

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background of the study**

Job satisfaction describes the feelings attitudes or preference of individuals regarding work. It indicates how content an individual is towards his or her work. (Armstrong, 2006) defines job satisfaction as the attitudes and feelings people have about their work. Positive and favorable attitude towards the job indicate job satisfaction, Negative and unfavorable attitude indicate dissatisfaction. This study sought to determine factors influencing job satisfaction among teachers in public Secondary schools in Teso North Sub County.

The indicators of dissatisfaction among teachers investigated included teacher commitment to work output inferred from KCSE results of the various schools, teacher population based on curriculum establishment (CBE) which show the shortage of teachers arising from poor transport network ,poor housing inadequate supply of teaching learning materials among others as noted by Orikodi,(2007), level of work place conflict and preferences for the profession. This research attempted to link the above indicators and the main factors under study which included the influence of student discipline on teacher job satisfaction, the influence of work environment on teacher job satisfaction, the influence of carrier choice and training on job satisfaction and finally the influence of students school attendance on job satisfaction among teachers in Teso North Sub County.

The study focused on the feelings, attitudes and preferences of teachers in public secondary school in the determination of the factors. A total of two hundred and ten teachers were targeted with a sample population of 138 teachers drawn from 16 schools in the Sub County. Proportionate sampling was used in getting the samples and sample size determined using the formula by Yamane,(1967) on scientific sample size determination. Descriptive survey method was used to collect data. This study is based on Maslow's hierarchy of needs theory and supported by other theories as will be mentioned. Employee reward another component of job satisfaction is about how people are given appreciation as a return for doing something good or valuable to the organization (Armstrong, 2000). Motivation deals with 'why' people behave think and feel the way they do. This means motivated behaviour is usually energized, directed and sustained through rewards. The explanation for motivation integrates biological, cognitive and social influences; job satisfaction on the other hand is a set of favorable or unfavorable feelings and emotions with which employees view their work. It is an affective attitude, a feeling of relative like or dislike toward something, which consist of feelings, thoughts and intentions to act. Emotions are made up of, physiological arousal and behavioral expression and involve social contexts as well as relationships. Gender differences are more likely to occur in such contexts that emphasize social roles and relationship in the workplace.

Job satisfaction is defined as the effective orientation that an employee has towards his or her work (Saari, & Judge, 2004). It describes the feelings or preference of individuals regarding work. Job satisfaction is a very important component to employees in any organization (Frank & Vecera, 2008). Many researchers and administrators have noticed the importance of job satisfaction on a variety of organizational variables (Kreisman, 2002). Dissatisfied employees are likely to leave their jobs, thus understanding of employee job satisfaction and its contributing variable are important for any organization to exist and prosper (Majidi, 2010). Similarly Oplatka & Mimon, (2008) noted that the principal reason as to why job satisfaction is so extensively researched is that it relates to significant association with life satisfaction (Buitendach & Dewitte, 2005), organizational commitment (Cullinah, 2005) and job performance (Buitendach & Dewitte, 2005).

A number of motivational theories explain how rewards affect the behaviour of individuals and teams. There are in existence two types of theories: the 'content' and the 'process' approaches. The content approach is associated with authorities such as Abraham Maslow, Fredrick Herzberg and David McClelland and is needs based. They assume that all humans have definable needs (e.g. money, social life, self esteem, power, e.t.c) and that motivation in the workplace follows when these needs are satisfied. In their view, job satisfaction is usually the result of meeting these basic needs. The alternative tradition (the 'process' approach) starts from a rather different set of assumptions. Here, motives are neither predefined nor universal, but can be created in the workplace. Hence our actions are less determined by our needs, and more by our responses to the opportunities provided for us at work. The most influential theories here are those, which relate to goals, expectancy and equity.

A research carried out by SHRM 2007 (Society for Human Resource Professional) in USA, to top five contributors to job satisfaction were job security, communication between employees and senior management, benefits flexibility to balance work and life issues and feeling safe in the work environment. According to a study conducted by Daljeet, Manoj, & Dalvinder, (2011) on factors influencing employee job satisfaction in Cement Industry of Chhattisgarh in India found out three variables that is environmental (stress and work conditions), organizational factors (fair rewarding, promotion and opportunities) and behavioural factors (adequate authority, salary and supervisors) has a positive impact on job satisfaction.

In a research carried out by Karims, & Rodger, M. G. (2005) among lecturers in Makerere University in Uganda revealed that the lecturers were relatively satisfied with core workers behavior supervision and intrinsic facets of teaching, their potential source of dissatisfaction were remuneration, governance promotion and physical facilities. Okoth, (2003) carried out a research survey of the factors that determine the level of job satisfaction among teachers in top ranking private schools in Nairobi; He asserts that job satisfaction is a positive state, resulting from the appraisal of one's job experiences. She adds that job satisfaction is a collection of

stories and beliefs that managers have about their jobs. She further, argues that managers who are high in job satisfaction generally love their job, feel that they are being fairly treated and believe that their jobs have many desirable features such as interesting work, good pay and job security.

A research conducted in Chuka University in Kenya on employees' satisfaction and work environment by Peak Network Consultants Ltd, (2011) among 50 employees which constituted of senior management, supervisory staff, teaching staff and non – teaching staff. It revealed clearly that these employees were dissatisfied with communication, it was therefore important for management to ensure smooth flow of both up – down and down – up flow of information. Regarding work environment, employees showed great dissatisfaction on different aspects including: physical working conditions and materials provided to them to perform their work. For employees to be productive, the management needs to avail the right equipment, facilities and materials for employees to feel relieved. The organization should develop clear guidelines on determining and selecting prospective employees for various training and development opportunities. Boggie,(2005) maintains that in order to provide good service, the quality of employees is critical to ensure success. It is for this reason that the area of job satisfaction be explored in order to gain a better insight thereof. This will provide executive managers with important information to enable them to stimulate greater job satisfaction amongst employees (Boggie, 2005). Based on the above arguments, the researcher will carry out a research on job satisfaction among teachers in public secondary schools in Teso North Sub County.

Employee work performance usually involves motivations and job satisfaction that strengthen or weaken those task performances (Ngalyuka ,1985). There are different approaches to motivation, various types of motivations, as well as the factors that influence job satisfaction, which refers to attitudes of a single employee. These jobs related attitudes predispose an employee to behave in certain ways (Newstrom,& Davis, 2002). Defining motivation at work and establishing how managers can best develop it in their employees has long been a major and central topic of research for the specialists in the fields of human resource management, organizational behaviour and occupational psychology. It is a field of study characterized by the presence of large numbers of theories, vigorous debates and several distinct traditions. There is no single generally accepted answer to the question of what motivates us to work or what makes a certain job satisfying for a given individual (Redman,& Wilkinson, 2002)

A different tradition in thinking about motivation centres on the motivation of effective leadership in organizations and stresses its significance rather than the design and structural factors identified above (Lang'at, 2003). While there seems to be no definitive construct for the term 'leadership' most, however imply a relationship with motivation. The definition for leadership suggests that the ability to get others to follow or willingly comply is essential. At the very least, leadership can be described as a process by which it is possible to inspire others. In

modern organization it is generally regarded that leadership qualities are displayed through key functions such as developing and executing the vision and mission of the organization, planning change and informing policy.

John Adair has demonstrated that the leader must be action centered (Redman, & Wilkinson, 2002). In his approach, the leader must address three areas of need: to achieve the task, to maintain the team, and to develop the individual's needs. This is referred to as the functional approach to leadership. The task functions require the leader to achieve the objectives of the group, allocate resources, organize duties and responsibilities, control quality, manage performance and review progress. Team functions require the leader to maintain morale and build the team spirit, maintain the cohesiveness of the group, set the standards and maintain discipline and establish effective communication. Finally, individual functions involve the leader's requirement to address the needs of individual members, dealing with personal problems, giving praise and reconciling conflicts, and finally developing the potential of each individual including facilitation of job satisfaction for the employees. Evidently, the leader of the group has influence on the individual's input in task performance. It is for this reason that industrial psychologists use many different selection tools to pick the right person for the job. Among the most widely used personnel selection tools are application forms, psychological testes, interviews, and work sample tests (Santock, 2003)

Whereas employees put vetted and approved leaders in management position, the existence of 'troubled' employees whose personal problems affect their work performance is still recorded. The range of employee problems is wide and indicates lack of employees' assistance closely woven into the system of the organization to solve corporate and personal problems (Carroll and Walton, 1997). Important aspects of job satisfaction include pay, one's supervisor, the nature of tasks performed, an employee's co-workers or team, and the immediate working conditions. For many people money is the main reason for working, but there are many other factors, which people take into account when deciding to take or remain in a job. Various writers on motivation ( Maslow, 1954; Macgregor, 1960) have identified non-financial influences on people's propensity to work and to improve their performance. Some of such rewards include achievement, influences, personal growth, recognition, and responsibility that the employer gives the employee. This is supported by Herzberg, Bennett, (1997) whose two-factor theory concludes that pay is hygiene rather than a motivating factor.

As Guest *et al.* (1996) comment: "While employees may want what they have always wanted – security, a career, fair rewards, interesting work, and so on – employees no longer feel able or obliged to provide these. Instead, they have been demanding more of their employees in terms of greater input and tolerance of uncertainty and change, while providing less in return, in particular less security and more limited career prospects. A successful reward system will take into account of this and include a mixture of policies and practices to enable an employer to align the

reward strategy with the business strategy. This study intends to demonstrate that personnel motivation is inextricably bound to job satisfaction and organizational commitment.

## **1.2 Statement of the problem**

Teachers are key players in moving learning institutions to achieve their goals and objectives of molding students to excel in examinations and eventually succeed in life. Teachers therefore need motivation to enhance their level of job satisfaction in order to undertake their duty effectively and efficiently. Sarah,(2012) examined the factors which influence employee satisfaction in higher educational institutions in Malaysia. She notes that strategic employee recognition, improved working conditions, job security and training play a pivotal role and consequently employee satisfaction leads to ensuring that a higher productivity is derived from all employees within an organization. However, an attempt by government, communities and school administrators to address job satisfaction among teachers has not been done adequately. Teacher dissatisfaction in Kenya has resulted in strikes,(witnessed in September 2012 and August 2013), professional drain, fewer youths opting into the profession, and erosion of teacher confidence and integrity in life. Teachers in Teso North sub county report that they have poor housing facilities mostly behind shops in market centres, heavy work overload because of shortage of teachers, poor transport systems because of the bad roads almost cutting them off from their loved family members as most of them work away from their home areas (Orikodi,2007).If the foregoing situation is not effectively addressed then schools will continue to perform dismally in examinations, teachers will continue transferring out of the sub county causing teacher shortages and the trend may undermine the quest for the schools to achieve their goals and objectives. The rationale of government in the huge expenditure on education of its budget would not imply. It is on the basis of this situation that the study focused on investigating factors influencing job satisfaction among teachers in Teso North Sub County.

## **1.3 Purpose of study**

The purpose of this study was to investigate factors influencing job satisfaction among teachers in public secondary schools in Teso North Sub County

## **1.4. Objective of the study**

The study was guided by the following objectives:

1. To establish whether job satisfaction among teaching staff in public secondary schools in Teso North Sub County is influenced by student discipline.
2. To determine the influence of work environment on job satisfaction among teaching staff in public secondary schools in Teso North sub county.
3. To establish the influence of student school attendance rate on job satisfaction among teaching staff in public secondary schools in Teso North sub county.

4. To determine the influence of career choice and training on job satisfaction among teaching staff in public secondary schools in Teso North sub county.

### **1.5 Research questions**

The study was guided by the following questions.

1. What is the effect of student discipline on job satisfaction among teaching staff in public secondary schools in Teso North sub county
2. Does working environment influence job satisfaction among teaching staff in public secondary schools in Teso North Sub County.
3. What is the influence of student school attendance on job satisfaction among teaching staff in public secondary schools in Teso North Sub County.
4. Does career choice and training influence job satisfaction among teaching staff in public secondary schools in Teso North Sub County?

### **1.6 Significance of the study**

Education is instrumental to the acquisition of gainful employment; teachers go through the process and eventually get teaching jobs which essentially should make them happy and satisfied. This has not been the case as evidenced in frequent strikes in Kenya and the consistent poor performance in KCSE among many new secondary schools. Perhaps the reasons for these have not been unearthed adequately. It is for this reason that the study aimed at having an in depth investigation of hidden factors that influence job satisfaction among teachers in public secondary in Teso North sub county. This research hopefully will be very useful to the teachers, principals, teachers unions, community, TSC and MOE in their decision making process. The study is hoped to avail information that will be useful in the determination of better working conditions by the teachers employer, accurate representation of teachers by the union officials in terms of remuneration and relevant pay packages, awareness creation for those intending to choose and join the profession. The findings of the study would enable teachers and students to be resolute in choosing and being on the job in order to achieve high level of job satisfaction.

### **1.7 Delimitation of the study.**

First, this study principally focused on factors influencing job satisfaction among teachers (male and female) in public secondary school employed by the TSC in Teso North Sub County. Second, the findings from this study represent a small sample of schools and individual teachers.

The results therefore cannot be generalized to reflect all other teachers unless these schools have similar working conditions.

### **1.8 Limitation of the study**

1. The use of questionnaires as the principle method of getting information had some limitations. There were no chances for further probe incase of ambiguity by respondent. However, the researcher came up with clear, well targeted, supervisor discussed questions to overcome this limitation.
2. The research findings may not be generalized to schools and teacher fraternity country wide because of the varied environment unique to each school. However those schools with similar conditions would apply.
3. Some teachers allied to the headmasters and the administration declined to divulge information that they thought was incriminating like misuse of funds meant for motivation of teachers and students. The researcher ensured adequate privacy by advising them not to write their names on the questionnaire.

### **1.9 Assumptions of the study**

The study was based on the following assumptions

1. That the participants were cooperative and gave required information without reservation or fail.
2. Data collecting instruments were valid and measured the desired outcome of the study.
3. That the respondents were honest in responding to the questions asked.

### **1.10 Definition of significant terms used in the study**

The following terms are defined to give meaning as used in this study:

**Job satisfaction;** describes teachers feelings attitudes or preference for their work

**Student discipline;** describes how students comply with accepted set standards by any group, community or school.

**Work environment;** conditions under which teachers do their proffesional work.

**School attendance;** Rate at which students appear in school to undertake their studies.

**Career choice;** given opportunity under which student makes decision over what he or she wants to do.

**Job training;** conditions under which skills are imparted for a given profession like teaching

**Motivation:** Refers to the positive feelings as a result of appraisal of one's job. It's a pleasurable or positive emotional state resulting from the appraisal of one's job or experiences.

**Commitment:** Willingness to work whole heartedly without complains.

**Retention:** The act of keeping or not losing your employees

**Transferring:** Movement of employees from one organization to another in search of jobs that satisfy their needs

**Absenteeism:** Missing to report at work during the official hours of work.

**Productivity:** The rate at which a worker or company produces goods and the amount produced, compared with how much time, work and money indeed to produce them.

**Achievement:** To succeed in a particular goal especially using your own effort and skills.

**Job performance:** How well or badly the work is done.

### **1.11. Organization of the study**

This study was organized into three chapters. Chapter one covered the background of the study, statement of the problem, purpose of the study, objective of the study, research questions, significance of the study, delimitation of the study, limitation of the study, assumption of the study and finally definitions of significant terms. Chapter two dealt with the literature review which is organized in the following themes; introduction, influence of student discipline on job satisfaction, influence of student school attendance on job satisfaction, influence of work environment on job satisfaction, influence of career choice and training on job satisfaction, theoretical literature which focuses mainly on Maslow's hierarchy of needs, conceptual framework, knowledge gap and a summary of the chapter. Chapter three presented the research methodology, design, target population sample size sampling procedure data collection and analysis techniques to be used. Chapter four dealt with data analysis, presentation, interpretation and the discussion of findings. Lastly Chapter five presented a summary of the findings of the study conclusions and recommendations.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature reviewed on factors influencing job satisfaction among teachers in public secondary schools. It focused on student discipline, work environment, student school attendance and career choice and training. The chapter finally looked at theoretical and conceptual framework, the knowledge gap and a summary of the main factors.

#### **2.2 The influence of students discipline on job satisfaction.**

Dauber and Epstein, (1993) identify parental behaviour associated with academic achievement they include parental styles verbal interactions book reading helping with homework and school involvement. Verbal interactions between parents and their children reveal a lot of parents feeling towards teachers' and may be influential in the behaviour pattern of children. Hidalgo et al. (1995) address the importance of supportive parental guidance in adolescence citing responses of high achievers who identify one or both parents as being instrumental in influencing them to excel in school Clark, (1983) finds that a home environment supportive of academic achievement is an influential factor in as far as discipline and success is concerned these researchers found a vast amount of evidence showing that parents expectancies attitudes and beliefs about school learning serve to guide the behaviour of children. This study will seek to determine some of these factors if present in school environment and in as far as the parents involvement through the student's characteristics and discipline.

In addition to family influences school experiences are cited as another environmental factor affecting sense of self and career motivation .Experiences in the classrooms can have either positive or negative effect on students self perception. Where a student is not adequate in terms of academic capacity, indiscipline is eminent and this has the potential of causing teacher dissatisfaction and poor teacher- student relationship. Thus teachers' belief and interaction with student have a direct effect on an individual academic performance. A typical example relates to

teacher expectations and student achievement. Since the publication of Pygmalion in the classroom (Rosenthal and Jacobson, 1968), an extensive amount of research has been developed to indicate how teachers' expectations can influence the performance of students. Chaikin, Sigler & Detlega, (1974) contend that teachers who believe that they are instructing bright students tend to smile and give nods of approval than when interacting with slow students. Bamberg, (1994) connects low teacher expectation for students with low personal teacher efficacy.

Factors related to general classroom experiences, interactions with students and school climate are known to be institutional in nature and associated with job satisfaction and career commitment. Lobosco, & Newman, (1992) report that the level of job satisfaction expressed by teachers has been linked to their perception of their students. Kottkamp, Provenzo & Cohn, (1986) emphasize that teachers have strong preference about the types of they like to teach. Their findings reveal that nearly half of the individuals surveyed indicated a preference for nice students from average homes. The group surveyed also stated a preference for students who are hard working and respectful. Plax, (1986) contends that teacher satisfaction is a function of effective student management ability. Discipline of the student therefore accounts significantly towards teacher motivation.

### **2.3 The influence of work environment on job satisfaction**

Working conditions play a very pertinent role in influencing job satisfaction. Steers (1991), Sinha, (2005), asserts that general working conditions have been found to be of cardinal importance in determining employee job satisfaction. Employees would feel satisfied in their jobs if they are working in a clear and orderly workplace with adequate tools and equipment, acceptable levels of environment, quality, temperature, humidity and noise (Steers, 1991), Bogler, (2001) noted that working environment can often be a cause of low productivity.

Employees need adequate equipment, space, heating, lighting, ventilation and color has also a significant impact on the work environment. Rest rooms and lockers should be clean, secure and well maintained. The food provided should be same for the line employee as for the managers. (Chen, 1995, Dinham & Scott, 2000) noted that good working environment means employees want the same condition in work lines as management, they need challenge, support from superiors equally, workplace, friendly coworkers and respect. To have a good working work

environment. Managers have to trust them and value them when they fail, they must know that the managers will have a defined process to help them get back on track. Finally, managers need to listen to them and accept their workplace ideas. Thus to better understand how to motivate employees, Managers should understand the basic theories of motivation (Judge & Church, 2000).

Crossman & Harris, (2006) discussed the Hawthorne effect where he shows the relationship between employees working conditions, social conditions and productivity. The Hawthorne effect was named after what was doubted the most famous experiment in industrial history it marked a sea change in thinking about work and productivity Hawthorne, set the individual in a social context. The experiment established conclusively that the performance of workers is influenced by their surrounding and by the people that they are working with. In a working environment a number of authors are in option that having friendly and supportive colleagues contributes to increased job satisfaction (Kreitner & Kinicki, 2001). According to Madison (2000), participants who lacked support from fellow workers were more likely to suffer from job dissatisfaction. Another survey found that positive relationship with fellow workers enhances job satisfaction (Berta ,2005). In addition coworkers are more strongly related to job satisfaction than managerial support (Tierney, Bauer & Potter ,2002).

Workplace must be in normal condition allowing employee to do their job properly. In work places where there is not sufficient conditions, employee motivation level decreases and such a situation affects job satisfaction negatively (Daljeet, Manoj & Dalvinder, 2011) According to Herzberg's study (1968), if working conditions are not conducive, hardworking employees who can find job elsewhere leave, while mediocre employees would stay and comprise success.

#### **2.4 The influence of student school attendance on job satisfaction**

Students' regular attendance to school programmes is significant in determining the consistence of knowledge acquisition when gaps are common because of absenteeism learning is interrupted consequently interfering with the academic performance students' not doing well can be a source of teacher job dissatisfaction as morale goes down significantly according to Simmons (1980) poverty is a major reason why students may leave school before completion. Poor parents may discourage their children from attending school regularly because of lack of funds to pay fees

Such children would opt for dirty jobs in urban centers abandoning school completely. Farrant, (1980) argues that drop out is more commonly cost by the factors that lead to chronic truancy such as indiscipline, absenteeism, academic failure consequently lowering the teachers morale of working with absentee students. This study will seek to determine the influence of student school attendance rate on teacher Job satisfaction. The policy changes by the government of Kenya have over time changed the landscape through a wide range of policy guidelines aimed at keeping the child at school irrespective of family background. Free day secondary education introduced by government has greatly improved the student rate of attendance to school programmes. However, enrolment in both day and boarding secondary schools fall below expectation in Teso North Sub County which calls for in depth research into factors that influence student enrolment consequently teacher job satisfaction.

## **2.5 The influence of training and career choice on job satisfaction.**

Studies related to the motives lying behind choosing a career abound in literature. Using both qualitative and quantitative techniques for investigation, majority of them base their interpretations on the traditional classification of intrinsic, extrinsic and altruistic attractors. For example, Hayes,(1990), Kilpatrick Abbot, Dallat and McClune ,(2001) found that in a cohort of American students entering teaching, altruistic reasons such as making a positive difference in the lives of children were more significant. Similarly, Stiegelbauer (1992 cited in Fullan, 1993) reported that in her study with Canadian prospective teachers, the need to make a difference to students and society as well as the desire to be models for students emerged as the main themes for entering the profession. Hammond, (2002), in a small scale study including trainee teachers of information and communication technology, found that trainees frequently drew upon their own past experience of teaching as well as their own interest to explain their career choice.

On the other hand, in their comparative study of Norwegian and British pre-service teachers, Kyriacou, Benmansour, Coulthard, Hultgren and Stephens, (2012) reported that the participants rated “enjoying teaching” and “enjoying working with children” higher than the other factors, placing more emphasis on intrinsic reasons. Yet, in another study, the Sinclair (2008) found that prospective teachers are multi-motivated. In her study, the primary pre-service teachers stated to have the necessary qualities and attributes to be teachers and to work with children as their basic

sources of motivation to become teachers besides the factor that they found teaching intellectually stimulating. As can be seen, it is difficult to generalize the reasons why students choose teaching as a career. The variety in their responses may be due to the cultural, social and economic contexts they live in (Kyriacou *et al.*, 2012) as well as the subject areas they will teach. In another study, Watt and Richardson (2007), on the other hand, used a comprehensive scale named Factors influencing Teaching Choice (FIT – Choice), which they developed (Richardson and Watt, 2006) heavily relying on the expectancy –value theory. They conducted the study with pre-service teachers enrolled in three Australian universities and found that, perceived teaching abilities, the intrinsic value of teaching and the desire to make a social contribution were the highest rated motivations. As stated in the introduction, in Turkey not many studies have been conducted. Those undertaken, however, present different results. For example, in one of the earlier studies Saban, (2003) found that prospective elementary school teachers considered altruistic reasons to be more important and the extrinsic ones such as getting in their career choice.

In another study, Gurbuz and Sulun, (2004) reported that prospective biology teachers were primarily motivated by their love for biology, while they rated the extrinsic motive of "job security" as the second reason for choosing teaching career. Similarly, Kilinc and Mahiroglu's study on biology pre-service teachers yielded the same results (2009). According to the findings of a qualitative study carried out by Boz and Boz, (2008), prospective chemistry and mathematics teachers were influenced by both intrinsic and extrinsic values emphasizing that, especially, prior positive experience with the subject itself and teachers play a determining role on the choice of teaching career.

In a large scale study Aksu, Demir, Daloglu, Yildirim and Kiraz, (2010) investigated the profiles of prospective teachers from different teaching programs and found that more than half of the students voluntarily chose to become teachers. On the other hand, the same group of participants reported more extrinsic reasons such as job security; flexible hours and holidays as well as the possibility of "engaging in secondary employment" as motives that led them to select teaching for profession. Ozsoy (2010) also conducted a large scale study comprising pre-service teachers from four universities and found that the majority of the participants chose teaching not as a "fallback" career, i.e. last –resort one, but because it was their ideal to teach.

Similar reasons for choosing teaching have surfaced in various forms, combinations, and rankings over the last five decades. In brief, a review of this body of research conducted up until the early 1990s suggested that “altruistic, service-oriented goals and other intrinsic motivations are the source of the primary reasons entering teacher candidates report for why they chose teaching as a career” (Bookhart and Freeman, 1992, P. 46). These researchers highlighted intrinsic, extrinsic and altruistic motivations as the most important groups of reasons influencing teachers’ career choice. Identified motivations have included working with children and adolescents, making a social contribution, making a difference, job security, job benefits, enjoyment of teaching, compatibility with other interests and activities, compatibility with family life, and self education (Organization for Economic Co-operation and Development (OECD), 2005). According to an OECD report (OECD, 2005), studies in France, Australia, Belgium (French Community), Canada (Quebec), the Netherlands, the Slovak Republic, and there has been a considerable amount of research both internationally and locally investigating the factors motivating your people to opt for teaching as a career.

However, this area of research remains highly topical because previous researchers have reported that the type of motivation a student teacher enters the profession by has a close relationship with the degree of commitment the teacher displays towards the job in the future (Wang and Fwu, 2001). They found that those who were decisive about their choice for entering the profession and had a great deal of enthusiasm ultimately outlasted their peers in staying in the profession. Consequently, studying motivation for entering teaching is important for the purposes of being able to predict possible retention rates in the in the profession for specific cohorts of students. The ability to predict retention rates backed by some form of empirical findings is important in helping a country’s Ministry of Education plan for possible shortages in the teaching workforce as ultimately, there hardly exists a one- to-one correlation between enrolment figures and teachers entering and staying in the teaching service.

Previous research has established that there exists a wide range of reasons why student teachers are attracted to the profession and these include factors related to ‘interpersonal’ reasons such as the opportunity to work with young people, the joy and satisfaction in witnessing a child’s learning process and being able to make a difference to their students and to society at large (Stiegelbauer, 1992, Synder, Doerr and pastor 1995, Philips and Hatch 1999). It has also

been established that student teachers are motivated by intrinsic rewards such as the opportunity to express creative abilities, the enjoyment of the challenges and responsibilities, the opportunity for continual learning and growth and the chance to fulfill a lifelong dream (Farrel, 1980, Allison 1982, Gordon 1993, Dieterich and Panton 1996, Philips and Hatch 1999).

Edmonds, Sharp and Benfield, (2002) studied the recruitment and retention of teachers in the workforce. Their findings suggest that student teachers opt for teaching generally intrinsic reasons such as the perception that teaching makes an important contribution to the society. Their researcher also suggested that people with different profiles are motivated by different reasons. For example, male students' teachers placed more emphasis on extrinsic factors compared to their female counterparts.

According to Moran *et al.* (2001), based on previous research on motives for entering the teaching profession, three categories of motives may be derived: Extrinsic, Intrinsic and Altruistic Factors. Extrinsic motivation includes the benefits and perks offered such as good remuneration and having holidays in sync with one's own children. Intrinsic factors may be understood as entering the profession for job-related factors like the nature of the job, for example, that it provides an avenue for life-long learning; the perceived good job fit, the many opportunities that the job appears to offer and so on. Finally, the third category of motives termed as altruistic factors goes beyond any tangible factors.

There has been a considerable amount of research both internationally and locally investigating the factors motivating young people to opt for teaching as a career. However, this area of research remains highly topical because previous researchers have reported that the type of motivation a student a student teacher enters the profession by has a close relationship with the degree of commitment the teacher displays towards the job in the future (Wang and Fwu, 2001). They found that those who were decisive about their choice for entering the profession and had a great deal of enthusiasm ultimately outlasted their peers in staying in the profession. Consequently, studying motivation for entering teaching is important for the purposes of being able to predict possible retention rates in the profession for specific cohorts of students. The ability to predict retention rates backed by some form of empirical findings is important in helping a country's Ministry of Education plan for possible shortages in the teaching workforce as ultimately, there

hardly exist a one-to-one correlation between enrolment figures and teachers entering and staying in the teaching service. wide range of policy guidelines aimed at satisfying the job market through human resource development in 2008; the government introduced subsidized and free day secondary education leading to a high transition rate to secondary education. To counter this other enrollment more chances at the institution of higher leadership including universities were opened up thus allowing more students to make choice into teaching profession.

This has been followed up by improved pay for teachers and other allowances. This has increased the number of students in public training lush where preferring to join the profession. This in most likely to create change in altitude towards profession hence improves job satisfaction. While his explanation was to witness a decline in productivity levels, as lighting and other conditions worsened, the result was that the productivity levels of workers remained the same or improved. This led Mayo to identify some non – financial motivators as: Enhanced communication – between managers and workers

## **2.6 Theoretical framework**

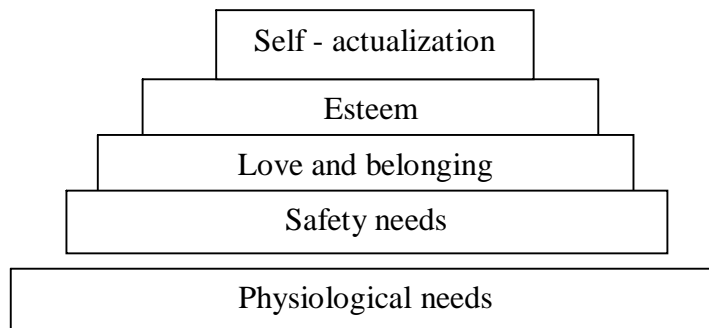
A motivation theorist, Abraham Maslow developed a Humanistic perspective of human motivation, which is a blend of biological and social needs (Adler 2002; Newstrom and Davis ,2002). According to Maslow, human needs are not of equal strength, and they emerge a definite sequence. In particular, as the primary needs become reasonably well satisfied, a person places more emphasis on the secondary needs. The most basic needs (like food, air, water and sleep) are vital to daily survival and are at the bottom of the pyramid of the hierarchy of needs while needs that are less important to staying alive are higher on the pyramid. He identified five levels in this pyramid. Level 1 and 2 below are categorized as Lower – order Needs while level 3, 4 and 5 are categorized as Higher – order needs.

1. Physiological needs – e.g. food, air, water and sleep
2. Safety and security needs – e.g. freedom from a dangerous work environment; a no lay – off guarantee; comfortable retirement plan.
3. Belonging and social needs – e.g. friendships; love and affection from family members; compatible associates.



4. Esteem and status needs – e.g. feelings of self – worth; competence; recognition from others for the job one does.
5. Self actualization – e.g. capacity to become what one can become; stretching talents to the maximum.

**Figure 2.1: Maslow's hierarchy of need.**



In interpreting the hierarchy of needs Newstrom and Davis, (2002), note that employees are more Enthusiastically motivated by what they are currently seeking than by receiving more of what they already have. The conclusion from this is that a fully satisfied need will not be a strong motivator.

Complementary theories done by Elton Mayo, (1880 - 1949) held it that apart from earning money, workers could be motivated better by having their social needs met while at work. This is something that Taylor ignored. By introducing the Human Relation School of thought, focus shifted to taking more of an interest in workers and treating them as people with worthwhile opinions. Priority was also given to workers interaction with one another. Mayo did a series of experiments at the Hawthorne Factory of the Western Electric Company in Chicago where he isolated two groups of women and studied the effect of changing factors such as lighting and working conditions on their productivity levels.

While his explanation was to witness a decline in productivity levels, as lighting and other conditions worsened, the result was that the productivity levels of workers remained the same or improved. This led Mayo to identify some non – financial motivators as:

Enhanced communication – between managers and workers (Hawthorne workers were consulted about the experiments and also had the opportunity to give feedback);

Greater manager involvement in employee working lives (Hawthorne workers responded to the increased level of attention they were receiving)

Working in groups or teams (Hawthorne workers did not previously work in teams)

David McClelland, an American theorist suggested that three important motives drive people: the need for achievement, power and affiliation (Maund 1999; Newstrom and Davis 2002). The need for achievement is the drive to accomplish objectives and get ahead; the need for affiliation is a drive to relate to people effectively and the need for power is the drive to influence people and situations. Although McClelland has focused more recently on executives needs for power, he initially emphasized the need for achievement as fundamental in explaining why some societies produce more than others.

Knowledge of the differences among the three motivational drives requires managers to understand the work attitudes of each employee. In his studies, McClelland learnt that people's motivational drives reflect elements of the culture in which they grow up that is, the family, school, church and books. In recognition of the criticism labeled against Maslow's theory, Clayton Alderfer proposed a modified need hierarchy – the E-R-G model with just three levels (Newstrom and Davis 2002). He suggested that employees are initially interested in satisfying their existence needs, which combine physiological and security factors. Pay, physical working conditions, job security, and fringe benefits can all address these needs.

Relatedness needs at the next level, and these involve being understood and accepted by people above, below and around the employee at work and away from it. Growth needs are in the third category; these involve the desire for both self – esteem and self – actualization. In addition to condensing Maslow's five need levels into three that are more consistent with research, the E-R-G model differs in other ways. For example, the E-R-G model does not assume a rigorous progression from level to level. Instead it accepts the likelihood that all three levels might be active. It also suggests that a person frustrated at either of the two higher levels may return to concentrate on a lower level and then progress again. Finally whereas the first two levels are

somewhat limited in their requirements for satisfaction, the growth needs not only are unlimited but are actually awakened each time some satisfaction is attained.

Fredrick Herzberg, (1923) has advanced the Neo – Human Relations School, which focuses on the psychological needs of employees. This study was based on the Two – factor model of motivation developed by Herzberg (Herzberg 1966; Bennett 1997; Alder 2002; Newstrom & Davis, 2002). The theory postulates that two separate sets of factors influenced motivation and human behaviour. Herzberg identifies the need to avoid pain and obtain the basic necessities of life on the one hand and the need to develop personal capacities and potentials on the other.

According to this theory, motivation and lack of motivation are not merely opposites of one factor on a continuum as had been people’s assumption prior to that time. Rather, certain job factors, such as job security and working condition, dissatisfy employees primarily when the conditions are absent. However their presence generally brings employees only to a neutral state. To reach this conclusion, Herzberg asked his subjects to think of a time when they felt especially bad about their jobs. He also asked them to describe the conditions that led to those feelings. He found that employees named different types of conditions that produced good and bad feelings. That is, if a feeling of achievement led to a good feeling, the lack of achievement was rarely as a cause for bad feelings. Instead, some other factor, such as company policy, was given as a cause of bad feeling (Newstrom and Davis, 2002)

The potent dissatisfies are called hygiene or maintenance factors since they do not actually increase worker’s job satisfaction but their deficiency creates dissatisfaction. They are necessary for building a foundation on which to maintain a reasonable level of motivation in employees. The factors responsible for creating satisfaction (which Herzberg calls motivators or satisfiers) operate primarily to build this motivation, but their absence rarely is strongly dissatisfying. The idea of separate motivational and maintenance factors helped to answer the question about the custodial policies and wide array of fringe benefits that were not increasing employee motivation. The fringe benefits and personnel policies were primarily maintenance factors according to Herzberg (Bowditch and Buono, 1997)

The list that follows shows motivational factors and maintenance factors in Herzberg's model:

**Motivational factors:** work itself, achievement, possibility of growth, responsibility, advancement, recognition.

**Maintenance factors:** status, relations with supervisors, peer relations, relations with subordinates quality of supervision, company policy and administration, job security

**Working conditions:** Pay

*Source:* Developed from Newstrom and Davis, (2002)

The most startling idea about Herzberg's theory is that pay is hygiene rather than motivating factor. Motivators such as achievement and responsibility are related to the job itself, the employee's performance and personal recognition and growth experienced by employees. While motivators are mainly job – centered and relate to job – content, maintenance factors are mainly related to job – context, because they are more related to the environment surrounding the job.

This difference between job content and job context is a significant and can be equated to the difference between intrinsic and extrinsic motivators in psychology although employees value extrinsic motivators like retirement plans, health insurance and vacations, they are not strongly motivated.

Herzberg concluded that employees are motivated mainly by what they do for themselves. When they take responsibility or gain recognition through their own behaviour, they are strongly motivated. It is notable that he based his research on qualified professional and managerial staff on the field of accounting and engineering. Herzberg's model provides a useful distinction between maintenance factors, which are necessary but not sufficient, and motivational factors, which have the potential for improving employee effort and yielding job – satisfaction. As Guest et al. (1996) remark: "A positive psychological contract is worth taking seriously because it is strongly linked to higher commitment to the organization, higher employee satisfaction and better employment relations. Again this reinforces the benefits of pursuing a set of progressive HRM practices." They also emphasize the importance of high involvement climate and suggest in particular the HRM practices such as the provision of opportunities for learning, training and development, focus on job security, promotion and careers, minimizing status differentials, fair reward systems and comprehensive communication and involvement processes will all contribute to a positive psychological contact. Other influential human motivation theorists

include Adam Smith who developed the Political, Economic Approach; D.M. McGregor who developed Theory X and Theory Y J.S. Adams who developed the Equity theory of motivation; Victor H. Vroom who developed the Expectancy Theory and Porter and Lawler who further developed Vroom's model (Maund, 1999).

## 2.7 Conceptual Framework

Conceptual framework is a diagrammatic representation of variables, the independent and dependent and how they relate to each other.

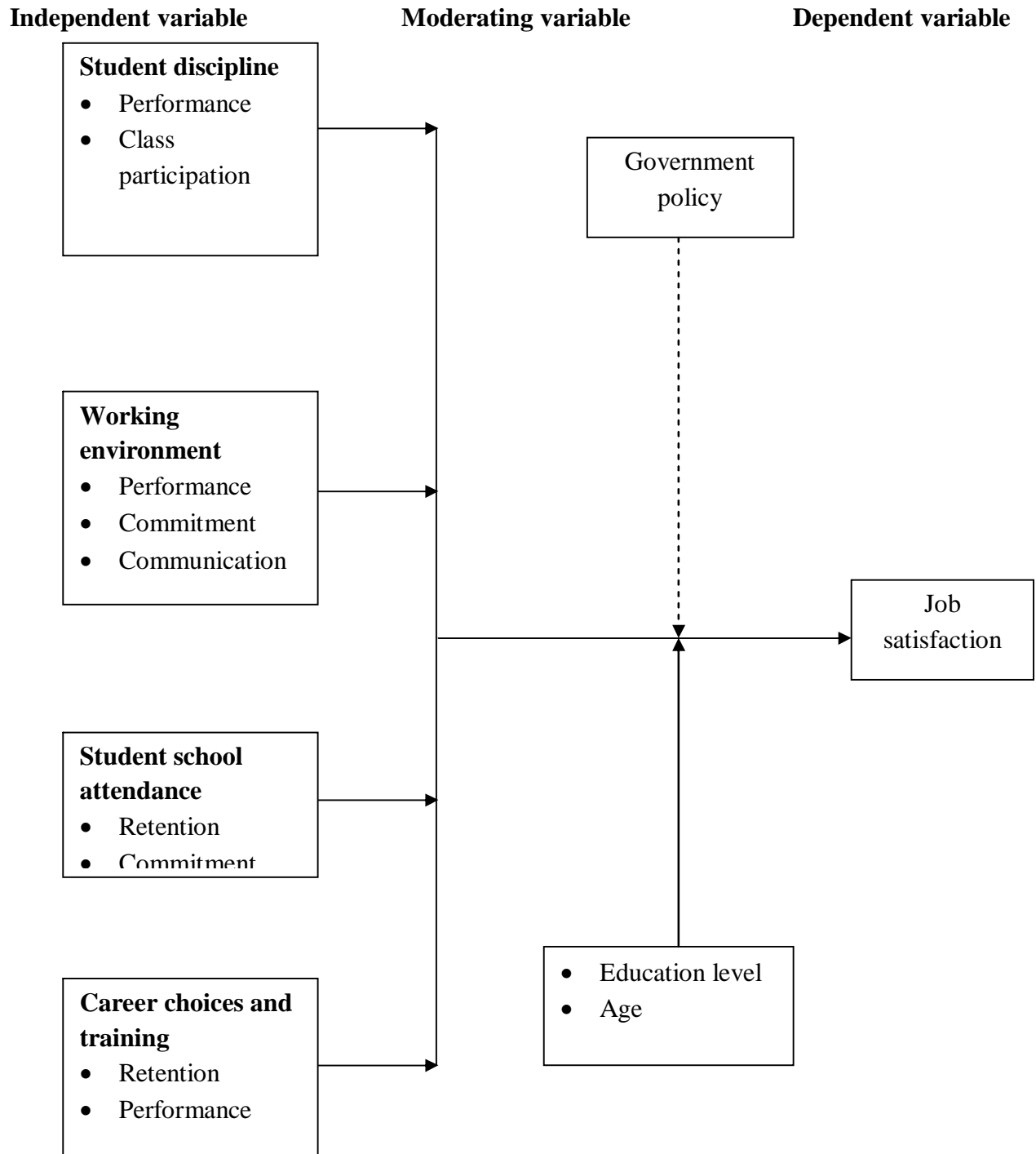


Fig 2.1: Conceptual framework

## **Conceptual Framework**

The use of predicted text explanations made a pathway to provision of an answer to research questions and objectives. Two factors enhanced the collection and analysis of data: first, the level of thoroughness in using the existing theory to define clearly the theoretical propositions and conceptual framework that guided researcher project; second, the appropriateness of these theoretical propositions and the conceptual framework as formulated before data that was to be revealed.

The figure shows that the problem of employee motivation and job satisfaction is a function of job related factors that affect the employee including student discipline, work environment, student school attendance, career choice and training. It also shows the various indicators that can provide platform on which assessment and solutions can be based on.

### **2,8 Knowledge gap**

Many researchers globally have done studies on the subject of job satisfaction among teachers with solutions based on findings implemented .Pay and job security have been given prominence with the expectation that teachers would get satisfaction and stop complaining. This has not been the case in many countries. Teacher strikes, transfers to other sectors, desperation and waning respect all point to dissatisfaction among them. It is possible that there are significant factors that influence job satisfaction which have not been brought to light. According to Orikodi, (2007) many teachers prefer to leave the sub county to other neighbouring counties hence the acute shortages yet the salaries are universal. There is indeed a problem that require to be addressed hence the research. It is on this basis that this study sought to investigate factors that influence job satisfaction among teachers focusing attention on Teso North Sub County.

### **2.9 Summary**

The level of job satisfaction by teachers has been linked to their perception of their of their students Lobosco and Newman,(1992). Teachers give reference to their students as academically bright, poor, hard working; lazy indiscipline and these tags eventually determine the success or failure of the student in life. Performance, classroom participation and commitment are key indicators of discipline among students' hence independent variables.

Working environment when friendly (good communication), less breakdowns, adequate equipment, ample space and safe would make workers feel satisfied and the reverse makes them dissatisfied and interference with delivery, confidence and success.

Students who are consistently out of school for various reasons lose a lot in terms of class work and syllabus coverage and this eventually interferes with their concentration hence perform poorly in and out of class. Poverty significantly contributes to absenteeism among students in Africa Kenya being one of them. The indicators under study here included retention and commitment by students to school programmes. When employees are trained they feel motivated and satisfied because of the confidence in the work ethics. They are most likely to be committed and retained in the job. Where workers are not trained, they feel out of context in the job hence become lonely. Such workers would look for alternative jobs elsewhere.

Government policies, educational level and also age help maintain the balance in the system. When such balance is tilted then dissatisfaction occurs followed by strikes, brain drain and low entry into profession.



## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 Introduction**

This chapter provided the methodology of the study. It gave the specific procedure that was followed in undertaking the study. The research design, population, sampling design, data collection methods and data analysis were described in this chapter.

#### **3.2 Research design**

This is the overall plan of conducting the study in order to answer the research questions and achieve the objective of the study. The study used descriptive survey research design to obtain information both quantitative and qualitative that was describing the existing phenomena. Mugenda and Mugenda, (1999) describes descriptive survey research design as a systematic, empirical inquiry into which the researcher did not have a direct control of independent variable as their manifestation have already occurred or because the inherently cannot be manipulated. Thus the design attempted to collect data from members of a given population so as to determine the current status of that particular population with respect to one or more variables. . Hence the design was selected to satisfy the aspect of the study where a sample population was used to get characteristics of the target population too large to observe directly (Mugenda & Mugenda 1999).

#### **3.3 Target population**

According to Ngechu (2004), a population is well defined set of people, services elements and events, group of things or households that are being investigated. Mugenda and Mugenda, (1999) defines target population as that population to which a researcher wants to generalize the results of a study. In view of Mugenda and Mugenda, the target population of this study was defined as public secondary school teachers in Teso North sub county Busia County. They were 210 Teachers from 16 schools in the sub county as given in the table 3.1:

**Table 3.1 Number of teachers in each school**

<b>SCHOOL</b>	<b>FREQUENCY</b>
S.A Kolanya Boys High School	38
S.A Kolanya Girls High School	32
Chamasiri Secondary School	13
St. Joseph Kocholya Secondary School	17
Kamuriai Secondary School	16
Moding High School	18
S.A Aboloi Secondary School	15
Bishop Sulumeti Secondary School	16
St. Augustine Kamala	8
Albert Ekirapa Secondary School	8
Katakwa Secondary School	9
Kakurkit Secondary School	5
St. Thomas Amagoro Secondary School	8
ACK Changara Secondary School	3
Kakemer Secondary School	3
Kabukui Secondary School	1
<b>TOTAL</b>	<b>210</b>

**From table 3.1**, the target population had significant disparities among the various schools.

SA Kolanya boys with the largest 38 teachers while Kabukui secondary had the lowest population of only one teacher. This was the reason for the researchers choice of proportionate sampling method for sample size selection

### 3.4 Sample Size Selection

Yamane (1967) formulated a sample size formula to be used scientifically to generate a sample from a given population of study. Proportionate sampling technique was used to obtain a sample of 138 respondents as indicated below:

$$n = \frac{N}{1 + Ne^2}$$

Where: n Sample Size

N=Target population (210)

E=Error Term =0.05

$$n = \frac{210}{1 + 210(0.05)^2}$$

$$n = 138$$

#### 3.4.2 Sampling procedure

The research adapted proportionate sampling technique to select the sample population from the 16 schools that had a total population of 210 Teachers. This was done because of the disparities that existed in the population of teachers in various schools. To select a representative sample, the researcher had to first have a sampling frame (Mugenda & Mugenda, 2003). A sampling frame is a list, directory or index of cases from which a sample could be selected for observation in a study. In this study therefore, the sampling frame was a list of teachers from Teso North Sub County obtained from the school teachers registers at the sub county office statistics. This method of sampling involved giving a number to teachers in all the 16 schools in the sub county, selecting required numbers among them as per school sample size using random sampling method. The calculation for Kolanya Boys for example was 25 teachers drawn through a random sampling process with others using same method.

**Table 3.2 Sample size of respondents**

<b>SCHOOL</b>	<b>FREQ.</b>
S.A Kolanya Boys High School	25
S.A Kolanya Girls High School	21
Chamasiri Secondary School	9
St. Joseph Kocholya Secondary School	11
Kamuriai Secondary School	11
Moding High School	11
S.A Aboloi Secondary School	10
Bishop Sulumeti Secondary School	11
St. Augustine Kamala	5
Albert Ekirapa Secondary School	5
Katakwa Secondary School	6
Kakurkit Secondary School	3
St. Thomas Amagoro Secondary School	5
ACK Changara Secondary School	2
Kakemer Secondary School	2
Kabukui Secondary School	1
<b>TOTAL</b>	<b>138</b>

### **3.5 Data collection method**

The study adopted a questionnaire as the main data collection tool. The developed questionnaires were administered to the sampled respondents. It was a drop and pick method since majority of targeted respondents were too busy to fill the questionnaires on the spot and therefore needed extra time for the same. The questionnaires had a set of attitude statements on student discipline, work environment, student school attendance, career choice and training. Their implication described in the study contain questions related to the study variables which included; student

discipline, work environment, student school attendance, career choice and training and their influence on job satisfaction among teachers in Teso North sub county. The purpose of the set objectives was to determine the level of agreement or disagreement using a five point like scale (Underwood, 2004).

### **3.6 Pilot study**

Burdens, (2008) defines a pilot study as a small- scale version of the study used to establish procedures, materials and parameters to be used in the full study . Pilot study was carried out by researcher to clarify instructions, determine appropriate levels of independent variables, and determine the reliability and validity of observational methods in order to use the pilot results to make adjustments in the study questionnaire. This was done using 14 respondents in the sub county twice within a period of two weeks. Results were correlated and a coefficient of 0.62 realized.

#### **3.6.1 Validity of instruments**

Validity indicates the degree to which the instrument measures the constructs under investigation (Mugenda & Mugenda 1999). Of the three types of validity test, (content, criterion and related construct validity), this study used content validity because it measured the degree to which the sample of the items represented the content that test was designed to measure. An instrument is said to be valid to the degree that it measures what it claimed to measure or the extent to which it predicted accurately such types of behavior as better service delivery (best & Khan, 2004).

In this case, the researcher sought the supervisor's view on the quality of the questionnaire. The intention was to validate the questionnaire as a measuring instrument in order for it to be an appropriate tool. The instrument measured what it was intended to measure (Mugenda & Mgenda, 2003) successfully.

#### **3.6.2 Reliability of instruments**

The data collection instruments that were used were reliable because they had the ability to consistently yield the same results when repeated measurements were taken of similar individuals under the same conditions. Questionnaires were handed out to 14 respondents of Teso North Sub County of which the findings were not included in the final report. The

respondents were selected using simple random sampling. This was repeated after two weeks as a re-test for the questionnaires using the test retest approach (Mugenda & Mugenda, 2003) The responses from both the testing periods were correlated and gave a correlation coefficient of 0.62. For sufficiency of reliability, an instrument that yielded a reliability coefficient of 0.50 and above was reasonably consistent (Mugenda,& Mugenda,2003). .

### **3.7 Data analysis procedures**

After data was collected it was inspected to ensure that only relevant and accurate data was retained for analysis. The study employed descriptive statistics in the analysis of data. Findings of the study were presented using frequency tables and percentages. Quantitative findings were incorporated in researchers interpretation and inferences made based on the percentages.

### 3.8 Operationalisation of variables

The relationship of variables was illustrated in table 3.2 which shows their respective indicators.

**Table 3.3 Operationalisation table**

S/No.	Objective	Variable	Indicators	Measurement Scale	Statistics
1.	To establish whether job satisfaction among teachers in public secondary schools is influenced by student discipline	Independent student discipline Dependent Job satisfaction	a) performance in academic work b) performance in sports c) Commitment to school programmes.	Nominal  Nominal  Nominal	Descriptive  Descriptive  Descriptive
2.	To determine the influence of work environment on job satisfaction among teachers in public secondary schools	Independent work environment Dependent Job satisfaction	a)communication b)performance	nominal  Ordinal	Descriptive  Inferential
3.	To establish the influence of student school attendance on job satisfaction among teachers in public secondary schools.	Independent student school attendance Dependent Job satisfaction	a)commitment to classroom chores . b) Retention of students in school.	Ordinal  Nominal	Inferential  Descriptive
4.	To determine the influence of career choice and training on job satisfaction among teachers in public secondary schools.	Independent Career choice and training Dependent Job satisfaction	a)retention of teachers in station. b)performance of student	Ordinal  Ordinal	Descriptive  inferential

## **CHAPTER FOUR**

### **DATA ANALYSIS , PRESENTATION AND INTERPRETATION.**

#### **4.1 Introduction**

This chapter presents the findings of the study. The study sought to establish whether job satisfaction among teachers is influenced by student discipline, determine the influence of work environment on job satisfaction among teachers, establish the influence of student school attendance on teacher job satisfaction and finally to examine the influence of career choice and training on teacher job satisfaction in Teso North Sub- County, Busia County.

#### **4.2 Questionnaire return rate**

Questionnaires were developed and administered to a total of 138 out of the sampled Teachers in Teso North sub county Busia County. A total of 128 Teachers out of the 138 who were given the questionnaires responded to the questionnaire instrument and returned the filled questionnaires. The 210 Teachers serving in the sub county at the time of the survey, 14 of them had participated in the pilot study and would not participate in the final study.

The return of 128 filled questionnaires represent 95 percent return rate. The return rate realized was very good according to Hartman, & Hedborn. (1979) who states that 50 percent is adequate, 60 percent is good and 70 percent and more is very good. This is besides their concession that those studies with less than 30 percent return rate are also acceptable.

The high response rate realized was as a result of paying careful attention to the methods used to collect data. The researcher chose the questionnaire delivery and collection as opposed to online postal, telephone, and interview schedule (Youngman, M.B 1986). The selected respondents met the research requirements and so were all eligible to respond.



**Table 4.1 Response on Questionnaire return rate**

<b>SCHOOL</b>	<b>DISP</b>	<b>REC</b>	<b>%</b>
S.A Kolanya Boys High School	25	23	92
S.A Kolanya Girls High School	21	20	95
Chamasiri Secondary School	9	7	78
St. Joseph Kocholya Secondary School	11	10	91
Kamuriai Secondary School	11	10	91
Moding High School	11	11	100
S.A Aboloi Secondary School	10	8	80
Bishop Sulumeti Secondary School	11	10	91
St. Augustine Kamolo	5	5	100
Albert Ekirapa Secondary School	5	5	100
Katakwa Secondary School	6	6	100
Kakurkit Secondary School	3	3	100
St. Thomas Amagoro Secondary School	5	5	100
ACK Changara Secondary School	2	2	100
Kakemer Secondary School	2	2	100
Kabukui Secondary School	1	1	100
<b>TOTAL</b>	<b>138</b>	<b>128</b>	<b>93</b>

From table 4.1 the numbers of questionnaires dispatched were 138 and the number duly filled and returned were 128 giving a 93 percent return questionnaire return rate. These were then used for analysis.

### **4.3 Respondent's Demographic Characteristics**

Organizational psychologists say that the prosperity to be satisfied with a job can be seen as equivalent to a personality (Redman and Wilkinson 2002). The respondents, who were secondary school teachers, were required to volunteer information related to their gender, age, marital status, education level, district of birth, teaching experience, past promotions and disciplinary measures taken against them by the present employer. This was necessary to determine if these variables had any impact on their job satisfaction.

### 4.3.1 Gender, age and marital status

The study sought to establish the gender of the respondent and results given in table 4.2

**Table 4.2: Sample distribution by gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percent</b>
Male	96	75.0
Female	32	25.0
<b>TOTAL</b>	<b>128</b>	<b>100.0</b>

A total of 128 respondents filled and returned the questionnaires, of whom 96 (75 percent) and 32 (25 percent) were male and female respectively. The sample was gender biased since three quarter of the respondents were male while merely a quarter was female. Such an establishment would be compared to the findings by earlier studies that implied that female teachers have a tendency to join their husbands in urban areas so as to be near their families (Mbugua 1998, Immonje 1990, Kamina 2002, Wasonga 2004). Mbugua, Immonje and Kamina carried out their studies in Nairobi While Wasonga did his in Migori District and come to similar observations. Another reason would be the fact that there are more male teachers than their female counterparts in the country (Republic of Kenya 2002). This would mean that for any randomly selected sample, the male teachers would naturally outnumber their female counterparts.

**Age group of respondents was also sought for and results given in table 4.3.**

**Table 4.3: Sample distribution by age**

<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
Below 25	4	3.1
26-35 yrs	57	44.5
36-45 yrs	45	35.2
46-55 yrs	20	15.6
Above 55	2	1.6
<b>Totals</b>	<b>128</b>	<b>100.0</b>

From table 4.3,c lose to a half (47.6 percent) of the respondents were fairly young teachers with 35 years of age and below, 35.2 percent were middle-aged (between 36 and 45 years) and the other 17.2 percent were aged 46 years and above. In relation to one’s working career, age is a very important factor (Kamina 2002). This is particularly so in relation to employee job satisfaction, which increases with increase in age (Ingolo 1991, Sogomo 1993, and Madera 1995

**Marital status of the respondents was sought for by the study and results given in table4.4**

**Table 4.4: Sample distribution by marital status**

<b>Marital status</b>	<b>Frequency</b>	<b>Percent</b>
Single	15	11.7
Married	108	84.4
Widowed	4	3.1
Divorced	1	0.8
<b>Total</b>	<b>128</b>	<b>100.0</b>

Results from table4.4 show that the majorities of the sample were married men and women (84.4 percent) and presumably had families to take care of, while 11.7 percent were still single. 3.1 percent were widowed and only 0.8 percent was divorced.

#### **4.3.2 Education level**

**The level of education of the respondents was sought for by the study and results given in table 4.5.**

**Table 4.5: Education level**

<b>Education level</b>	<b>Frequency</b>	<b>Percent</b>
Certificate	10	7.8
Diploma	35	27.3
Bachelors degree	80	62.5
Masters degree	2	1.6
Others	1	0.8
<b>Total</b>	<b>128</b>	<b>100.0</b>

The respondents were categorized into four groups of Educational attainment. As on table 4.5. 7.8 percent of the respondents indicated that they possessed certificates and 27.3 percent had diplomas. The majority of the sample comprising 62.5 percent was university graduates with a bachelor’s degree, while only 2.4 percent had a master’s degree or a post graduate degree in Education. Studies show that with an increase in the level of one’s Education, the level of dissatisfaction increases can secure employment elsewhere puts them in a state of dissatisfaction. Wasonga (2004) notes that proper Teacher motivation is necessary if they have to remain in the profession as motivated Teachers have high levels of Job satisfaction.

#### 4.3.3 District of birth and work

The study sought to establish whether respondents work in their district of birth and findings given in table 4.6

**Table 4.6: Do you work in your district of birth?**

	<b>Frequency</b>	<b>percent</b>
Yes	36	28.1
No.	92	71.9
<b>Total</b>	<b>128</b>	<b>100.0</b>

From table 4.6 of the 128 respondents considered, 28.1 percent work in their district of birth while the remaining majority 71.9 percent said their districts of birth were different from where they were currently working.

#### 4.3.4 Formal employments in the past

Respondents were asked to indicate whether the held formal employment elsewhere before joining the teaching profession. Findings given in table 4.7

**Table 4.7: Formal employment in the past**

	<b>Frequency</b>	<b>Percent</b>
Yes	10	7.8
No.	118	92.2
<b>Total</b>	<b>128</b>	<b>100.00</b>

From table 4.7 the responses showed that an overwhelming majority of 92.2 percent had never been formally employed elsewhere. Only 7.8 percent report having held formal non-teaching Jobs before. This finding indicated a high level of organizational commitment by the teachers in Kenyan public secondary schools.

#### **4.3.5 Work experience at present station**

The survey also sought to gauge the Teacher’s comfort in their work stations by asking how long they had worked in their present station.

**Table 4.8: How long have you worked in present station?**

	<b>Frequency</b>	<b>Percent</b>
Less than 1 year	11	8.6
1 year 4years	31	24.2
5 years -9 years	53	41.4
10 years and above	33	25.8
<b>Total</b>	<b>128</b>	<b>100.00</b>

The results of table 4.8 showed that the majority had been in their station of work for five to nine years (41.4 percent). 32.8 percent had been there for less than five years and a further 25.8 percent had an experience of more than five years at the station. Okumbe. (1992) & Kamina (2002) noted that highly experienced Teachers had more Job satisfaction. The respondents in this study were fairly highly experienced, with more than five years working in the present station and would indicate whether they were satisfied with the Teaching Job or not

#### **4.3.6 Promotions since time of employment**

The study sought to find out from the respondents whether the TSC knows how well Teachers achieve their objectives or do their work and appreciates their achievements. The findings given in table 4.9

**Table 4.9: Promotion to different scale**

**Have ever been promoted to a different scale since time of employment?**

	<b>Frequency</b>	<b>Percent</b>
Yes	89	69.5
No.	39	30.5
<b>Total</b>	<b>128</b>	<b>100.00</b>

These results supported Armstrong ,(2008).Most Teachers had got some form of promotion since they were employed by the TSC (69.5 percent) while the minority (30.5 percent) had no promotion history. This latter group probably comprised of the newly employed Teachers with less than three years' work experience who had not merited even the automatic promotion to another grade.

#### **4.3.7 Disciplinary action**

The results obtained when the respondents were asked about disciplinary action taken against them by the TSC indicate that very few had been subjected to it

**Table 4.10: Disciplinary action under current employer**

**Have you ever faced disciplinary action under your current employer?**

	<b>Frequency</b>	<b>Percent</b>
Yes	12	9.4
No.	116	90.6
<b>Total</b>	<b>128</b>	<b>100.0</b>

From the table only 9.4 percent had such experience while a staggering 90.6 percent were clean . Armstrong (2000) say punishment such as disciplinary action is a form of extrinsic motivation and can have an immediate and powerful effect on employees, but will not necessarily last long.

#### 4.4 To establish whether student discipline influence job satisfaction among teachers in public secondary schools in Teso North Sub County.

##### 4.4.1: Student adherence to school rules and regulations

The study sought to establish the respondents rating of the level of student compliance with the school rules and regulations. The results presented in table 4.11

**Table 4.11**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
High compliance	6	4.69
Moderate compliance	97	75.78
Low Compliance	25	19.53
<b>TOTAL</b>	<b>128</b>	<b>100</b>

Table 4.11 Shows out of 128 respondents 97 indicate that their students comply with the laws at a moderate level accounting for 75.78% and 25 respondents indicate low compliance accounting to 19.53%. Only 6 respondents indicate student complete compliance accounting to 4.69%. this table reveals that majority of students do not completely comply with school rules and regulation and this affects relationships with teachers.

##### 4.4.2 Student performance in internal examinations

The study sought to establish the level of performance of students in internal examination in the opinion of the respondents. The results given in table 4:12

**Table 4.12**

<b>Performance level</b>	<b>Frequency</b>	<b>Percent</b>
Excellent	1	1.56
Very good	6	4.69
Good	14	10.94
Average	80	62.50
Poor	26	20.31
<b>TOTAL</b>	<b>128</b>	<b>100</b>

Table 4.12 shows that majority of students perform at average and below contributing to 62.5 and 20.31 percent respectively. However only 2 percent according to respondents have unique excellent performance. The respondents therefore live on hope for a better performance hence are satisfied.

#### 4.4.3 Student performance in sports

The study sought to find out the opinion of the respondents about the levels of participation of their students in sports. The findings presented in table 4.13.

**Table 4.13**

<b>Level</b>	<b>Frequency</b>	<b>Percent</b>
Division	80	62.5
Sub-County	38	29.69
County	8	6.25
National	2	1.56
<b>TOTAL</b>	<b>128</b>	<b>100</b>

Table 4.13 shows that respondents enjoy working with students in sports as is seen in overwhelming indication of participation in the division and Sub County accounts for 62.5 percent and 29.69 percent respectively. Majority of respondents therefore are happy with student active participation in sports.

#### 4.4.4: General Satisfaction with student discipline

The study sought to establish how respondents feel about student discipline. The results are presented in the table 4.14

**Table 4.14: General satisfaction with discipline**

<b>Respondent</b>	<b>Frequency</b>	<b>Percent</b>
Extremely dissatisfied	2	1.56
Dissatisfied	7	5.47
Neutral	19	14.84
Satisfied	96	75.00
Extremely satisfied	4	3.13
<b>TOTAL</b>	<b>128</b>	<b>100</b>



Table 4.14 shows the distribution of responses on level of satisfaction with student discipline 1.56 percent of the respondents were extremely dissatisfied. 5.47 percent were dissatisfied 14.84 percent neutral, 75 percent satisfied and 3.13 percent extremely satisfied. The findings indicate that majority of respondents were satisfied with the level of discipline of students in school. A few respondents showed dissatisfaction with student discipline thus are able to work even with these arising from students.

#### **4.5. To establish how work environment influence job satisfaction among teaching staff in public secondary schools in Teso north sub county.**

##### **4.5.1 Student's appreciation of work and service offered.**

The study sought to determine whether students appreciate the work and services offered to them by the respondents. The results are presented on table 4.20

**Table 4.15 Appreciation of work and services offered.**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	98	76.56
No.	30	23.44
<b>Total</b>	<b>128</b>	<b>100</b>

From table 4.15, 76.56% of the respondents felt that students appreciate their work and services they offer, 23.44% felt that students do not appreciate their work. Those who said yes felt that it was because students were friendly to them, they thanked them for good work and they respected them. Those who said No. is because students take teachers of certain subjects which present difficulty as enemies. It is clear from the table that most respondents felt that students appreciated their work and services they offered.

#### 4.5.2 School administration and value of work.

The study sought to determine whether the school administration value the work done by respondents. The table 4.21 shows the results.

**Table 4.16 school administration and value of work**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	112	87.5
No.	16	12.5
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.16 shows that 87.5% of the respondents felt that the administration value their work because they were recognized and praised when they did well , and corrected politely when they were wrong. 12.5% said school administration do not value their work because of holding contrary opinion with that of the principal. This table indicates that the majority of the respondents feel school administration valued their work.

#### 4.5.3 Meals in School

The study sought to establish respondents comments about the meals provided in schools.

The table 4.17 below shows the results

**Table 4.17 meals in School**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Meals provided and sponsored by school	0	0
Meals provided but parents pay for it	128	100
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.22 indicates that 100% of respondents agreed that meals were provided and sponsored by parents. The enables lunch time to be used well thus avoiding time wastage.

#### 4.5.4 Adequate teaching and learning materials

The study sought to determine whether the School administration has availed adequate teaching learning materials for use by respondents. The table 4.21 shows the results.

#### **The 4.18 Adequate teaching and learning aids**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	24	18.76
No.	104	81.25
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.18 shows that 81.25% of respondents felt that they lacked enough teaching materials and equipment to perform their work efficiently while 18.76% felt that they had adequate teaching learning to perform their duties

#### **4.5.5 Relationship with co- workers**

The study sought to determine the relationship of the respondents with other fellow workers. The results are summarized and presented in table 4.24

**Table 4.19 Relationship with co-workers**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Relationship good	91	71.09
Relationship fair	25	19.53
Relationship bad	12	9.38
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.19 reveals that 71.09 of the respondents relationship with co-workers was good 19.53% was fair while 9.38% was bad. This implies that to the majority, co-workers were friendly and supportive thus good relationship

#### **4.5.6 Security at work place**

The study sought to establish the respondent's feelings about the security at their work place  
The results are presented in table 4.20

**Table 4.20 security at work place**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Extremely dissatisfied	0	0
Dissatisfied	4	3.13
Neutral	26	20.31
Satisfied	87	67.97
Extremely satisfied	11	8.59
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.20 shows that 3.13% of the respondents were dissatisfied with security at workplace, 20.31 were neutral .69.97% were satisfied while 8.59% were extremely satisfied. Majority of respondents were satisfied implying that they were secure at their place of work.

#### **4.5.7 Improving working environment**

The study sought to establish whether the respondents would advise the School administration

**Table 4.21**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Yes	126	98.44
No.	2	1.56
<b>Total</b>	<b>128</b>	<b>100</b>

Total 4.21 shows that 98.44 % of respondents accepted that given chance they would advise the administration to improve their work environment while 1.56% said no, meaning they were comfortable with their work environment. Majority felt that their work environment should be improved.

#### **4.5.8 Extent of satisfaction with the work environment**

The study sought to determine the extent to which the responds are satisfied with their work environment. The results are summarized and present in table 4.22

**Table 4.22 Extent of satisfaction with the environment**

<b>Category</b>	<b>Frequency</b>	<b>Percent</b>
Not at all satisfied	4	3.12
Not very satisfied	39	30.47
Fairly satisfied	68	53.13
Very Satisfied	17	13.28
<b>Total</b>	<b>128</b>	<b>100</b>

The findings on table 4.22 indicate that 3.12% of the respondents were not at all satisfied, 30.47% were not very satisfied, and 53.13% of respondents were fairly satisfied while 13.28% were very satisfied. Majority wished that more should be done to improve their work environment.

#### **4.5.9 General feelings about the work environment.**

The study sought to establish the general feelings of the respondents about their work environment. The results are presented in presented in table 4.28

**Table 4.23 General feelings about work environment**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Extremely dissatisfied	2	1.66
Dissatisfied	103	80.47
Neutral	5	3.91
Satisfied	15	11.71
Extremely satisfied	3	2.34
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.23 shows the distribution of responses on level of satisfaction with the working environment 1.66% of the respondents were extremely dissatisfied, 80.47% were dissatisfied, 3.91% were neutral, 11.71% were satisfied with their working environment. This implied that respondents showed dissatisfaction with different aspects of work environment and so were dissatisfied with their work environment.

#### 4.6: Influence of student of school attendance on job satisfaction

##### 4.6.1 Respondents rating of students absenteeism rate.

**Table 4.24**

<b>Attendance</b>	<b>Frequency</b>	<b>Percent</b>
High	86	67.19
Moderate	33	25.78
Low	9	7.03
<b>TOTAL</b>	<b>128</b>	<b>100</b>

Table 4.24 shows that 67.19 percent of respondents indicated high rate of absenteeism among students 25.78 percent of respondents indicated average rate of absenteeism and only 7.03 percent of respondents indicated consistency of students coming to school. Majority of respondents feel that there is high rate of students absenteeism.

##### 4.6.2 The study sought to establish the respondent feeling about the high rate of student absenteeism

**Table 4.25 General feeling about student absenteeism**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Extremely Dissatisfied	2	1.56
Dissatisfied	73	57.03
Satisfied	42	32.81
Extremely Satisfied	11	8.60
<b>TOTAL</b>	<b>128</b>	<b>100</b>

**Table 4.25** show that majority of respondents are dissatisfied with the rate at which students absent themselves from school accounting for 57.03 percent 32.81 percent of the respondents are satisfied with the students rate of absenteeism. Only 8.6 percent are extremely satisfied and 1.56 percent of the respondents are extremely dissatisfied this shows that students' absenteeism significantly influences job satisfaction among teachers.

#### 4.7 Career choice and training.

4.7.1 The study sought to establish the feeling of the respondents about effect of training on job satisfaction. The result presented in table 4.26 below.

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Extremely Dissatisfied	4	3.13
Dissatisfied	5	3.91
Neutral	11	8.59
Satisfied	106	82.81
Extremely Satisfied	2	1.56
<b>Total</b>	<b>128</b>	<b>100</b>

The table 4.26 reveals that 82.81 percent of respondents were satisfied with the training underwent..8.59 percent preferred to be neutral. 3.91 percent were dissatisfied and only 1.56 percent were extremely satisfied. It is clear from the table that majority of respondents are satisfied with their training and enjoy their professional work despite the many challenges that arise.

#### 4.7.2 The study sought to establish whether the respondents have undergone any other form of training after employment .The results summarized and presented in table 4.27

**Table 4.27**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Workshop	65	50.76
Seminar	38	29.69
In service	23	17.97
None	2	1.56
<b>Total</b>	<b>128</b>	<b>100</b>

Table 4.27 show that workshops have been attended with the majority accounting for 50.78 percent. Seminars follow at 29.69 percent. In service training at 17.97 percent. Respondents who have not attended any training account for only 1, 56 percent.

4.7.3 Respondents were asked to identify what according to them if done by employer would enhance the level of job satisfaction. Results presented in table 4.6.

**Table 4.28 Priority activity by employer.**

<b>Activity</b>	<b>Frequency</b>	<b>Percent</b>
Promotion	31	24.21
Equip with teaching learning aids	12	9.38
Improve teacher student ratio	25	19.53
Increase salary	60	46.88
<b>Total</b>	<b>128</b>	<b>100</b>

From table 4.28: 46.88 percent of respondent feel that increasing salaries would expose more funds to them and improve their economic status and make them happy on the job.24.21 percent feel that promotion would inspire them .Employing more teachers would reduce their work load and increase the ratio of teachers to students accounting for 19.53 percent and lastly supply of materials at 9.38 percent .From the table the majority of respondents feel increasing their salaries would give them job satisfaction and improve their efficiency and effectiveness.



## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

Chapter five focused on the summary of the findings, discussions and conclusion inferred from the findings. The chapter also contains some useful recommendations on how job satisfaction among teachers can be enhanced.

#### **5.2 SUMMARY OF FINDINGS**

The issue of job satisfaction among teachers has presented great challenge to stakeholders in the education sector in Kenya. This study focused on job satisfaction among teachers in Teso North Sub County and came up with the following findings. It has come out clearly that student discipline plays an important role in determining whether teachers are satisfied or not. Majority of respondents indicated that they got inspired when their students did well in the examinations as it reflected on their capacity in terms of preparing students for exams. That the alternative source of happiness included good performance in sports as this had potential to sell the name of school and their status would rise. They also indicated that they are able to work well with students because they obey and adhere to the laid down regulations and rules in school. It made their work enjoyable. However majority of those who said that they would be happy when students did well in examination stressed that good performance in sports by the students was more pronounced as compared to academics. So they were still satisfied and enjoyed working.

With regard to work environment the study established that the majority of teachers enjoyed working with their colleagues as opposed to the administration and subordinate staff. They felt left out in decision making process even when they were the ones to implement. insufficient supply of teaching and learning aids made majority of respondents feel dissatisfied with the school. They indicated that in such situations they don't perform to their full capacity opening a gap between them and students such estranged relationship make teaching a bad profession.

Concerning school attendance, the findings agree with Orikodi (2007) that consistent absenteeism by students precipitated majorly by school fees defaulters almost on monthly basis serves to destabilize the teachers laid down programme hence making it impossible to complete

syllabus only to eventually be blamed for poor performance thereby attaining the low grades. Majority of the respondents felt that absenteeism affected even the student participation in sports their alternative inspiration when examination fails them and this lowered their morale to teach whole heartedly. The students therefore do not do well in academics and limit active participation in sports.

Majority of respondents indicated that teaching was not their first choice career at high school but after training their perception changed and was positive as they now had so much to expect from the field. Many felt that they have the capacity and their delivery was satisfying. However, they were also quick to point out that student performance in the examination has not been encouraging hence the low grades. They attribute this to student absenteeism, low entry, entry behaviour and lack of commitment to school programmes. This sometimes de-motivate them although they felt that active participation and good performance in sports help keep their morale to work. From the findings therefore is worth noting here that career choice and training significantly affect job satisfaction among teachers. A majority of the group also felt positive about going for further studies to enhance their performance and thus gives a positive sense of belonging and happiness towards the job. It is only those who feel positive about the job who easily opt for improving their academic status.

### **5.3 DISCUSSION OF FINDINGS**

The finding of this study agrees with David McClelland theory in which he observed that the three important motives that drive people to work are: the need for achievement, power and affiliation. In this study 54.91 percent of the teachers indicated that performance both in academic and sports by the students inspired them and made them enjoy their work. When academic did not provide all the good grades they expected, excellent performance in sports formed alternative source of satisfaction.

It also came out clearly that teachers enjoyed working with subordinate and students as these two groups would recognize them as seniors and instructors. So they enjoy to be in power and affiliated. In view of McClelland's theory the need for achievement, power and affiliation is attained thus satisfying the teacher on the job. The humanistic perspective of human motivation postulated by Abraham Maslow which revealed that human needs are not of equal strength and

they emerge in a definite sequence with basic needs at the bottom of a pyramid and the esteem needs at the apex agrees with the finding of this study where conditions of living still feature prominently amongst the teachers needs: the need for basic requirements like food and shelter. The respondents feel that with their status in mind, better housing facilities should be provided by the school or even the private developers in the shopping centers as opposed to the ones they currently occupy it makes them have a feeling of dissatisfaction.

The influence of career choice and training significantly affects job satisfaction among teachers in Teso North Sub County. Majority of teachers indicated that in terms of work they were confident of their delivery and capacity especially after their professional training. The teachers indicated that they derive satisfaction from their student excelling in sports. There still lingers the issue of pay in which 60 percent of respondents indicated that they would be happy with an increased pay especially against their academic certificates like other public workers.

Student attendance to programmes in school affects job satisfaction among teachers. According to the study, teachers get discouraged when absenteeism is rampant amongst students as evidenced in Teso North Sub County. They attribute this to default by parents in paying fees and child labour especially when the students work in the tobacco farms in aid of their parents. Majority of teachers 37.5 percent indicated that they are most uneasy with the way student absent themselves and finally some even fall out of school.

The net effect of this is the poor performance in the examinations which according to Orikodi (2007) in his project report notes absence of good grades among form four students in Kenya Certificate of Secondary Examinations (KCSE) in a period of past four years consecutively. It can therefore be inferred that the parents de-motivate their children who eventually brings blame on teacher in terms of productivity. There are a number of benefits that an organization reaps from a motivated workforce (Robins 1998:180 2001:189), they include an increase in productivity and efficiency, decrease in tiredness and absenteeism, reduction of employee turnover and decrease of opposition to changes affected for the good of the organization. In view of this it can be concluded that the lack of good grades is embedded in lack of motivation for the students and teachers.

The neo – human relations school of thought which focuses on the psychological needs of employees analyzed by Fredrick Herzberg yielded the theoretical basic of this study. Herzberg identifies the need to avoid pain and obtain the basic necessities of life on the one hand and the need to develop personal capacities and potentials on the other hand. Majority of respondent’s exuded confidence in the delivery of content to the student which made them enjoy their work environment. They are considered supreme in supply of information in the learning process. This makes them satisfied and is as a result of career choice and training in the subject areas in education.

#### **5.4 CONCLUSION**

The study revealed that student discipline played a significant role in determining job satisfaction among teachers indicating that although they lacked the good grades in student performance in Kenya Certificate of Secondary Examination (KCSE), they got alternative inspiration from the student performance and active participation in sports. However, they were optimistic that there is improvement in the grades although at a very slow pace and that gave them encouragement hence satisfaction.

They also noted that there is marked improvement in student commitment to adherence to school programmes and this threw a ray of hope in the future performance.

It was also established that work environment greatly affects the teacher job satisfaction level. Teachers were greatly encouraged with cordial relationships among themselves, subordinate staff and students. They indicated that they felt recognized and value attached to their work. This made them happy. They were particularly not happy with housing facilities and quality of supervision in the system. Majority indicated that let alone internal supervision even the external one was not efficient. Majority of the respondents had been in the field of work for an average of 10 years and above and have adapted well to the reality of school environment so they enjoyed their work in spite of the challenges mentioned.

Student's attendance to school programmes affected teacher job satisfaction, the study revealed that Majority of teachers were not happy with the high student absentee rate in their schools. This interfered with targets making realization of success difficult hence the low grades in KCSE examinations which they said is a mirror of their productivity. Majority of those interviewed indicated that sports had a positive impact on student school attendance. Many students enjoyed being at school to participate in sports and their excellent performance encouraged the teachers and made them satisfied.

The study also established teachers level of confidence in their work was high and this could be attributed to the training given to them, majority enjoyed their work as they exuded confidence in delivery of subject matter to the students. However, they were quick to mention lack of teaching learning materials which accordingly impacted negatively on the student performance hence the lack of good grades in the national examination.

## **5.5 RECOMMENDATIONS**

The following recommendations were made on the basis of the findings.

- i Parents should be educated on the need to facilitate their children to enable them attend to school programmes by paying school fees buying uniform and offering alternative supervision when their children are at home to enhance commitment . Keeping the students optimally at school would allow for consistency in academic work as opposed to the current high rate of absenteeism.
- ii The government should provide sufficient staff both at teacher level and quality assurance level. Added teaching and quality force would ensure existing staff are able to do supervision which appear to be deficient to ensure quality education is given to students: schools should give priority to provision of teaching learning aids (text books and practical apparatus) so as to adequately expose students to enable them compete fairly in the national examinations.
- iii Fees in default according to the respondents are alarming. Parents have neglected their duties including paying fees in good time and strictly supervising children work at home. The negligence according to the majority affects student performance as is seen in the high level of absenteeism among students and their lack of commitment to assignment work given, excuses to be away from class activities most of the time. This study recommends that

parents be educated on their roles in chief's barazas, non – governmental meetings so as to help change their negative attitude towards schools.

- iv The government should address the issue of pay adequately by engaging teachers to get their proposals. This is notably coming out from the findings even when it was not the main focus of study. It is also important that the government considers availing chances for skill development and improvement through proficiency organized programmes to the teachers. This will allow them realize their hidden abilities and would come back to help the education sector.
- v This study recommends that the government should re-evaluate the pay packages for teachers in comparison with employees in other sectors with similar academic qualifications and work experiences so as to reduce the margins. This could help resolve constant strikes occurrences which have robbed the country of its valuable time and workforce energy for many years.
- vi The study recommends that sports be introduced as a subject in high schools to expand the scope of success for students. The subject named rare talent education broken into disciplines as football, athletics, handball which eventually will produce professionals able to train the youth and enable them get into lucrative areas of sport so as to reduce on importation of personnel trainers.

## **5.6 SUGGESTIONS FOR FURTHER RESEARCH.**

Based on the findings and recommendation of this study, the following areas were suggested:

1. A study on the specific actions that individuals, organizations and government can take to improve employee job satisfaction and organizational commitment.
2. Further research be carried out to determine the extent to which student discipline impacts on job satisfaction.
3. This study should be replicated to a larger sample of teachers in public secondary to determine if similar results will be achieved.

## 5.1 CONTRIBUTION TO THE BODY OF KNOWLEDGE.

This section highlights the gains to be realized from the study which will add knowledge to the present situation. Table 5.6 below shows the contribution to the body of knowledge.

**Table 5.6 Contribution to the body of knowledge.**

<b>NO</b>	<b>OBJECTIVES</b>	<b>Contribution to the body of knowledge</b>
1	To establish whether student discipline influences job satisfaction among teachers	Identify student factors that contribute towards teachers job satisfaction
2	To determine the factors in the work environment that influences job satisfaction among teachers	Role of work environment in determining job satisfaction among teachers
3	To find out whether student attendance to school programmes influence job satisfaction among teachers	Absenteeism by students from school programmes and its role in determination of teacher job satisfaction
4	To establish the influence of career choice and training on job satisfaction among teachers	Acquisition of knowledge on the hidden potential effects of their training on their capacity

## REFERENCES:

- Alderfer, C. (1972). *Existence, Relatedness and growth*. New York: Free press
- Armstrong, M. (2000) *Employee Reward* (2<sup>nd</sup> Ed, London: CIPD House
- Bennet, R. (1997). *Management* (3<sup>rd</sup> Ed), Edinburg: Pearson Education limited.
- Best, J. W. & Kahn, J. V. (1996). *Research in Education*, Prentice Hall Inc. New York
- Borg, W. & Gall, (1996) *Education Research: An introduction*, Longman Inc: New York.
- Bowditch, J. L. & Bouno, F. A. (1997). *A Primer on Organizational Behaviour* (4<sup>th</sup> Ed), New York: John Wiley and Son Inc.
- Carol, M. & Walton M. (eds) (1997). *Handbook of counseling in Organization*, London: Sage.
- Charles, C.N. (1988). *Introduction to Education Research*, New York: Longman
- Chepkilot, R. K. (2004). “*Development of Motivational strategies for Public Sector Workers, Kenya*” Unpublished PhD Thesis, Nairobi.
- Daily Nation Newspaper, 17<sup>th</sup> July, 2006 (Boom for Civil Servants) page 1, Story by Samuel Siringi.
- Dillham, D.A. (2002) *mail and Internet Surveys: the Tailored design Method* (2<sup>nd</sup> Ed), New York, Wiley.
- De Vaus, D.A. (2000). *Surveys in Social Research* (5th Ed), London, Rutledge
- Furnharm, A. (1992). *Personality at Work*, Routledge: New York
- Quest, D., Conway, N. , Brier, R., and Dickman, M. (1996) *the state of the psychological Contract in Employment*. London, Institute of Personnel and Development
- Hackman, J.R., & Oldham, G.R. (1975). “*Development of job Diagnostic Survey*”, Journal of Applied psychology, 60,159-70
- Herzberg, F. (1966). *Work and the nature of Man*, Cleveland: World publishing Company
- Hezberg, F., Mauser B. & Synderman, B. (1959). *Motivation to Work*, Willey: New York
- Immonje, M.M. (1990), *A comparative study of the factors that contribute to job satisfaction and dissatisfaction among teachers in private and public schools in Nairobi Kilimani Zone*. Unpublished Med Thesis Kenyatta University.
- Ingolo, G. (10991), *A study of the factors contributing to job satisfaction /dissatisfaction among home science primary school teachers in Starehe division*, Nairobi. Unpublished Med Thesis Kenyatta University.



- Kamina, W.K. (2002), *A study of Factors that contribute To Job Satisfaction among Special Education Teachers in Special Schools in Nairobi Province*, University Of Nairobi
- Karugu, G.K. (1980) . “*An Investigation of Job Satisfaction-Dissatisfaction among Elementary School Teachers and Head teachers in Nairobi, Kenya and a Comparison Of Their Perceptions on Fourteen Selected Job Factors from Herzberg’s two-Factor Theory*”. Unpublished PhD Thesis, Nairobi
- Kathuri, N.J & Pals, D.A. (1993). *Introduction to Educational Research*, Njoro: Education Media Centre
- Kerlinger, F.N. (1993) *Foundations of Behavioural Research* (3<sup>rd</sup> ed), Fortworth:Harcort Brace College Publishers
- Lang’at, B. (2003). “*Teacher participation in Managerial Decision –making in Kenyan Secondary Schools: A case of Buretti District*”, Unpublished Mphil Thesis, Moi University.
- Lawler, E.E. (1971). *Pay and Organizational Effectiveness*. New York, McGraw-Hill
- Locke, E.A. (1976) . “*The Nature and Causes of Job Satisfaction in M.D. Duette*” A Handbook of Industrial and Organizational Psychology, Chicago: Rand Mac Nelly
- Lockesh, K. (1994). *Methodology in Educational Research*, Vani Educational Books: New Delhi
- Lukuyani, M. (2002). “*A study of the Factors Contributing to Job-Satisfaction and Dissatisfaction among Secondary School teachers in Turkana District*”, Unpublished PhD Thesis, Nairobi
- Luthans, F. (1989). *Organizational Behaviour*, Mcgraw –Hill: New York
- Madera, E.K. (1995) “*A study of some of the factors associated with job Satisfaction/dissatisfaction among teachers in Nairobi, Kenya.*” Med Thesis, University of Toronto
- Makin, P., Cooper C., & Cox C. (1996). *Organizations and the Psychological Contract*, Leicester: British Psychological Society

- March, G. & Simon H. (1958). *Organization*, John Wiley and Sons Inc
- Maslow, A. (1954). *Motivation and Personality*, Harper and Row: New York
- Maund, L. (1999). *Understanding People and Organizations*, Cheltenham: Stanley Thornes Publishers
- McGregor, D. (1960) . *The Human Side of Enterprise*, New York: McGraw- Hill
- Mitchell, V (1996). “*Assessing the reliability and validity of Questionnaires: An empirical example*”, *Journal of Applied Management Studies* , 5:2, 199-207
- Mulusa, T. (1998), *Evaluating: Education and Community Development Programmes*  
Nairobi: College of Adult and Distance Education University of Nairobi
- Mumo, D.K. (2000). “*Job satisfaction of Tutors in Technical Training Institutes in Nairobi Province*” Med Thesis, Kenyatta University.
- Newstrom & Davis.K.(2002).*Organizational behavior*, 11thEdNewyork:McGraw Hill.
- Ngalyuka JM (1985) “*An investigation of factors that contribute to job satisfaction and dissatisfaction among the rural primary school teachers*” Med Thesis. Nairobi.
- Ngubolia.D.K.(1986) “*A Case Study : Commitment of Primary school teachers to teaching profession*: Unpublished PGDE.Thesis. Nairobi.
- Okumbe (1998).*Education Management: Theory and practice*, University of Nairobi Press Nairobi Kenya.
- Porter L.W.(1961) “*A study of perceived need satisfaction in bottom and middle management jobs*”. *Journal of Applied Psychology*, Vol. 45, No. 1, pp. 165-167.
- Redman, T. & Wilkinson A, (2002) *Human Resource Management*, London: Thomson Learning
- Santrock, J.W. (2003). *Selected Chapters from Psychology*, (7<sup>th</sup> Ed) New York: McGraw-Hill,
- Saunders, M., Lewis P. & Thornhill A., (2003). *Research Methods for Business Students*, Prentice Hall: London
- Singleton, R.Jr, Straits M.M, & Mc Alister, (1988). *Approaches to Social Research*, Oxford University Press Inc: New York
- Sogomo, (1993)
- Wasonga, O.C. (2004), “*A study of Motivational and Job Satisfaction needs of public Secondary Schools*,” Unpublished Med Thesis, University of Nairobi

## **APPENDICES**

### **APPENDIX I: LETTER OF TRANSMITTAL**

**MARY J. YOO SEC SCHOOL  
P.O BOX 90 CHEPTAIS  
EMAIL: wengarichard@yahoo.com  
PHONE: +254729378193  
30<sup>TH</sup> MARCH 2013**

Dear Respondent:

I am a student at the University of Nairobi pursuing a Master degree in project Planning and Management and carrying out a research on “Factors influencing job satisfaction among public secondary school teachers in Teso north sub county Busia County.” I am requesting for your assistance.

Do assist by filling in the questionnaire provided. The information will help me accomplish the research objectives. All responses will be treated with total confidentiality.

Thank you

Yours faithfully,

**Richard Odhiambo Ojwang**

## APPENDIX II: QUESTIONNAIRE

### EMPLOYEE OPINION BEHAVIOUR ATTRIBUTE QUESTIONNAIRE

#### PART A

The following questions concern your position and other personal information. you are requested to complete this part without fear of disclosure of individual data. Confidentiality is assured. Please DO NOT WRITE YOUR NAME in this questionnaire. Tick one for questions 1,2,3,4,5 7,10,11,and 12.

1. What is your gender? Male ( ) Female ( )
  
2. Where do you belong in the age groups shown below?
  - Below 25 years ( )
  - 26-35 years ( )
  - 36-45 years ( )
  - 46-55 years ( )
  - Over 55 years ( )
  
3. What is your marital status
  - Single ( )
  - Married ( )
  - Widowed ( )
  - Divorced ( )
  
4. What is your highest grade/level of training/qualification?
  - Certificate ( )
  - Diploma ( )
  - Bachelor's degree ( )
  - Master's degree ( )

Other: (specify).....

5. Do you work in your Sub County of birth            Yes ( )            No ( )

6. If NO (above) state your Sub County of birth .....

7. Have you ever held formal employment elsewhere? Yes ( )            No ( )

8. If YES (above) why did you quit former employment?  
.....

9. How long have you worked in your present station?  
.....

10. Have you ever been promoted to a different scale since time of employment?  
Yes ( )            No ( )

11. Have you ever faced disciplinary action under current employer  
Yes ( )            No ( )

12. Has your present employment ever given you a sense of ownership of your work ?  
Yes ( )            No ( )

13. Do you consider yourself as satisfied or dissatisfied with your job?  
.....  
.....

14. What aspects of your work make you satisfied or dissatisfied with your job  
.....  
.....

**PART B**

The questions in this part require you to give short answers, possible in single sentences state your unbiased opinion in the space provided after each other.

1. What apart from money motivates you to work?

.....  
.....

2. Do you ever contemplate quitting your job?

.....  
.....  
..

Briefly state two things that appeal to you about your current job

.....  
.....

Which two things do you hate about your job?

.....  
.....

5. How would you describe your work environment?

.....  
.....

6. How would you describe your home environment?

.....  
.....

7. What other benefits do you get from your job other than money?

.....  
.....

8. Would you say your employer has a vision of improving your working conditions?

.....  
.....

9. Under what circumstances would you willingly give up your employment?

.....  
.....

10. What would you wish your employer to do to make your work more enjoyable?

.....  
.....

**PART C**

**The following statements concern how you feel about the job you hold at the present. Please indicate the extent of your agreement or disagreement with each statement by ticking in the box from a to d according to the key below. Please do not give your name.**

1.1 Which of the following description below fits the type of school you teach in

- a. Girls boarding
- b. Boys boarding
- c. Mixed day
- d. Mixed boarding

1.2 How would you rate the level of discipline in the school?

- a. Very good
- b. Good
- 
-

- c. Fair
- d. Poor

1.3 Does the level of discipline chosen above affect your motivation towards your job?

YES  NO

1.4 Would you also say that the level of discipline significantly affects the performance of students in academics?

YES  NO

1.5 How would you rate the academic performance of students in your school both internally and externally.

- 1. Very good
- 2. Good
- 3. Fair
- 4. Poor

1.6 How often does it bother you that the students perform as given? Tick one.

Never                  Rarely                  Sometimes                  Often                  Very often

1.7 What would you say is the level of commitment of students towards excellence in co - curriculum activities

Highly committed

Committed

Moderately committed

Not committed

1.8 Do you get inspired towards liking your job because of the student performance in co - curricular activities.

YES  NO



2.1 How would you rate the physical environment where you work?

- a. Very good
- b. Good
- c. Bad
- d. Very bad

2.2 Are you housed at school?

YES  NO

If NO, how do you transport yourself to place of work?

- Bicycle
- Motorbike
- Matatu
- Walking

2.3 Are you comfortable with the means of transport given above?

YES  NO

2.4 Does the school have adequate books and classrooms to facilitate teaching and learning?

YES  NO

2.5 How would you deficiency in 2.4 above affect your efficiency and productivity as a teacher?

- a. Slows down service provision and competence
- b. Improve on capacity to improvise
- c. Reduce on capacity to add value to student
- d. Compromise on effectiveness

2.6 What would you say is the level of curriculum supervision at school?

- a. Very good
- b. Good
- c. Bad
- d. Very bad

2.7 What type of relationship in your opinion makes you motivated to work hard? Choose one.

- a. Teacher teacher
- b. Teacher student
-

- c. Teacher subordinate
- d. Teacher parent

2.8 What would you say is the best description of the work environment in relation to professional expectation?

- a. Very good
- b. Good
- c. Bad
- d. Very bad

3.1 How would you rate school attendance per year?

- a. Very good
- b. Good
- c. Fair
- d. Poor

3.2 In order to priority what do you consider is the cause of the attendance rate chosen above?

- a. School fees
- b. Indiscipline
- c. Student truancy
- d. Child labour

3.3 How much of the syllabus do you cover at the end of every year per subject? Your best estimate as percent

- Below 30%
- 30 – 50%
- Above 50%

3.4 How would you describe the student absenteeism rate in your school? Tick one below.

- a. Very high
- b. High
- c. Moderate
- d. Low

3.5 How often do you get bothered with the rate of absenteeism given in 3.4?

- a. Quite often
- b. Often
- c. Sometimes
- d. Not at all

3.6 Do you agree that games activities motivates students and enhance their attendance rate?

YES  NO

3.7 Does it inspire you when students excel in games?

YES  NO

3.8 When you consider low student performance in academic work is it true that good performance in games can provide perfect alternative motivation for teacher

4.1 Are you happy that you trained in the career of your choice from high school?

YES  NO

If NO then what would you say is the source of dissatisfaction

---

---

4.2 Do you feel competent as a teacher now that you trained for the job?

YES  NO

4.3 How would you rate your competence level in terms of delivery to the students in academics

- a. Very good
- b. Good
- c. Fair
- d. Poor

4.4 What would you attribute this to? Tick one.

- a. Training
- b. Experience
- c. Both training and experience
- d. None of above

4.5 How would you feel if your employer introduced the service contract mechanisms to gauge your competence and delivery as a teacher?

---

---

4.6 Are there any challenges that you have faced relating to the type of training you went through?

---

---

4.7 Which of the following criteria would you attribute the challenges you face to?

Teacher capacity / competence

Sloe learners

Lack of teaching aids

Student teacher relationship

4.8 Is it because of your training that you feel sufficiently capable to deliver on your professional expectation.

YES  NO