qualifications in the job factors, work content and recognition. A slight difference was noted in the job factors of belongingness, job security and salary.

- (v) There is no significant difference in job satisfaction scores of religious education teachers as categorised by age in the job factors, achievement, working conditions, work content and recognition. A slight difference was noted in the job factors of supervision, security, belongingness and salary levels. Your teachers expressed more in these job factors.

### **5.3. Conclusion of the Study**

Some conclusions may be drawn basing on the results obtained from the current study.

- (i) Various motivational programmes motivate different teachers. The ideal incentives are those tailored for the specific individual and are flexible over time. The needs of employees need to be well understood so that appropriate stimuli may be used to motivate them. Within a given school, the head teacher could attempt to individualise these incentives. The kind of incentives that can be applied include, assignments made to provide diversity, recognition and chances of personal growth.
- (ii) The school type does not influence motivational pattern of religious education teachers.
- (iii) Job satisfaction levels of religious education teachers in Migori were not influenced by gender.
- (iv) Job satisfaction levels of religious education teachers in Migori District were affected by age and educational level.
- (v) The job factors that emerged to be very important to religious education teachers include; salary, promotion, job security, working conditions,

recognition and status, autonomy in decision-making, fringe benefits, friendly co-workers and interesting tasks and more responsibility in descending order.

#### **5.4. Recommendations of the Study**

On the basis of the findings from this study and the conclusions drawn, the following recommendations were pointed out which could work towards improving the motivational and job satisfaction needs of religious education in teachers in Kenya's public secondary schools.

- (i) Educational managers should improve on the remuneration of religious education teachers.
- (ii) It is evident from the religious education teacher's responses that they felt dissatisfied with the methods used in their promotion basing on both professional and academic qualifications. Thus, tying promotion to academic performance will make religious education teachers work hard to excel in their profession. Indeed religious education teachers should not stagnate in one professional grade for more than three years, as is the case currently.
- (iii) The research showed that religious education teachers were working in poor conditions because teaching materials and other equipment were not adequately supplied in most secondary schools. The Ministry of Education Science and Technology should encourage strong parental and community support through the Parents' Teachers' Associations and Board of Governors. These bodies should ensure that secondary schools are well equipped with the necessary facilities for providing quality education.

- (iv) It has been noted in this study that religious education teachers feel neglected by the Teachers Service Commission especially in payment of special allowances because their counterparts who teach languages, technical subjects, mathematics and sciences enjoy a special allowance. More importantly, they are also not allowed to proceed for further studies with paid study leave in their area of specialisation, unlike their counterparts in languages, mathematics and sciences. The Ministry of Education Science and Technology should therefore regularise these discrepancies.
- (v) Immediate supervision can play an important role in motivational programmes that may be effective to different teachers. The head teachers are in the best position to define clear education goals at the institutional level and provide appropriate rewards to teachers. Therefore, they should be empowered to recommend teachers for promotion.

### **5.5. Suggestions for further Studies**

From the findings of this study, the following have been recommended for further research:

- (i) A study should be conducted to investigate the motivational and job satisfaction needs among religious education teachers in relation to other variables apart from those used in this study. Students' and teachers' spouses' views could be incorporated into the instruments so as to provide a better insight as to why there is much dissatisfaction in the teaching profession.
- (ii) A research could be conducted to determine the salary level expected by the serving public secondary school religious education teachers.

- (iii) It is imperative that similar studies be duplicated on other subjects taught at secondary school level.
- (iv) The scope of this study should be expanded to base findings at a national level.
- (v) Replication of the current study is recommended to ascertain whether different research instruments could yield similar results

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**APPENDIX – A**

**LETTER OF INTRODUCTION TO RELIGIOUS EDUCATION TEACHERS**

Constantine Opiyo Wasonga,  
University of Nairobi,  
P O. Box 92,  
Kikuyu  
1<sup>st</sup> September 2004.

Dear Sir/Madam,

**RE: PUBLIC SECONDARY SCHOOL RELIGIOUS EDUCATION TEACHERS'  
MOTIVATIONAL AND JOB SATISFACTION NEEDS QUESTIONNAIRE**

This questionnaire is designed to gather information on motivational and Job satisfaction needs of public secondary schools religious education teachers.

The questionnaire comprises three parts. Kindly provide information to all the items. All information will be treated with utmost confidentiality. For this reason **DO NOT** write your name on this questionnaire.

Yours faithfully,



**CONSTANTINE OPIYO WASONGA,**

## APPENDIX – B

### PUBLIC SECONDARY SCHOOL RELIGION EDUCATION TEACHERS' MOTIVATIONAL AND JOB SATISFACTION NEEDS QUESTIONNAIRE

Please answer the following items. Information provided in this section is merely to aid in the tabulation, presentation of the data and making valid conclusions.

#### Part A

1. Please state the name of your current school .....  
.....
2. Indicate your gender in the box provided.
  - (a) Male ..... [ ]
  - (b) Female..... [ ]
3. In the space provided, please indicate your age in years .....
4. State your teaching experience in years in the box provided..... [ ]
5. By means of a tick ( ✓ ) indicate your professional grade.
  - (a) Postgraduate ..... [ ]
  - (b) Graduate ..... [ ]
  - (c) Untrained graduate ..... [ ]
  - (d) S1 (Diploma) ..... [ ]
  - (e) A-level..... [ ]
  - (f) Any other (specify).....
6. Tick ( ✓ ) the nature of your school.
  - (a) Boarding boys ..... [ ]
  - (b) Boarding Girls ..... [ ]

- (c) Boarding mixed ..... [ ]
- (d) Day Girls ..... [ ]
- (e) Day Boys ..... [ ]
- (f) Day mixed ..... [ ]

7. Please indicate by means of a tick (✓) the position you hold in the current school.

- (a) Teacher ..... [ ]
- (b) Head of department ..... [ ]
- (c) Deputy head teacher ..... [ ]
- (d) Games master ..... [ ]
- (e) Head teacher ..... [ ]
- (f) Any other (Specify) .....

8. Please indicate in the space provided your current job group.....

9. In the space below, please indicate the subjects you currently teach

.....

.....

10. In the space provided indicate the number of subjects you teach .....

11. In the space provided below, indicate the subjects you studied at the university/college programme.

- (i) Major .....
- (ii) Minor subject.....
- (iii) Others (specify) .....

12. In the space provided, indicate the number of lessons you teach per week .....

.....

13. How do you consider the teaching load indicated in question 12? .....

.....

.....

14. Tick (  $\checkmark$  ) if you would be ready to change your job.

(a) Yes ..... [ ]

(b) No ..... [ ]

(c) Please explain .....

.....

.....

15. By means of a tick (  $\checkmark$  ) kindly indicate your career aspirations.

(i) To change employer..... [ ]

(ii) To study further (religious studies) ..... [ ]

(iii) To study further (other disciplines) ..... [ ]

(iv) To start a personal business ..... [ ]

(v) Any other specify .....

16. Rank in order of preference the nine (9) job factors listed below by indicating

the rank number in the space [ ] provided on the right side of each job factor.

Rank [ 1 ] indicates the most important, rank [ 2 ] the second most important

and rank [ 9 ] indicates the least important of all the other factors.

(i) Salary level ..... [ ]

(ii) Friendly co-workers..... [ ]

- (iii) Recognition and status ..... [ ]
- (iv) Working conditions..... [ ]
- (v) Autonomy in decision making ..... [ ]
- (vi) Promotion, growth in the profession and opportunities for advancement ..... [ ]
- (vii) Interesting tasks and more responsibility ..... [ ]
- (viii) Job security ..... [ ]
- (ix) Fringe benefits (insurance, medical Aid, loan facilities, transport allowance (etc) ..... [ ]

## **PART B**

Complete every item by circling the number of the response that fits your opinion

e.g. I like challenging work.

1. Strongly agree
2. Agree
3. Slightly agree

**4** I don't know

5. Slightly disagree
6. Disagree
7. Strongly disagree

1. Special wage increase should be given to religious education teachers who do their jobs very well.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

2. Better job description would be helpful so that teachers of religious education understand exactly what is expected of them.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

3. Religious education teachers need to be reminded that their jobs are dependent on their performance.
  1. Strongly agree
  2. Agree
  3. Slightly agree
  4. I don't know
  5. Slightly disagree
  6. Disagree
  7. Strongly disagree
4. Supervisors should give a good deal of attention to physical working conditions of religious education teachers.
  1. Strongly agree
  2. Agree
  3. Slightly agree
  4. I don't know
  5. Slightly disagree
  6. Disagree
  7. Strongly disagree
5. Individual recognition for the above standard performance means a lot to religious education teachers.
  1. Strongly agree
  2. Agree
  3. Slightly agree
  4. I don't know
  5. Slightly disagree
  6. Disagree
  7. Strongly disagree



6. Supervisors ought to work hard in order to develop a friendly working atmosphere among teachers of religious education as a subject.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

7. Indifferent supervision can often affect feelings of religious education teachers.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

8. Religious education teachers would want to feel that their real skills and capacities are put to use on their jobs.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

9. Some benefits are important factors in boosting the morale of religious education teachers on their jobs.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

10. Almost every job can be made more stimulating and challenging.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

11. Many teachers want to give their best in everything they do.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

12. Administration could show more interest in the religious education teachers by sponsoring social events after normal working hours.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

13. Pride in one's work is actually an important reward.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

14. When teaching religious education, teachers regard themselves as being the best in their jobs.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

15. The quality of the relationship in the informal work group is quite important.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

16. Individual incentives and bonuses could improve the performance of religious education teachers.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

17. Recognition by the administration is important to secondary school religious education teachers.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

18. In general terms, would you like to schedule your own work and make job related decisions with a minimum supervision when handling religious education programmes.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

19. Job security is important to religious education teachers.

- 1 Strongly agree
2. Agree
- 3 Slightly agree
4. I don't know
- 5 Slightly disagree
- 6 Disagree
- 7 Strongly disagree

20. Having relevant books and other teaching materials is important in teaching religious education.

1. Strongly agree
2. Agree
3. Slightly agree
4. I don't know
5. Slightly disagree
6. Disagree
7. Strongly disagree

21. In the space provided below, suggest ways or strategies that could be adopted to motivate public secondary school religious education teachers to remain in the profession and to improve students' performance in Religious Education subjects at form four Kenya Certificate of Secondary Education.

(i) .....

(ii) .....

(iii) .....

**PART C**

Answer each question; by taking (✓) the response that best describes your opinion about your present job.

1 Based on your past experience in teaching religious education, how have you thought that you would like to resign or change job?

- 1. Very often ..... [ ]
- 2. Often ..... [ ]
- 3. Fairly often ..... [ ]
- 4. Once in a while ..... [ ]
- 5. Very seldom..... [ ]
- 6. Never ..... [ ]

1. Do you find teaching of religious education interesting?

- 1. Never ..... [ ]
- 2. Very seldom..... [ ]
- 3. Not very often ..... [ ]
- 4. Quite often..... [ ]
- 5. Very often..... [ ]
- 6. Almost always ..... [ ]

2. How often do you perform tasks on religious education, which you consider relatively unimportant or unnecessary?

- 1. Very often..... [ ]
- 2. Often ..... [ ]
- 3. Fairly often ..... [ ]
- 4. Once in a while ..... [ ]
- 5. Very seldom..... [ ]
- 6. Never ..... [ ]

4. How often in teaching religious education have you received some type of recognition for your accomplishment?

- 1. Never ..... [ ]
- 2. Very seldom..... [ ]
- 3. Not very often ..... [ ]
- 4. Quite often ..... [ ]
- 5. Very often ..... [ ]
- 6. Always..... [ ]

5. To what extent is it possible to establish whether you are doing well or poorly in covering the religious education syllabus?

- 1. No way of knowing ..... [ ]
- 2. Almost no way of knowing..... [ ]
- 3. To some extent ..... [ ]
- 4. To a large extent..... [ ]
- 5. To a greater extent..... [ ]
- 6. Always ..... [ ]

6. How often do you realise that your remuneration is just compared to the work performed?

- 1. Never ..... [ ]
- 2. Very seldom..... [ ]
- 3. Not very often ..... [ ]
- 4. Quite often ..... [ ]
- 5. Very often ..... [ ]
- 6. Always..... [ ]



7. How do you compare your salary with that of other teachers with similar qualifications teaching mathematics, languages and technical subjects?

1. Extremely dissatisfied ..... [ ]
2. Very dissatisfied..... [ ]
3. Dissatisfied ..... [ ]
4. Satisfied ..... [ ]
5. Very satisfied ..... [ ]
6. Extremely satisfied..... [ ]

8. How often does the head teacher improve the working conditions of the religious education teachers?

1. Never ..... [ ]
2. Very seldom..... [ ]
3. Not very often ..... [ ]
4. Quite often ..... [ ]
5. Very often ..... [ ]
6. Always..... [ ]

9. How often does the school administration show interest in the teachers by sponsoring social events?

1. Never ..... [ ]
2. Very seldom..... [ ]
3. Not very often ..... [ ]
4. Quite often ..... [ ]
5. Very often ..... [ ]
6. Almost always..... [ ]

10. How do you rate your head teacher in performing the task of supervision of religious education?

1. Extremely unfair ..... [ ]
2. Very unfair..... [ ]
3. Unfair..... [ ]
4. Fair ..... [ ]
5. Very fair..... [ ]
6. Extremely fair ..... [ ]

11. How often does the school administration provide a friendly working atmosphere among the teachers?

1. Never ..... [ ]
2. Very seldom..... [ ]
3. Not very often ..... [ ]
4. Quite often ..... [ ]
5. Very often..... [ ]
6. Always..... [ ]

12. How satisfied are you with the retirement benefits offered by your employer?

1. Extremely dissatisfied ..... [ ]
2. Very dissatisfied..... [ ]
3. Dissatisfied ..... [ ]
4. Satisfied ..... [ ]
5. Very satisfied ..... [ ]
6. Extremely satisfied..... [ ]

13. How often do you feel you have done the best in teaching religious education?

- 1. Never ..... [ ]
- 2. Very seldom..... [ ]
- 3. Not very often ..... [ ]
- 4. Quite often ..... [ ]
- 5. Very often ..... [ ]
- 6. Always ..... [ ]

14. In your current job, how often have you received some recognition by members of the public, supervisors, parents or the general public?

- 1. Never ..... [ ]
- 2. Very seldom..... [ ]
- 3. Not very often ..... [ ]
- 4. Quite often ..... [ ]
- 5. Very often ..... [ ]
- 6. Always..... [ ]

**THANK YOU FOR YOUR CO-OPERATION**

**Would you please return your questionnaire immediately after completion?**

**C.O. WASONGA**

**APPENDIX – C**  
**BUDGET FOR THE STUDY**

<b>Description</b>	<b>Cost (Ksh)</b>
<b>1. Secretarial Services</b>	
(a) Typing proposal	1, 500. 00
(b) Typing final report	2, 000. 00
(c) Photocopying Questionnaire	1, 500. 00
<b>2. Stationery</b>	
(b) Writing materials	450. 00
(c) Duplicating papers	400. 00
(d) Pens	100. 00
<b>3. Travelling expenses</b>	
(a) Pre-test Questionnaire	5, 000. 00
(b) Administer questionnaire	10, 000. 00
(c) Consult supervisors	10, 000. 00
<b>4. Research clearance</b>	500.00
<b>5. Binding</b>	
(a) Binding proposal	900. 00
(b) Binding final report (5 copies)	1, 100. 00
<b>6. Computer expenses</b>	
(a) Computer analysis services	10, 000. 00
<b>7. Miscellaneous</b>	8, 050
<b>Total</b>	<b>50, 000. 00</b>

**APPENDIX – D**  
**TIMEFRAME FOR THE STUDY**

<b>Phase</b>	<b>Period</b>
1. Proposal writing and presentation	April 2004 to June 2004
2. Instrumentation  (a) Piloting of instruments  (b) Refinement of instruments  (c) Administration of instruments and collection of data	July 2004  August 2004  Sept 2004
3. Data analysis	Sept 2004 to Oct 2004
4. Report Writing	Oct 2004
5. Submission for examination	November 2004