

**THE INFLUENCE OF SELECTED FACTORS ON
TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY
SCHOOLS IN LIKONI DIVISION, MOMBASA, KENYA**

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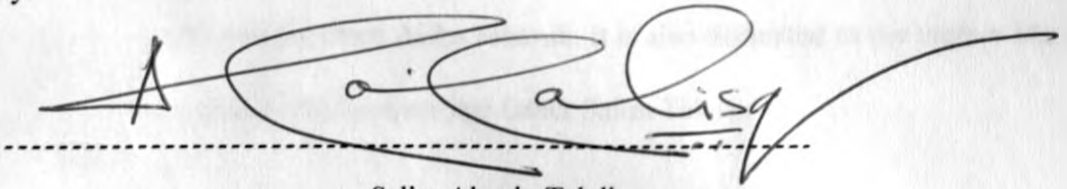
**A Research Project Submitted in Partial Fulfillment for the Degree of
Master of Education in Educational Administration**

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DECLARATION

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

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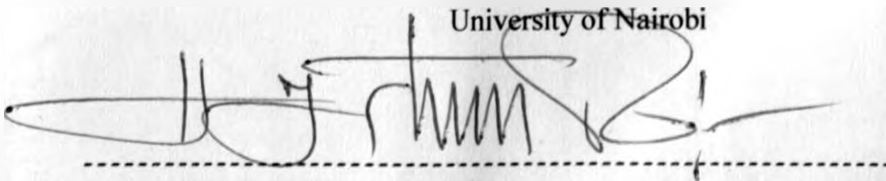
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DEDICATION

I dedicate this research project to my family including daughter Mariam Alamin Takdir, son Salim Alamin Takdir, their committed “aunt” Riziki Ziro and my niece Aisha Mbaruk. It is also dedicated to my mother Mariam Khamis Fadhil and my late father Salim Takdir.

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ABBREVIATIONS AND ACRONYMS

KCPE:	Kenya Certificate of Primary Education
KNEC:	Kenya National Examination Council
SPSS:	Statistical Package for Social Sciences
TSC:	Teachers' Service Commission

ABSTRACT

The purpose of this study was to investigate factors influencing teachers' job satisfaction in public primary schools in Likoni Division, Mombasa County, Kenya. Specifically the study sought to find out the extent to which the factors of age, remuneration, promotion prospects, and workload and working conditions influence teachers' job satisfaction in primary schools in Likoni division Mombasa County. The literature reviewed Identified that among the factors that determine the workers satisfaction with their jobs they include working conditions, work environment, remuneration, and recognition and interpersonal relationships.

The study used a descriptive design, whose target population was all the primary school teachers in Likoni Division of Mombasa district. Simple random sampling was used to identify the respondents. The major tools of data gathering were questionnaires that generated quantitative data which was analyzed to yield frequencies, percentages, means and standard deviations, which helped to describe and summarize the information.

The findings showed that the salary, promotions prospects, teaching loads were the main causes of dissatisfaction with teaching jobs in Likoni schools. There was no apparent link of age to job satisfaction for the teachers in Likoni. The study recommended that the employer investigates the issue of fairness and adequacy of salaries to make them harmonised with the rest of civil servants. Studies should also be carried to investigate more issues that can benefit teachers and increase their job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is the corners of the social economic development of any country. It is commonly believed that educated people are better off socially and economically than uneducated people. A study by the United State Education Department in 1997 found out that teachers' job satisfaction is strongly associated with participation in decision making and influence over school policy (Bogler, 1999). Bogler's study was carried in Montreal Canada. Lochhead and Versppor (1991), while supporting the value of education, stated that in the developing nations, adults who have higher level of education have better paying employment, higher individual earnings and greater agricultural productivity. They also have better health and nutritional status and more 'modern, attitude than those with lower educational entertainment.

In South Africa, Steinberg (1993) discovered that management style of principal was one of the major determinants of teachers' job satisfaction. Significant indicators of job satisfaction which emerged from a study done by Mwamwenda (1995), in the Transei included positive relationship between teachers and principals, parents and learners results and achievements and fact that teaching is culturally considered to be a fine and challenging profession.

In Kenya education is recognized as the key to development. Education is an investment whose returns are highly valued throughout the world. The Kenya government has since independence spent heavily on education because of its commitment to provide education to all Kenyans and more so because of the needs of the country. There has been a raising demand for more education and training opportunity for rapidly growing population. Education prepares the youth to play an active role in life of the nation. Most developing countries like Kenya allocate their large percentage of revenue to education, (Ayot & Briggs, 1992). The highest allocation was anticipated to give higher future returns, in terms of quality education for the pupils' which is crucial.

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Teachers play a key role in determining the quality of education in a country; they are classroom facilitators and curriculum implementers (Republic of Kenya 2003). Longoiboni (Teacher' image 2007) had this to say, "education reforms that ignore the training and welfare of teachers are bound to fail" Teachers are role model and can influence pupils self esteem; therefore they need to be satisfied with their job in order to be

effective and efficient in delivering quality education. Sylvia and Hutchinson (1995) in Bishey (1996), concede that job satisfaction is derived from gratification of higher need orders including- social relations, esteem and actualization needs, and that job responsibility have significant impact on teachers job satisfaction. Teachers with higher levels of responsibility have high levels of job satisfaction. This relation could be attributed to the increased pay that goes with increased responsibility.

Mullins (1999) argues that; individual, social and environmental variables influences job satisfaction; the individual factors comprises of personality, education qualification, age, marital status and orientation to work. The social variables comprises of collegial relationship, norms, opportunity for interacting, attitudes, beliefs and values and environmental factors. Bishay (1996) grouped these variables as pay, promotion, fringe benefit and the working condition. All these factors put together may influence job satisfaction among teachers in Likoni Division, Mombasa County.

Maicibi (2003) noted that the more satisfied an employee is, the stronger the propensity to remain in the job. Citing the Vroom theory of motivation, Maicibi further pointed out that, where the outcome is commensurate with the effort exerted, the employee sees equity and fairness thus he may want to put more effort or sustain the existing momentum. In such a case therefore the performance of the pupils maybe increased.

Spector (1997), pointed out that indicators of job satisfaction include punctuality, commitment and compliance, while lack of job satisfaction include stress burnout, lack of lesson preparations, withdrawal behavior and falling education standards.

According to the Government of Kenya (2003), education in Kenya is expected to improve people's ability to take advantage of opportunities that can improve their well being as individuals and able to participate more effectively in the community and labour markets. In this respect, improved education provision and learning achievements is a major contributing factors to existing from poverty.

1.2 Statement of the problem

Public primary schools in Likoni division Mombasa County have been performing below average for the last five years. According to Municipal education Office Mombasa County, data indicates that performance of K.C.P.E in the year 2007 to 2011 has been poor in comparison with other Divisions.

KCPE ranking by divisions in Mombasa county from 2007 to 2011

Table 1 .1: School performances in past KCPE

DIVISION	2007	2008	2009	2010	2011
Likoni	248.25	246.73	247.64	242.20	247.99
Kisauni	274.08	283.87	270.51	274.92	273.03
Changamwe	278.33	290.23	276.68	278.94	271.41
Mvita	263.63	292.79	259.74	268.12	285.87
Central	273.17	309.89	277.57	262.51	289.86

In comparison with other divisions within the County as shown above, Likoni has been the last in the ranking among the divisions in the year 2007 to 2011. It has been observed that all teachers are trained and most of them are P1 teachers. The schools also have adequate teaching and learning resources provided by the Ministry of Education and given maximum support by school management committees. Effort has also been put by the stakeholders through stakeholders' meeting held last year some time May to address the issue of performance and how it can be improved.

The poor performance in Likoni is probably related to lack of job satisfaction among teachers. Njonary (2010) reported that, lack of job satisfaction among teachers in Nyahururu District lead to poor KCSE performance. Due to the cited performance at Likoni Division there is need to carry out a research in order to assess their motivational needs and levels of job satisfaction. The study will also compare their perception of

Herzberg two factors theory. Job satisfaction among the teachers will make them more committed to their work and the ultimate goal of improving the performance in Likoni Division.

1.3 Purpose of the study

The purpose of this study is to investigate factors influencing teachers' job satisfaction in public primary schools in Likoni Division, Mombasa County, Kenya.

1.4 Objective of the study

The study sought to achieve the following objectives: -

- i. To determine the extent to which remuneration influences primary school teachers' level of job satisfaction in Likoni division Mombasa County.
- ii. To establish the extent to which promotion prospects influence primary school teachers' levels of job satisfaction in Likoni division Mombasa County.
- iii. To determine whether workload influences primary teachers' levels of job satisfaction in Likoni division Mombasa County.
- iv. To determine the extent to which teachers' age influence their levels of job satisfaction.
- v. To establish the extent to which working conditions influence teachers' job satisfaction in primary schools in Likoni division Mombasa County.

1.5 Research questions

The study will be guided by the following research questions:

- i. To what extent do remuneration influence primary school teachers' job satisfaction?
- ii. To what extent do promotion prospect influence primary school teachers' level of job satisfaction?
- iii. To what extent to teachers' workload influence their job satisfaction?
- iv. In what way do age influence primary teachers' job satisfaction?
- v. To what extent do working conditions influence primary teachers' job satisfaction?

1.6 Significance of the study

The findings of the study may be a source of reference to educators and general leaders interested in the topic. The ideas generated by the study can be used by headteachers to motivate teachers and increase their job satisfaction in their schools. Once the determinants are identified and appropriately addressed, teachers performance may improve hence pupils are going to benefit.

1.7 Limitations of the study

According to Mugenda and Mugenda (1999) a limitation is some aspect of the study that the researcher knows may negatively affect the results or generalize ability of the results but over which he/she probably has no control. The researcher may not be able to control the attitude of the respondents as they

respond to questions. This is because of fear, they may chose to give socially acceptable answers. The researcher intends to educate the respondents before the exercise and assure them of confidentiality.

1.8 Delimitations of the study

According to Orodho and Kombo (2002), delimitation of study refer to the boundaries of the study. There fore this study will be confined to public primary schools in Likoni division in Mombasa whose conditions could be different from other divisions.

1.9 Basic assumptions of the study.

The study will be based on the following assumptions.

- i) The information given by the respondents will be true and free from external influence.
- ii) Data to be recorded on pupils' K.C.P.E performance in schools will be a reflection of the true performance rate.
- iii) The respondents will provide their information about the job without fear of intimidation.

1.10 Definition of significant terms.

Education: refers to the process of teaching training and learning in primary schools.

Examinations: refers to Kenya Certificate of Primary Education done at the end of eight years of Primary Education.

Job dissatisfaction: refers to unpleasant feeling in the teaching experienced by primary school teachers due to intrinsic and extrinsic factors in the work place.

Job Satisfaction: refers to teacher's positive attitude towards teaching.

Learning: refers to the process of acquiring knowledge by primary school pupils.

Performance: refers to pupils grades maintained in Kenya certificate of primary education.

Primary School: refers to the eight years in elementary education in Kenya.

Pupils: refers to a child in a primary school in Kenya.

Teacher: refers to a person registered by Teachers Service Commission (T.S.C); it includes headteachers in Kenya Primary Schools.

1.11 Organization of the study.

The study is divided in to five chapters. Chapter one will deal with the introduction of the whole study, back ground., statement of the problem, purpose of the study; objective of the study, research questions, significance of the study, Limitations of the study, delimitations, of the study, basic assumptions of the study and definition of significant terms .

Chapter two consists of the literature review, under the following sub-headings, role of teachers in changing society, concept of job satisfaction, teaching environment and job satisfaction, teacher professional

qualification, experience and Job satisfaction teachers' salary, employment policy, teachers' age and promotion policies, summary of literature review; theoretical framework and conceptual framework.

Chapter three will describe the research methodology that will be used. This will include the following sub-headings; research design, target population, sample and sampling procedure, research instrument, instrument validity and instrument reliability. It will also cover data collection procedure and data analysis techniques. Chapter four will consist of data analysis and discussion of the findings. Chapter five will present the summary of the study: conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section will cover literature review for study. It will be reviewed under the following sub sections: concept of job satisfaction, the role of the teacher in changing society, teaching environment and job satisfaction, teachers professional qualifications and job satisfaction, teacher experience and job satisfaction, teachers' salary, employment policy, teachers' age, promotion policies, summary of the literature review, theoretical framework and conceptual framework of which the study is based.

2.2 Concept of job satisfaction.

Job satisfaction refers to all those feeling that are considered pleasant by teachers in relation to their work as teachers. Mullins (1999) Job satisfaction is an attitude towards the job. This definition show that people from attitude towards their job by taking into account their feeling, beliefs and behavior.

Luthans (2002), on the other hand says that jobs satisfaction is as result of employees' perception of how well their job provides those things that are viewed as important. Teacher job satisfaction is therefore a vital area of study since several studies have found that work satisfaction influences general life satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing task required of good teacher (Beder, 1990) such task include preparation of marking of schemes of work: daily lesson plans, careful marking of assignment, detailed record keeping to monitor students' progress. Job satisfaction is closely linked to motivation. Motivation on the other hand refers to the driving force within individuals with which they attempt to achieve some goals in order or expectations, Mullins (1999). A teacher who is highly motivated may developed satisfaction with teaching career thus improving his performance. Assumption in this is that the teacher satisfaction implies that the job satisfies his needs.

According to Flippo (1984), there are ten desired outcomes that when catered for produce a high level of satisfaction. These are pay; security of job, congenial associates, credit for work done. Opportunity to advanced; a meaningful job, comfortable, safe and attractive, conditions competence and fair leadership, reasonable orders and direction and a socially relevant organization equity theory of motivation postulates that when people perceive an unequal situation, they experience "equity tension" which they attempt to reduce by appropriate behavior, Cole (2004) A major input in job performance and satisfaction is the degree of equity that people perceive in their work situation. Inequity occurs when a person perceives that the ratio of his/her output to input and the ratio of relevant others outcome to input are unequal.

An example of input is educational skills and that of output is rewards such as salary and promotion. Presence of inequality may lead to dissatisfaction. Security of the job is on the priority list for many employees and labour unions. The worker would like to work in a congenial environment. He should be rewarded for higher performance as he strives towards self-realization and achievement in his job. Reyes (1991) said that good leadership as desired outcome will assure the worker organization and its job will continue to offer the worker security in his job to prevent work absenteeism and turnover. The management will try to balance the employees' needs with those of the organization in order to produce positive attitudes in workers this leading to a higher level of job satisfaction. According to Gilmer (1977), people are satisfied when they get more, rather than less of their desired rewards.

Vroom expectancy theory states that work performance depends on perception of an individual between performance, reward and valence for such rewards. People will develop satisfaction towards their jobs if they expect to get rewards from performing their jobs. Such rewards include promotion, recognition by the managers, and increased pay, Cole (2004).

2.3 Role of teacher in the changing society.

Seasonal paper No1 of 2005 recognized teachers as the most important human Capital. In any country teachers take pivotal position in implementing education policy as a classroom facilitator and curriculum

implementer. Teacher has a far reaching effect on the society he is a role model of the students (Republic of Kenya, 2003). Martin and Stephen (1999) in Matheka (2005) pointed out that teachers burn out has become a "phrase catch". Sometimes society make teachers, sorely responsible of their youth discipline counseling and teaching. This task may frustrate the teachers leading to job dissatisfaction.

2.4 Teaching environment and job satisfaction

Teachers Levels of Job Satisfaction is influenced by working conditions such as:-

Administrative support, school atmosphere, students' behavior. Martin and Stephen (1999) observed that the society judgment of the teacher has become generalized. The politicians, responding to issues on education through mass media; and thinking of teachers of being the ones responsible fro many deficiencies and general unease of educational system.

2.5 Teachers professional qualification and job satisfaction

Many researchers tend to be in agreement that teacher factor is basic to academic achievement World Bank report, (1986), as quoted by Sergiovani, (1987) said that, satisfaction teachers is positively related to achievements. Ryan (1975), as quoted by Kiarie, (1996) says teachers without proper academic qualifications and professional training fail to do

justice to the subject. He argues that high qualification develop self-confidence in the teacher. Ominde, (1964) as quoted by Wachiye; (1996) says “it is the teachers who makes school”.

2.6 Teacher experience and job satisfaction.

The level of job satisfaction and motivation among the workers increases with job experience Reyes (1990) study indicated that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure were associated with teacher job satisfaction. This meant that job satisfaction increased with experience in teaching. According to Okumbe (1998), Herzberg's studies in 1955 showed a considerable trend in job attitude according to age and length of service Bissau (1996) noted that increased length of service correlate greater with satisfaction with salary and decreasing stress with years of teaching.

2.7 Teachers' salary and job satisfaction.

Job satisfaction is enhanced when workers see their pay has been fairly based on job demands, individual skill level and the overall national pay standards. Maicibi (2003) noted that, teachers have not met their psychological needs, therefore, salary which is an enabler to meet their needs provides some satisfaction for them.

2.8 Employment policy and teachers' job satisfaction

Maicibi (2003) pointed out that, there is a link between job satisfaction in an organisation and how employees are employed. There is need for the TSC to seek for ways and modality of attracting and maintaining teachers in the teaching profession. Hindu (1984) argues that some ways of doing so is by offering better terms of service especially remuneration and better working conditions.

2.9. Job satisfaction and teachers' age

A research by Okumbe (1992: 154) reveals that, the levels of job satisfaction among graduate teachers increased with age teaching experience. Griffin (1984) found that age was related to job satisfaction because those who were older had higher job satisfaction. Spector (1997) pointed out that, people adapt to their job adjusting to their expectations as they grow older.

2.10 Promotion policy and job satisfaction

Generally, employees want promotion policies that they perceive as being just, unambiguous and in the line with their expectations (Luthans, 2002). Promotion policies are very important determinants of job satisfactions among the workers. This is because promotion typically involves positive changes in supervision, pay and work content.

2.11 Summary of the literature review

The chapter reviews studies on the role of teachers, the concept of job satisfaction Karanja (1984) carried out a study on job satisfaction of teachers in secondary school in Kiambu County. He specifically wanted to know how satisfied teachers are with particular factors in their work environment, the amount of importance they are assigned to each job factor and relationship between their general job satisfaction. The findings of the study indicated that the overall level of job satisfaction among secondary school teachers is low. However, Okumbe (1992) in his study on the level of job satisfaction among graduate teachers in secondary in Siaya district and Kisumu town, found that graduate teachers were satisfied with the job factors and their satisfaction increased with the age, teaching experience and professional grade level. Due to dismal performance in Likoni Division in Mombasa County this study then intends to find out the level of job satisfaction of the teachers in that area.

2.12 Theoretical framework

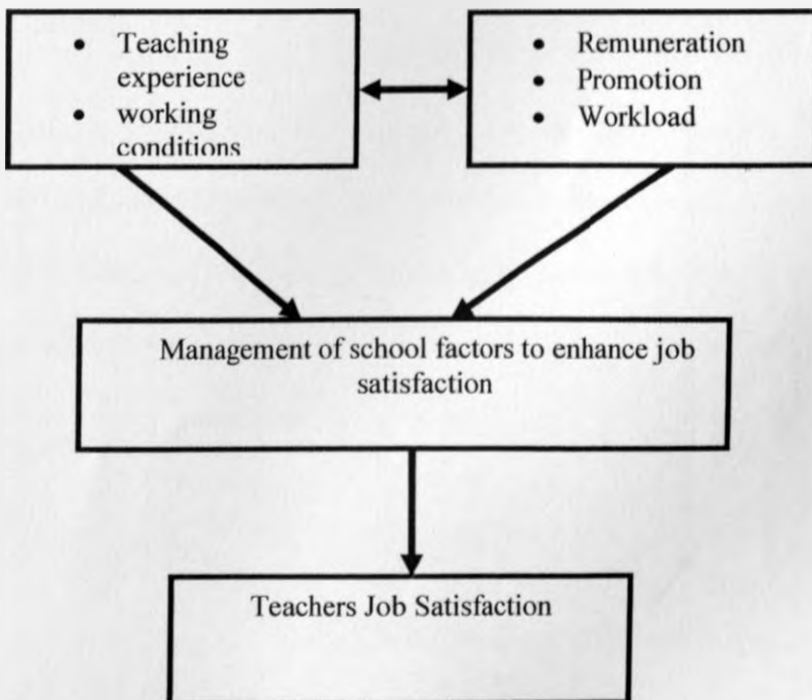
The study is based on the Fredrick Hertzberg's theory of motivation. Hertzberg developed two variables that influence job satisfaction and classified them as hygiene factors and motivator's factors. Hygiene factors include pay, fringe benefits, working conditions, security, Inter personal relations and company policy administration. The headteacher should provide a healthy atmosphere and be concerned with teachers personal welfare. Motivators include such factors opportunities for personal growth achievement, recognition and responsibility. These factors are concerned with work itself which means that the job itself is the major source of motivation. Therefore when teachers are given chances to achieve their full professional growth they may be satisfied with their teaching job. Karagu (1980) and

Macharia (1984) suggest that some hygiene factors like pay could also act as motivators. In Educational management, managers of education need to apply the Hertzberg motivation theory to manage human resource including teachers.

2.13 Conceptual framework

The study conceptualizes that job satisfaction is influenced by variables like teaching experience and working condition. It further postulates that teaching experience and working condition influence the job factors of salary reward, promotion and workload which interrelate with management of school factors to enhance job satisfaction to enhance job satisfaction.

Figure 2.1 Job satisfactions and teachers' background



Teaching experience and good working conditions are enhanced by good remuneration, promotion and less workload. School management can enhance these factors and hence create job satisfaction.

The study shows that teaching experience is more positively related to working satisfaction than teaching research output. Target remuneration, workload and working conditions positively influence working satisfaction. School management should enhance these factors to create job satisfaction.

3.1.1. Research design

The study design is based on the premise of observing that managerial decisions are made by school principals based on their own judgment. The study used a survey method to collect data from school principals. The data were analyzed using SPSS software. The study was conducted in a public secondary school in the district of ... The study was conducted in a public secondary school in the district of ... The study was conducted in a public secondary school in the district of ... The study was conducted in a public secondary school in the district of ...

3.1.2. Sample population

The sample population of this study consists of all public secondary schools in the district of ... The study was conducted in a public secondary school in the district of ... The study was conducted in a public secondary school in the district of ... The study was conducted in a public secondary school in the district of ...

CHAPTER THREE:

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers research methodology; it was organized under the following sub-headings: research design. Target population, sample and sampling procedures, research instrument, instrument validity, instrument reliability, data collection procedure and finally data analysis techniques.

3.2 Research design

Research design refers to the process of creating and empirical test to support or refute knowledge claims (Borg and Gall, 1998). The study was based on survey research design. Mugenda and Mugenda (1999) defined survey as an attempt to collect data from members of population in order to determine the status of the population with respect to one or more variables. The study sought to obtain information that would describe existing phenomena by asking individuals about their perceptions, attitudes, behavior or values. The design was suitable for this kind of research because the researcher intended to collect data which was related to the study.

3.3 Target population.

The target population of this study will consist of all public primary schools in Likoni division Mombasa County. According to an updated list of all public primary schools which were obtained by the researcher from the municipal

Educational office, as at 2012 there were 20 public primary schools in Likoni division with a total population of 213 teachers.

3.4 Sample size and sampling procedures.

According to Mugenda and Mugenda (2003) sampling is carefully selecting a sub group from the accessible population so as to be a representative of the whole population. By selecting some of the elements in the population, conclusion about the entire population can be drawn.

According to Mugenda and Mugenda, [2003], about 10 percent of the accessible population is enough for a descriptive study but according to Best and Kahn, (1993), the best sample population is that which covers at least 30 percent of the total population. However, according to Borg and Gall (1989), 30 cases are suggested the minimum number to work with in descriptive studies.

In Likoni Division Mombasa County there were 213 teachers in public primary schools. A sample of 80 teachers was considered which was way above 30 percent in order to minimize error. The study used simple random sampling to select the teachers. All the teachers were assigned numbers which were picked from a box. This gave everybody an equal chance of participating in the research. A total of 60 cases were sampled for the study. All of them were given questionnaire to fill.

3.5 Research instruments

The main instruments in the study were questionnaires. The items in the questionnaire were adapted from the procedure set by previous theorists and expert researchers in the field especially (Okumbe, 1992) and (Kimenji; 1983). The instrument was divided into 3 parts. Part one contained 12 items which elicited demographic and school information from the respondents with regard to variables which were studied which included age, gender, marital status, teaching experience and academic qualifications.

Part two contained 7 closed ended questions. These measured the level of job satisfaction among primary teachers. These factors were divided into a number of sub-items, of the various job factors. The scores were then assigned a five-point Likert -scale as follows:

Extremely satisfied (1), Very Satisfied (2), satisfied (3), slightly satisfied (4) and not satisfied (5)

The researcher developed the seven job factors after a thorough analysis of Herzberg's job content and job context factors and review of other related literature on work – related variables which determine job satisfaction. The researcher felt that these seven job factors provided a comprehensive description of the teaching job itself and its related job factors. Part three tried to obtain the level of job satisfaction of the respondents as they gave their opinion of the post they held and how it induced pupils to perform well.

3.6 Instrument validity

A questionnaire is said to be valid when it actually measures what it claims to measure Borg and Gall (1983), for this instrument, content validity was established as explained below. Mugenda and Mugenda (1999), notes that validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. The validity of an instrument represents the degree to which a test measures what it purports to measure Best and Kahn (2002). Therefore, a questionnaire is said to be valid when it actually measures what it claims to measure. To enhance content validity, the research instruments was appraised by two lecturers who are experts in the field of Educational Administration and Planning. Their comments were used to improve on the instrument. Pre-testing was conducted on a population similar to the targeted population. The objective behind pre-testing was to assess the clarity of the instrument items which were found to be inadequate for measuring the variables and were either discarded or modified to improve the quality of the research instrument, thereby increasing its validity. The pilot study was also be done in 2 schools out of 20 schools.

3.7 Instrument reliability

Mbwesa (2006) defines reliability as the degree to which an instrument gives consistent results. It is therefore the level or degree of consistency, stability and dependability of the measuring instrument over time. The test-re-test technique of assessing reliability was used. The time lapse between the two

administrations was two weeks in which the questionnaire was administered to the same group. The two results were then compared and the difference and similarities were established and adjustments were made where it was found necessary.

3.8. Data collection procedures

The researcher got permission and authority to conduct the study from the National Council of Science and Technology, Ministry of Higher Education. A comprehensive list of schools and data pertaining to teacher was obtained from the Municipal Education officer's office Mombasa County. The researcher then visited the schools and gave out the questionnaires to the selected respondents. The questionnaires were collected after one week and analysed.

3.9 Data analysis techniques

The data analysis procedures describe the techniques which are intended for use in analyzing data. The data were analyzed through editing and inspection. Filled questionnaires were sorted out to remove incomplete questionnaires, those with spelling mistakes and any other wrongly answered or un-responded to items. The data were organized in to frequency distributions to help condense all the data in order to bring out the information required. The frequency tables were be constructed for specific demographic variables and open ended questions that were featured in the study. Items on the

questionnaire were assigned a score using Likert and Likert (1967) rating scale. The job satisfaction of teachers was assigned scale value as shown below.

1. Not satisfied
2. Slightly satisfied
3. Satisfied
4. Very satisfied
5. Extremely satisfied.

Statistical Program for Social Sciences (SPSS), version 11.0, was used. All the items in the questionnaire were entered in the computer and then converted into numbers. Frequency tables and percentages were obtained. The results were then be analyzed.

CHAPTER FOUR

DATA ANALYSIS PRESENTATION AND INTERPRETATION

4.1 Introduction

The purpose of this chapter was to analyze the responses from the respondents in order to make meanings from the emanating information, in an attempt to answer the research questions. The order of analysis closely followed the order in which the investigative questions were listed in the questionnaire. This chapter presents the results of analysis in form of graphical figures and frequency tables; the information contained therein includes. The sums, frequencies, means, standard deviations and the range of quantities measured. For each table or figure, a brief description of results is provided to help in their interpretation in line with the requirements of the question. A further discussion of these out puts is pursued in chapter five which so as to make to conclusions.

4.2 Questionnaire return rate

The results represented here were obtained from the teachers of primary schools in Likoni, Mombasa County. A total of 80 questionnaires were given to respondents out of which 64 were received back. This represents a response rate of 80 percent which indicates that they are still above 30percent which is representative enough to describe the general characteristic of the target population (Mugenda and Mugenda, 2003). Most teachers answered all the

questions but there were instances that as low as 35 responded to some items. These too were considered sufficient for the purpose of the research and were analyzed for the generalizations of their opinions to the target population. The questionnaire return rate is shown below.

Questionnaire return rate

Respondents	No of questionnaire distributed	Number returned	Percent
Teachers	80	64	80

The following describe the specific responses to the aspect of school management and personal characteristic under investigation.

4.1 Characteristics of the respondents

The table below shows the characteristics of the respondents under study.

Table 4.1.1 Age of teachers

The respondents were asked to indicate their age, the findings were summarized below

Respondents	Age in year	Frequency	Percent
Teachers	30 or below	1	6.7
	31 - 35	2	13.3
	36 - 40	3	20.0
	41 - 45	4	26.7
	46 and above	5	33.3
Total		15	100.0

This indicates that the youngest teacher was indeed below 30 years while the oldest was in the over 46 year's bracket. The study therefore indicates that older people are expected to be stable and satisfied with their job compared to young one who are likely to change their jobs often. The table indicates that teachers are stable in their 40s while dissatisfied with their job at the age of 30 years and below.

4.1.2 Classification of teachers by gender

The respondents were asked to indicate their gender and the findings are summarised below

Table 4.1a Gender of the teachers

Respondent	Male	Percent	Female	Percent
Teachers	12	31.6	26	68.4

The findings show that women are the majority of teachers in the country which means they prefer such jobs more than men. Being male or female may imply different strategies of handling job related challenges depending on their nature, with differing results in the level of satisfaction with the job. Again the social gender roles place some specific traditional roles on the person depending on the gender. For example, even when a couple is both working in most costal societies the man is still expected to provide for wife even though she is earning herself. The amount of strain with the finances is therefore different on the members of the two genders thereby producing different level of satisfaction with the job one is doing.

Table 4.1.3 Teachers' marital status

The respondents were asked to indicate their marital status, the findings were summarised below.

Table 4.1b Teachers marital status

Respondent	Married	Percent	Unmarried	Percent
Teachers	12	33.3	24	66.7

The findings show that most of the respondents were not married. This gives a general opinion that single female teachers work in the heart of Mombasa county. The marital status of the teacher was theorized to have an effect on the level of job satisfaction for the worker probably because demands from the teacher to provide for the needs of the family may strain the finances in the face of dissatisfying salary.

On the other hand, unmarried women as the majority of these respondents were found to be more satisfied because of fewer responsibilities even though these results could not specifically prove that.

4.1.4 Highest professional qualifications

The respondents were asked to indicate their highest professional qualification, the findings were tabulated below.

Table 4.1c Teacher Professional qualification

Respondent	Qualification	Frequency	Percent
Teachers	P1	18	50
	ATS 3	6	16.7
	ATS 2	5	13.9
	ATS 1	1	2.8
	Diploma	6	16.7
Total		36	100.0

The findings shows that most teachers are P1 which had scored 50 percent. It is also the lowest qualification in the list. This is the minimum qualification needed to teach in primary schools. However it appears that some have taken the initiative to improve their grades to diploma (16.7percent) although some (ATS3 were 16.7percent, ATS 2 were 13.9percent and ATS 1 were 2.8percent) have been upgraded by the employer to Approved Teacher status (ATS) which is equivalent to a university graduate.

The argument for qualification being a factor of job satisfaction is seen in the level of salary paid for the different certificate. Those with only a P1 certificate get lowest pay and the prospect for promotion are also more scarce that for those with diplomas, degree o or even masters degrees. Qualifications are therefore a source of job dissatisfaction if they are used, as the TSC does, to differentiate payments and promotions.

4.1.5: Respondents years in teaching profession

The respondents were asked to state their teaching experience. Figure 4.1 and table 4.2 recorded these results.

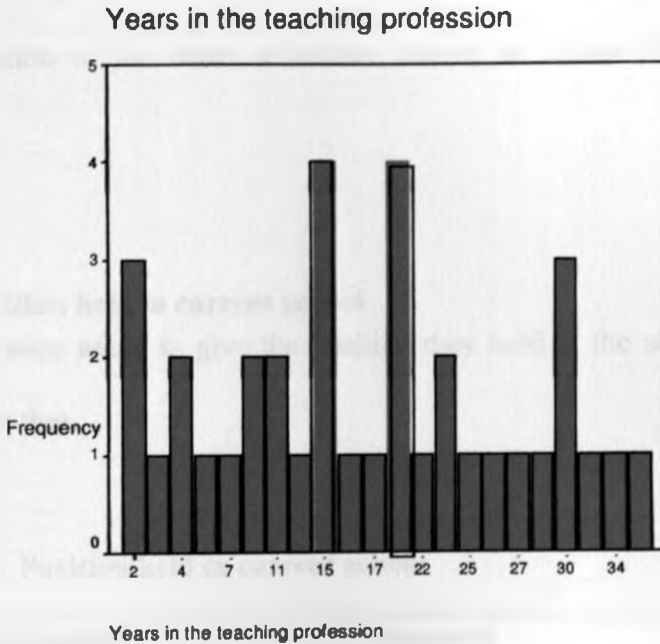


Table 4.2: Length of service for teachers

Respondents	Years served	Frequency	Percent
Teachers	Below 10	6	15.8
	11 – 19	9	23.6
	29 – 29	10	26.3
	30 and above	13	34.3
TOTAL		38	100

The table 4.2 gives the summary of teaching experience for the teachers 13 (34.3 percent) who had over served for 30 years and above. Hence, based on the findings. It can be concluded that increased length of service correlate greater with job satisfaction whereas less length of service my trigger dissatisfaction of job hence a teacher intends to change his job, Okumbe (1998).

4.1.6: Position held in current school

Teachers were asked to give the position they hold in the school. Table 4.3 summaries that

Table4.3: Position held in current school

Position of teacher	Frequency	Percent
Teacher	6	15.8
Class Teacher	20	52.6
Panel Head	2	5.3
Senior Teacher	4	10.5
Deputy Head teacher	6	15.8
Total	38	100.0

The table shows that most of the teachers were classroom teachers with 52 percent in comparison with other position. The panel head scored the least from the findings, however all ranks of the profession were presented accordingly.

4.1.7: Lessons taught per week

Teachers were asked to give the lesson they taught per week. Table 4.4 summaries this.

Table 4.4: lessons taught per week.

Less taught per week	Frequency	Percent
Below 10	2	5.2
11 – 19	0	0
29 – 29	17	44.8
30 and above	19	50
TOTAL	38	100

There were 38 respondents who gave their opinions as seen in table 4.4. The average load was 27 periods per week, although there were 2 who taught less than five periods a week, presumably these were the head teachers. The largest load was 35 periods per week which was taught by majority (50.0 percent) of the teachers. Loads of the teachers form one basis of frustration particularly if it is heavy. Given that the normal week has 45 periods for upper primary and 35 for lower school, those who teach 35 periods have about 2 periods per day to prepare which could be quite demanding on the teacher.

4.1.8 Readiness of the teacher to change jobs

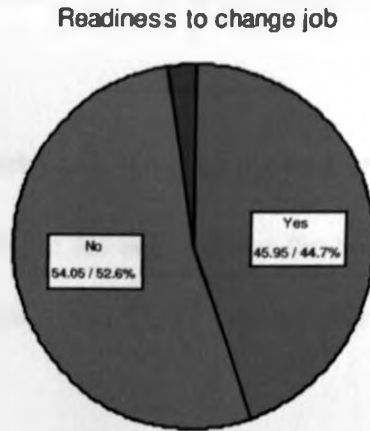


Figure 4.2 Readiness to change jobs.

The majority (70 percent) of teachers were apparently satisfied with their jobs to the extent that 54percent of them were not ready to leave their jobs. The other 46percent were ready to change their jobs. Despite the majority saying they were not ready to leave their jobs, a disgruntled voice of nearly half of the workforce is a strong indicator that the teachers or a potentially crippling number of them were not satisfied with their jobs. It may not be unreasonable to imagine that some may already be looking for more satisfying things or jobs to do and this is an indicator that the employer needs to act swiftly to correct the issues causing dissatisfaction of the teachers with their jobs in Likoni, Mombasa. Figure 4.2 graphically shows this distribution of the responses on the question of how ready the teachers were to leave their jobs.

4.2 Work Content and teachers' job satisfaction

In this section teachers were required to show their level of job by ticking the appropriate choices ranging from 1 (not satisfied) to 5(extremely

their professional skills while working as teachers. Table 4.5 summaries this information.

Table 4.5: The freedom to use professional skills

Level of satisfaction	Frequency	Percent
Not Satisfied	5	13.9
Slightly satisfied	11	30.6
Satisfied	14	38.9
Very satisfied	5	13.9
Extremely Satisfied	1	2.8
Total	36	100.0

4.2.2 The extent to which the job provides teacher with opportunities for decision making

Table 4.6.1 Teachers opportunity for decision making

The extent to which the job provides you		Frequency	Percent
With opportunities for decision making.	Not satisfied	6	16.7
	Slightly satisfied	12	33.3
	Satisfied	13	36.1
	Very satisfied	4	11.1
	Extremely satisfied	1	2.8
Total		36	100

According to the results presented in table 4.6.1 indicated that the majority 83.3 percent had some satisfaction with the opportunities their job gives them

to make decisions. However 33.3percent of those were only slightly satisfied and if combined with the 16.7percent of those who were not satisfied they make a sizeable cumulative total of 50 percent or half of the possible defectors to better jobs if chances were available.

4.2.3 The extent to which the job provides you a chance to learn new things

Table 4.6.2: Teachers chance to learn new things.

The extent to which the job provides you		Frequency	Percent
With opportunities for decision making.	Not satisfied	5	13.9
	Slightly satisfied	4	11.1
	Satisfied	18	50.0
	Very satisfied	6	16.7
	Extremely satisfied	3	8.3
Total		36	100

From the table 4.6.2 only 5 teachers or 13.9percent of respondents were not satisfied with the opportunities they get to learn new things. Majority (50 percent) of the other teachers were satisfied, with a good 25 percent being either very satisfied or extremely satisfied with this job because of the chances they get to learn some new things.

4.2.4 Degree of satisfaction with teaching work load

Table 4.6.3: Teachers work load.

The extent to which the job provides you		Frequency	Percent
The work load you have	Not satisfied	18	51.4
	Slightly satisfied	8	22.9
	Satisfied	5	14.3
	Very satisfied	3	8.6
	Extremely satisfied	1	2.8
Total		36	100

As can be seen from table 4.6.3 the majority (51.4percent) of the teachers were not satisfied with the teaching load that they have to manage. Only 48.7percent were satisfied with the loads to any degree. Teaching loads are usually indicative of how the teacher is able to give effective individualized attention to the learners. The introduction of the free primary education by the government in the year 2003 brought in large numbers of pupils but the number of the teachers was not commensurately adjusted to deal with the extra numbers of pupils. The stress associate with overworking and the demand for higher mean scores for each teacher are a possible source of the dissatisfaction observed among the teachers.

4.3 Teachers' satisfaction with inter-personal relations

Interpersonal relationships were investigated under the following sub headings from 4.4.1 to 4.4.7. The summary of responses for this section is in tables below

4.3.1. Fellow teachers

Table 4.7.1 Teachers relationship with fellow teachers

Relationship	Frequency	Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean std
		1	3	21	9		
with fellow teachers						37	3.27 0.84
	Percent	2.7	8.1	56.8	24.3	8.1	100.0

As the table 4.7.1 shows, a majority (56.8percent) of the teachers are satisfied with their relationships with colleague teachers. For those who were in anyway satisfied with their colleagues, they constituted a cumulative total of 89.2percent while those who felt unsatisfied or just slightly satisfied made up only 10.8percent of the respondents.

4.3.2 School parents

Table 4.7.2 Teachers relationship with school parents

Relationship	Frequency	Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean std
		9	12	12	3		
with school parents						37	2.32 1.03
	Percent	24.3	32.4	32.4	8.1	2.7	100.0

A cumulative total of 56.8percent of the teachers were either dissatisfied or only slightly satisfied with the parents. However the rest seemed to have a range of satisfaction from “satisfied” to “extremely satisfied”. There was no follow up explanation for the dissatisfaction or satisfaction with the parents.

However parents play a complementary role to the work of the teacher and together they support the children with both academic and material provisions. If the teachers found dissatisfaction with the parents’ support, then it can make the job of the teacher very frustrating. Lack of materials, discipline of the child and follow up of the assignments by the parent are essential in the education of the child.

However, although some parents have been documented harassing the teachers both in and out of school, this research did not establish the issues over which the teachers were dissatisfied with parents.

4.3.3 School management committee

Table 4.7.3 Teachers relationship with school management committee

		Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean	std
Relationship with school management committee	Frequency	11	9	13	4	37	2.27	1.0
	Percent	29.7	24.3	35.1	10.8	100.0		

Although a small majority (35.1percent) of the teachers returned a verdict of “satisfied with the school management committees” the cumulative majority of 54.1 percent had either an unsatisfactory or slightly satisfactory relationship with the school management committees.

4.3.4 Teachers Service Commissioner

Table 4.7.4 Teachers relationship with TSC

		Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely Satisfied	Total	Mean	std
Relationship with employer (TSC)	Frequency	4	12	15	4	1	37	2.84	1.66
	Percent	10.8	32.4	40.5	10.8	2.7	100.0		

The teachers’ were generally satisfied with their employer at a majority of 40.5percent. A further 10.8percent were very satisfied while a small percentage of 2.7percent expressed extreme satisfaction with their employer. However it is instructive that a cumulative 43.2percent percent felt either dissatisfied or only slightly satisfied with the employer.

4.3.5 School administration

Table 4.7.5 Teachers relationship with school administration

		Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean	std
Relationship with school administration	Frequency	4	5	20	6	2	37	
	Percent	10.8	13.5	54.1	16.2	5.4	100.0	2.92 .98

The opinion of the teachers about their satisfaction with their administrators had a mean of 2.9 or the equivalent of “satisfied”, which is also supported by the highest majority with a percentage of 54.1percent. Only 24percent of teachers have less than satisfactory relationships with their school administrators.

4.3.6 Teacher to pupils relationships

Table 4.7.6 Teachers relationship with the pupils

		Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely Satisfied	Total	Mean	std
Relationship with the pupils	Frequency	1	7	20	7	2	37		
	Percent	2.7	18.9	54.1	18.9	5.4	100.0	3.05	.85

When it comes to the pupils teacher relationships, only 21.6percent had less than satisfactory relationships. Majority were satisfied with the existing

student teacher relationships. There were more teachers with satisfactory and better relationships than those who did not have a satisfactory relationship.

4.3.7 Politicians

Table 4.7.7 Teachers relationship with politicians

	Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean	std
Relationship with politicians	23	7	6	0	36	1.53	.77
Frequency	23	7	6	0	36		
Percent	23	7	6	0	36		

The politicians are not a very friendly lot to the teachers of Likoni primary schools. A large majority (63.9percent) of the teachers returned not satisfied verdict on their relationships with the politicians. Only 19.4percent were slightly satisfied with their politicians, bringing the cumulative percentage to 83.3percent of those with no or a slight satisfaction with the politicians.

4. 4 Working conditions and work environment

4.4.1 The staffroom facilities

Table 4.8.1 Teachers satisfaction with staffroom facilities

	Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean	std
Satisfaction with Staffroom facilities	17	5	14	1	37	1.97	0.99
Frequency	17	5	14	1	37		
Percent	45.9	13.5	37.8	2.7	100.0		

As table 4.8.1 shows, most staffrooms in the primary schools in Likoni were unsatisfactory to the teachers since 45.9 percent of them said they were not satisfied. Some 37.8percent of them said they were satisfied with the facilities in their staff rooms. A cumulative 59.5percent were either dissatisfied or only slightly satisfied. Some 40.5percent constitute those who were either satisfied or very satisfied. None was extremely satisfied with the staffroom facilities.

4.4.2 Tea break amenity.

Table 4.8.2 Teachers satisfaction with the tea break amenities

		Not Satisfied	Slightly satisfied	Very Satisfied	Extremely Satisfied	Total	Mean	std
Satisfaction with the tea break amenities	Frequency	13	2	17	3	1	36	
	Percent	36.1	5.6	47.2	8.3	2.8	100.0	2.36 1.15

Amenities provided at tea break were reported to be unsatisfactory to 36.1percent of the teachers but the majority (47.2 percent) was satisfied with amenities provided at tea break. Four teacher constituting 11.1percent were very satisfied to extremely satisfied.

4.4.3 Availability of teaching and learning resources

Table 4.8.3 Teachers satisfaction with the availability of teaching and learning resources

		Not Satisfied	Slightly satisfied	Very satisfied	Extremely Satisfied	Total	Mean	std
Satisfaction with the availability of teaching and learning resources	Frequency	7	9	17	3	0	36	
	Percent	19.4	25.0	47.2	8.3	0	100.0	2.44 .91

The teaching resources seemed satisfactory to and only slightly satisfactory to a further 25percent of teachers. About 19percent found the availability of these learning and teaching resources to be unsatisfactory, while only 8.3percent were very satisfied with their availability.

4.4.4 Availability of classrooms

Table 4.8.4 Teachers satisfaction with the availability of classrooms

		Not Satisfied	Slightly satisfied	Very satisfied	Extremely Satisfied	Total	Mean	std
Satisfaction with the availability of classrooms	Frequency	13	9	10	3	2	37	
	Percent	35.1	24.3	27.0	8.1	5.4	100.0	2.24 1.19

Apparently a majority of 35.1percent of the teachers in Likoni felt that the classrooms were not enough as they reported an unsatisfactory situation. Another 24.3percent were only slightly satisfied with the situation of the class rooms. However, 8.1percent and 5.4percent reported very satisfactory and extremely satisfactory situations respectively.

4.4.5 The school surroundings

Table 4.8.5 Teachers satisfaction with the school surrounding

	Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely Satisfied	Total	Mean	std
Frequency	15	8	9	3	1	36		
Satisfaction with the school surrounding							2.08	1.13
Percent	41.7	22.2	25.0	8.3	2.8	100.0		

The school surroundings form the environment of the school in which the teachers work. It appears from tables 4.8.1 to 4.8.5 that majority of the teachers (41.7percent) were not satisfied with the environment of the school. The other 25percent were satisfied while 22.2percent were only slightly satisfied. A small number of 11.1percent said they were very and extremely satisfied with the schools environment.

4.6 Satisfaction with job security

Table 4.6 summarizes the teachers' responses to items on the teachers' satisfaction with their job security, as provided by both KNUT and the

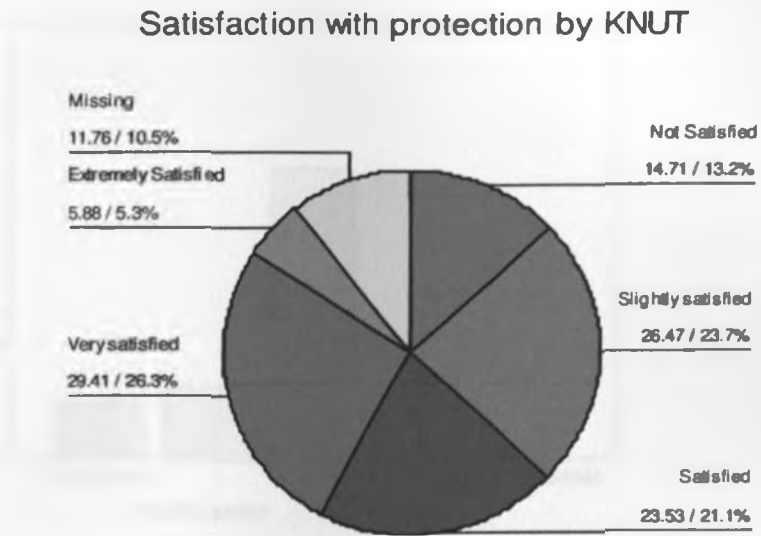


Figure 4.4 Protection by KNUT

immediate supervisors.

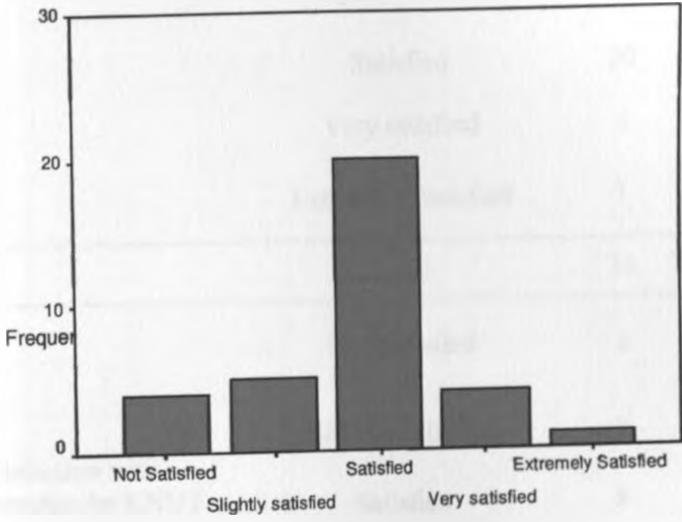
4.6.1 Protection by Kenya National Union of Teachers

Figure 4.4 shows the percentage of responses to the question of how well the teachers felt satisfied with KNUT's protection. About 53percent of the Teachers felt extremely satisfied with the protection they get from KNUT. Another 26.3percent felt very satisfied with the service KNUT give them. Only a small percentage of 13.2percent did not feel satisfied with the protection given by KNUT. Table 4.9 contains the summaries of frequencies and percentages of the responses on the satisfaction levels with the security provided by the immediate supervisor and the KNUT.

4.6.2 Protection by your immediate supervisor

Immediate supervisors gave the teacher a good satisfaction as shown in figure

4.5. About 20 of the teachers were satisfied while about 3 were not satisfied with the protection by the immediate supervisor.



Satisfaction with protection by immediate supervisor

Figure 4.5 Satisfaction with protection by immediate supervisor

Table 4.9 satisfaction with protection

		Frequency	Percent
Satisfaction with protection by immediate supervisor	Not Satisfied	4	11.8
	Slightly satisfied	5	14.7
	Satisfied	20	58.8
	Very satisfied	4	11.8
	Extremely Satisfied	1	2.9
Total		34	100.0
Satisfaction with protection by KNUT	Not Satisfied	5	14.7
	Slightly satisfied	9	26.5
	Satisfied	8	23.5
	Very satisfied	10	29.4
	Extremely Satisfied	2	5.9
Total		34	100.0

4.7 Remuneration

The level of satisfaction of the teacher with their remuneration was summarized in the table

4.10 Among the factors of job satisfaction investigated were the level of satisfaction with the salary as an indicator of the qualifications of the teacher, the satisfaction with fringe benefits, the extent to which the teacher is able to meet the daily needs with the current salary and how the salary paid to teacher compares with what other professionals get. Each of these factors is individually analysed below.

Table 4.10 Satisfaction with remuneration

		Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely Satisfied	Total	Mean	Std
Satisfaction with current salary as a measure of your qualification	Frequency	24	6	4	0	0	34		
	percent	70.6	17.6	11.8	0	00	100.0	1.41	.70
Satisfaction with Fringe benefits	Frequency	28	4	2	0	0	34		
	percent	82.4	11.8	5.9	0	0	100.0	1.24	.55
Satisfaction with present salary in helping to meet your life expenses	Frequency	26	5	2	1		34		
	percent	76.5	14.7	5.9	2.9	0	100	1.35	.73
Satisfaction with present salary compared to others with similar qualifications in other professions	Frequency	25	4	2	0	0	31		
	percent	80.6	12.9	6.5	0	0	100.0	1.26	.58

4.7.1 Satisfaction with present salary as a measure of your qualifications

Satisfaction with current salary as a measure qualification

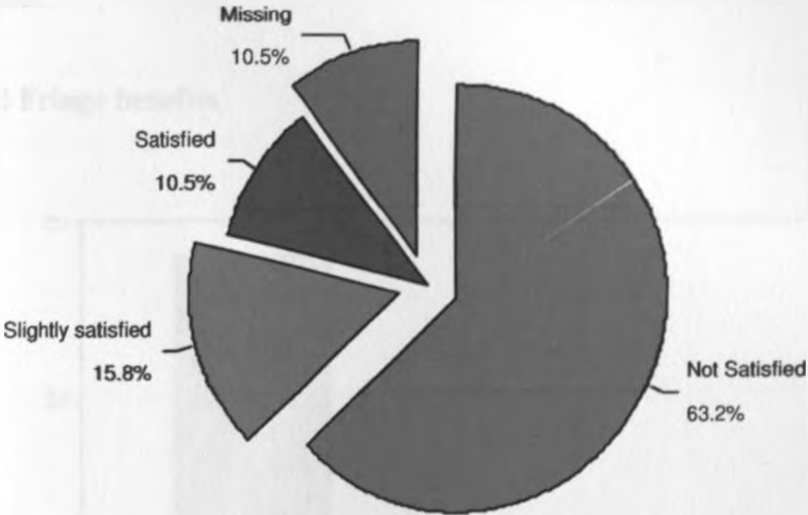
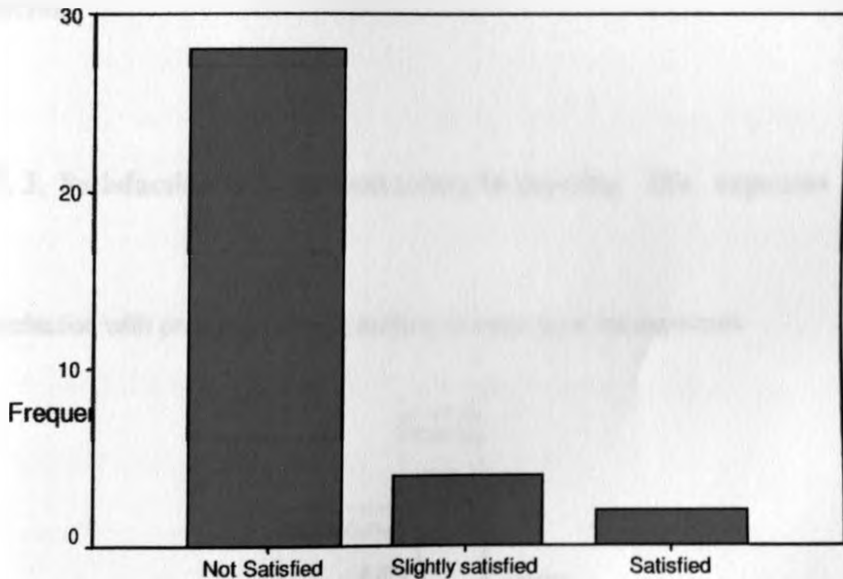


Figure 4.6 salaries as a measure of qualification

The current salary was not satisfactory to more than 70 percent of the teachers in Likoni. Only four teachers out of 34 were satisfied with their salaries. Only 17.6 percent teachers were slightly satisfied with the salaries as a reflection of their qualifications. If dissatisfaction with the current salary implies dissatisfaction with the job, then there is a big problem that the employer has to deal with. Herzberg recognized it as one of the hygiene or must have factors if the workers or teachers are to remain diligently doing their work effectively. The figure 4.6 shows how teachers think their qualifications affect their level of satisfaction with their salaries.

For some whose salaries are not satisfactory, their efforts may be directed towards seeking higher academic qualifications such as degrees and masters degrees.

4.7.2 Fringe benefits



Satisfaction with Fringe benefits (e.g. Allowances)

Figure 4.7 degree of satisfaction with the fringe benefits

Fringe benefits have been explained elsewhere as those gains that workers gain by virtue of being employees of the company, but they are not part of formal payments. While Fringe benefits are not salary, they supplement for whatever needs salary fails to meet and go a long way towards making life bearable for the workers. Tea, free lunch, group transport and others if availed to the teachers might boost job satisfaction for the teachers.

As for fringe benefits 82.4percent were not satisfied, another 11.8percent were slightly satisfied and the last 5.9percent indicated that they were satisfied with the fringe benefits from their jobs. This is obviously one of the factors that could lead to dissatisfaction with the teaching job. The figure 4.7 is a graphic presentation of the numbers of teachers and their satisfaction level with fringe benefits.

4.7. 3. Satisfaction with present salary in meeting life expenses

Satisfaction with present salary in helping to meet your life expenses

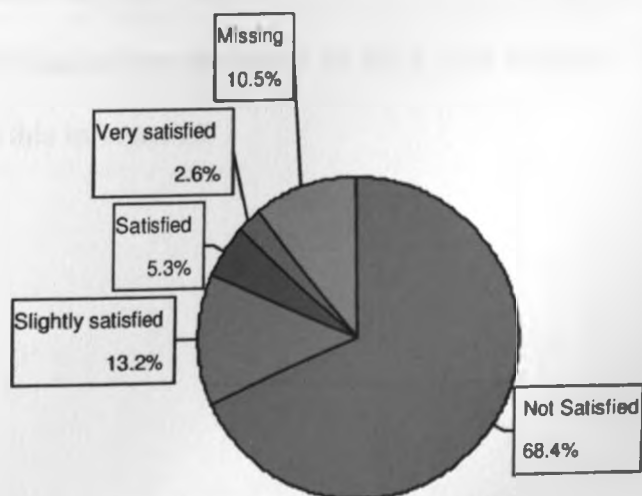


Figure 4.8 the level of satisfaction with current salary for teachers.

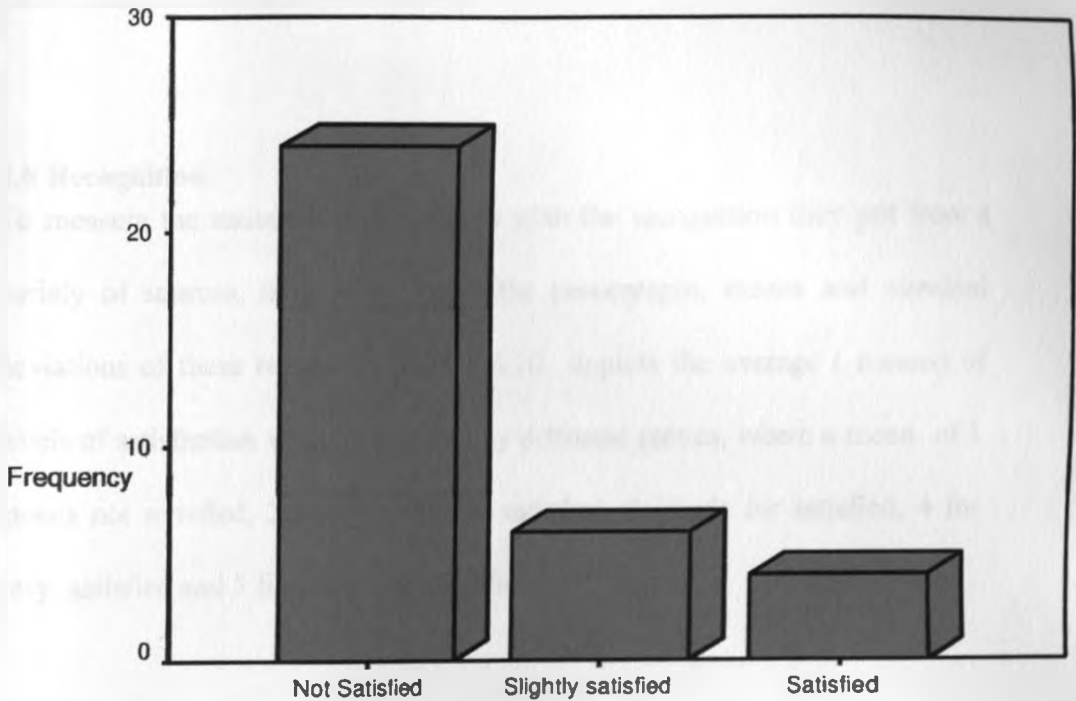
Apparently from table 4.8 a majority (76.5 percent) of the teachers in Likoni were not able to meet their needs from their current salaries, and were not satisfied. Only 2 and 1 teacher returned a satisfied and very satisfied verdict

respectively. In general 91.2percent were in the category of slightly satisfied and not satisfied. At this rate of dissatisfaction with the salary the employer may need to evaluate what they pay the teachers so that they meet the necessities of living and to stem the dissatisfaction with the jobs. The figure 4.8 indicates the proportion of teachers dissatisfied with their pay.

4.7.4 Present salary compared to others with similar qualifications in other professions.

The present salary of the teachers compared to that of similarly qualified public servants elicited a huge majority of 80.6percent of unsatisfied teachers. Only 12.9percent said they were slightly satisfied and another 6.5percent were satisfied with their salaries when compared to other civil servants. Table 4.6 and figure 4.9 have this information.

Satisfaction with current salary as a measure qualification



Satisfaction with current salary as a measure qualification

Figure 4.9 satisfactions with comparative salary

The issue of comparative salary is one that concerns every employee. The more one gets from it. While Salary is not the only benefit that one gains from employment, it nonetheless determines the provision of many other needs and its sufficiency is a job satisfying factor. The more one has of this valuable the more one is likely to overcome many need areas and so would be his satisfaction with the job.

In addition, comparative gains for the similar inputs are important job satisfying factor. When Teachers compare themselves with other employees of equal qualification and find a difference to their disadvantage, feeling of

unfairness creep in and the job stops being satisfying. The consequences are often defections and low productivity.

4.8 Recognition

To measure the satisfaction of teachers with the recognition they got from a variety of sources, table 4.11 shows the percentages, means and standard deviations of these responses. Figure 4.10 depicts the average (means) of levels of satisfaction with recognition by different parties, where a mean of 1 means not satisfied, 2 shows slightly satisfied, 3 stands for satisfied, 4 for very satisfied and 5 for extremely satisfied.

Recognition is a morale and confidence booster for most workers because it gives a feedback that the work one is doing is appreciated. Most teachers whose work is applauded in public gain respect in the eyes of the public and can love the jobs just so they can receive recognition and status in the society and the community they work in.

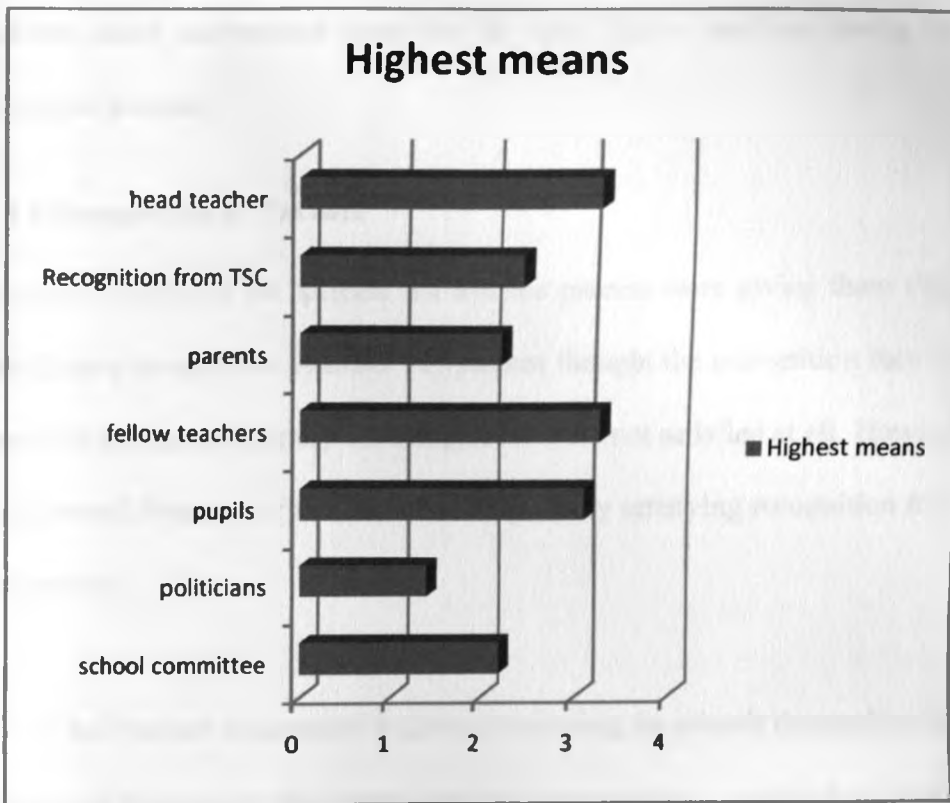


Figure 4.10 comparative levels of satisfaction with recognition of teachers by various people.

4.8.1 Recognition by the head teacher

There were more satisfied teachers than those unsatisfied by the recognition given by the head teacher. A majority of 41.2 percent were satisfied while another 29.4 were very satisfied with their head teachers recognition. A further 8.8percent of the teachers were extremely satisfied with the recognition given to them by their head teachers. Only 5.9percentwer not satisfied while 14.7percent were slightly satisfied.

The value of recognition by the headmaster is in the possible good reports that might be useful in the promotion process. Every teacher knows that the head

teacher could recommend them for the next higher positions during the interview process.

4.8.2 Recognition by Parents

A small majority of 38.2percent felt that the parents were giving them slight satisfactory recognition. Another 32.4percent thought the recognition they got from parent was satisfactory but 23.5percent were not satisfied at all. However there were 5.9percent of the teachers who got very satisfying recognition from the parents.

Given the frequent episodes of the parents storming the schools demanding the removal of the teachers the parents perceive as unsuitable, teacher then would value the recognition coming from the parents. If parents have confidence in the teachers of their children, the much sought after consultations and support from home is possible.

Unpublished results from a master's project done by Mutinda (2012) in a neighboring Kinango district showed that the head teachers in the secondary schools craved for the support of the parents in order to enable the schools better provide for the welfare of the students. This symbiotic relationship between the teachers and the parents is important for the teachers' morale and confidence.

4.8.3 Recognition by fellow teachers

A majority of teachers 54.5 percent felt satisfied when they are recognized by fellow teachers.

4.8.4 Recognition by the employer (TSC)

A small percentage (14.7percent) of the teachers in Likoni felt very satisfied with the recognition they got from the employer while the majority of 35.3percent felt the recognition given by TSC was only 'satisfactory'. Those with slight satisfaction and no satisfaction made up a cumulative 50percent of the respondents.

Recognition by TSC actually means that the teacher has been given some promotion due to good performance. Those who returned a favorable verdict are most likely to be the head teacher or the heads of sections and because of their small populations, then the 14.7percent may have come from them. It is not therefore unexpected that simply by considering the ratios of head teachers to the regular teachers, majority would say they are not satisfied since the majority has nothing to celebrate from the TSC. By simply looking at these numbers, it is not possible to conclude that the TSC does not recognize the teachers.

It is also not possible to exclude the possibility that among the head teachers and the heads of section, there are some who are dissatisfied with the level and frequency of recognition TSC gives them. The best information this section brings out is that whether the respondents were head teachers or the regular teachers, they have job related issues the TSC need to address.

4.8.5 Recognition by school management committee

The only teacher likely to value the recognition by the school management committees are the head teachers and their deputies or those in the lineup for power and school leadership. The interest with the recognition by the school management committee was essentially biased towards the responses from only a few of the teachers, who constantly have to deal with in the financial, developmental and discipline matters. Consequently the returns of the satisfaction with the schools committee were a response mostly likely to come from the head teachers, and so also is the implied level of satisfaction with their jobs based on these figures.

School management committees give only satisfactory recognition to a majority of the teachers who made up 32.4 percent of the respondents. Some 29.7percent were not satisfied at all by the level of recognition the committees give the teachers. Only 8.1percent of the respondents said they were very satisfied with the management committees' recognition.

4.8.6 Recognition by politicians

The majority (75.0percent) of teachers were not happy with the recognition given to them by the politicians. None was extremely satisfied and an accumulative 97.2percent had satisfactory and lower rating of the recognition by the politicians. However the value of this recognition by the politicians may be small in the life of the teacher unless one is a head teacher. The offer of employment and the promotion of teachers should be free of patronage. The

fact that the teachers recognize the need to be appreciated by the politicians for them to be satisfied with teaching may need to investigate further.

4.8.7 Recognition by Pupils

Job satisfaction is related to the recognition of the value of service given by the customer. It may be a morale booster to teachers to feel liked and appreciated by their pupils, just as Maslow recognized the need for belonging and McClelland said individuals behaviors are motivated by among other reasons, the need for affection.

A sizeable number of the teachers (4.3.3 percent) gave a satisfactory verdict for the recognition they got from their pupils. Some other 27.0 percent thought the recognition from their pupils was very satisfactory. There were also 24.3 percent and 5.4 percent who thought the recognition from their pupils was slightly satisfactory and satisfactory respectively.

Table 4.11 Recognition of teachers

		Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely Satisfied	Total	Mean	Std
Recognition from head teacher	Frequency	2	5	14	10	3	34		
	percent	5.9	14.7	41.2	29.4	8.8	100.0	3.21	1.01
Recognition from fellow teachers	Frequency	2	2	18	8	3	33		
	percent	6.1	6.1	54.5	24.2	9.1	100.0	3.24	.94
Recognition from parents	Frequency	8	13	11	2	0	34		
	percent	23.5	38.2	32.4	5.9	0	100.0	2.21	.88
Recognition from TSC	Frequency	7	10	12	5	0	34		
	percent	20.6	29.4	35.3	14.7	0	100.0	2.44	.99
Recognition from school committee	Frequency	11	11	12	3	0	37		
	percent	29.7	29.7	32.4	8.1	0	100.0	2.19	.97
Recognition from politicians	Frequency	27	5	3	1	0	36		
	percent	75.0	13.9	8.3	2.8	100.0		1.39	.77
Recognition from pupils you teach	Frequency	2	9	13	10	3	37		
	percent	5.4	24.3	35.1	27.0	8.1	100.0	3.08	1.04

4. 9 Satisfaction with promotions

Teachers were asked to express their levels of satisfaction with the process of promotion. To some the process was satisfactory while other regarded it as one riddled with unfairness. The following sections report the analysis of the teachers' levels of satisfaction with the various aspects of the process of promotions and careers progressions. While table 4.12 shows the statistical responses of the teachers to the question of satisfaction with the issues surrounding promotions, figure 4.11 compares the mean opinions on each of the aspects of promotion.

Table 4.12 Satisfaction with Promotions

		Not Satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely Satisfied	Total	Mean	Std
	Frequency	24	10	3	37	1	38		
Satisfaction with fairness in the way promotions are offered	Percent	64.9	27.0	8.1	100.0			1.43	.65
Satisfaction with chances for your promotion soon	Frequency	17	11	7	1	0	36		
	percent	47.2	30.6	19.4	2.8	0	100	1.78	.87
Satisfaction with current job	Frequency	4	16	9	5		34		
	percent	11.8	47.1	26.5	14.7	100.0		3.44	.89

4.9.1 Satisfaction with fairness in the way promotions are offered

Majority (64.9percent) of the teachers were really dissatisfied with the way the promotions were offered to them by the TSC. Only 3 teachers were satisfied with the way promotions were offered and accumulative 91.9percent gave a slight satisfaction and worse.

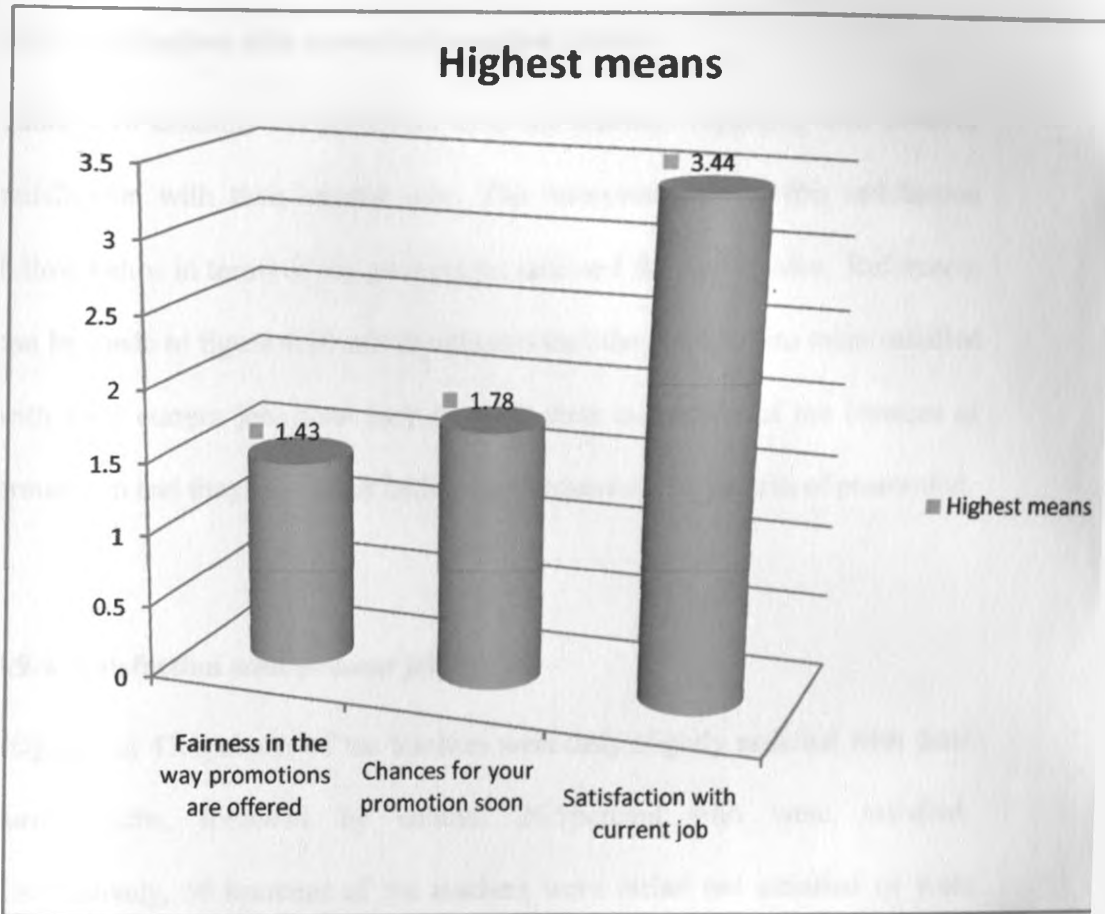


Figure 4.11 Average satisfaction with career growth process

4.9.2 Satisfaction with chances for your promotion soon

Most of the teachers did not expect a lot of chances for their promotion. As many as 47.2percent percent were unsatisfied with their chances of promotion, while another 30.6percent rated their chances at only slightly satisfactory. There were 19.4percent who were satisfied and only 2.8percent were very satisfied that they had promotional chances. This means that the teachers do not have a lot of expectations that they may be promoted and when it happens, it more often than not, teachers use unfair means to get it.

4.9.3 Satisfaction with career progression process

Table 4.10 contains the responses from the teachers regarding their level of satisfaction with their current jobs. The interpretations of this satisfaction follow below in terms of the percentages returned for each choice. References can be made to figure 4.10 which indicates that the teachers are more satisfied with their current jobs than they are with their estimation of the chances of promotion and they have least faith in the fairness of the process of promotion.

4.9.4 Satisfaction with present job

Majority or 47.1percent of the teachers were only slightly satisfied with their current jobs, followed by another 26.5percent who were satisfied. Cumulatively, 58.8percent of the teachers were either not satisfied or were only slightly satisfied with their jobs. However there were 14.7percent who indicated that they were very satisfied with their current jobs but this was a small minority.

There are many factors that may lead to the teachers not being satisfied with their current jobs. Among them as seen elsewhere, are relationships with pupils, fellow teachers and parents. The others are related to the environment and working conditions and remuneration. As the results show, even if the teachers have not left their employment, the 58.8 percent of dissatisfied teaching force in the district could significantly alter the performance of these schools in KCPE. Likoni has never led in national examinations and these

levels of teachers' low morale or job satisfaction have the potential to explain the non-exemplary performance of the schools in this district in national examinations.

9.9.5 Teachers career aspirations

Some of the motivating factors for teachers the career prospects they aspire to. Table 4.13 shows that 28.1percent of the teacher would like to become quality assurance and standards officers (QASO). The other equally attractive positions for the teachers are Headship of schools and director of Education which scored 18.8 percent respectively.

Table 4.13 The career aspirations of the teachers

Respondents	Frequency	Percent
Headship	6	18.8
D.E.O	4	12.5
Q.A S.O	9	28.1
Teachers' College Tutor	6	18.8
County Director	6	18.8
Others	1	3.1
Total	32	100.0

4.9.6 Causes of dissatisfaction in the teachers' job and Motivating factors for teachers

These two questions sought to collect information on the factors that cause the teachers to be dissatisfied with their jobs as well as get some suggestions on

how the teachers could be better motivated so that the teaching career could be improved to be more satisfying. However there was no response from the respondents which makes these questions unanswerable from this result. There may be a need to re-examine this area in a more specific manner in another research in future.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter the results and findings of this research are discussed and conclusions reached. Findings are compared to available empirical findings and the final section of the report makes several recommendations relevant to the conclusions.

5.2 Summary of the study

The purpose of this study was to investigate the influence of selected factors on teachers' job satisfaction in public primary schools in Likoni Division, Mombasa County, Kenya. It was motivated by the need to answer several questions relating to the job satisfaction of the teachers of primary schools in Likoni, Mombasa.

The major research questions that guided this research were; to what extent does remuneration influence primary school teachers' job satisfaction?; to what extent do promotion prospect influence primary school teachers' level of job satisfaction?; to what extent to teachers' workload influence their job satisfaction?; in what way does age influence primary teachers' job satisfaction? , and to what extent do working conditions influence primary teachers' job satisfaction?

The discussion closely follows the order of the objectives or questions as presented in the chapter one. Consequently the subsections of this chapter will be organized in the order that the research questions appear as given in this summary of study.

To answer this question the researcher investigated the degree of satisfaction the teachers had with their current salaries in the context of its ability to sustain the teacher with the basic need of his or her life.

The other index tested was how that salary was considered by the teachers to be satisfactory in comparison with other civil servants in order to estimate the feelings of fairness amongst the teachers. Feelings of unfairness in pay have been identified in the literature as one of the factors that lead to job dissatisfaction.

The results here indicated that majority of the teachers were not satisfied with both the size of pay and also the comparative pay with the other civil servants. The current salary was not satisfactory to more than seventy percent of the teachers in Likoni. Apparently a more than seventy six of the teachers in Likoni were not able to meet their needs from their current salaries, and so they were not satisfied with their salaries. In addition, more than eighty six percent of the teachers were not satisfied with the fringe benefits they get, even though this research did not try to find out which these fringe benefits

were or the reasons why they do not satisfy the teachers, whether it was the quantity or their quality.

The present salary of the teachers compared to that of similarly qualified public servants is not satisfactory to the overwhelming majority of over eighty percent the teachers in Likoni Division of Mombasa district. A feeling of dissatisfaction and unfairness with the benefits, salaries given to workers has been recognized as possible causes of de-motivational of teachers.

Empirical results by Karagu (1980) and Macharia (1984) had suggested that some hygiene factors like pay could also act as motivators. The hygiene theory by Herzberg has proposed that factors such as pay, fringe benefits, working conditions, security, inter personal relations and company policy administration play a big role in motivating the workers. The results show that in the issues of working conditions, security, inter personal relations, most of the teachers in Likoni were satisfied with the situations obtaining there.

The findings of this research do not support or disapprove the above empirical and theoretical assertions, since the design of the investigative questions was not in such was that they would prove the efficacy or not of the findings by Karugu (1980), Macharia (1984) or Hertzberg s motivational theory. However, to answer the question “what extent does remuneration influence primary school teachers’ job satisfaction?”, the results inform us that the size of salary and its comparative value, are important factors in the job satisfaction of the teachers in Likoni County. It is concluded that the

teachers in Likoni are dissatisfied with the sufficiency and equity of the salaries they are paid by the TSC. This leaves room for a further study to find out how each of them could be adjusted for them to have a motivational value to the teachers.

The results show that majority of the teachers were only slightly satisfied with their current jobs, which means that the majority were not satisfied with their teaching job. Unfortunately, the respondents did not state the expected reasons for their dissatisfaction with their job. They also did not give suggestions about how the teachers could be better motivated so that the teaching career could be improved to be more satisfying. What was evident from the responses is that most teachers aspire for better positions in their careers.

The results show that a majority of slightly over a quarter of the respondents aspired to become quality assurance and standards officers (QASO). The other equally attractive positions for the teachers are Headship of schools and as Directors of Education which scored nearly nineteen percent of the respondents' opinion.

However, the prospects of realization of their dreams did not seem very bright, since the majority of the teachers were unsatisfied with their chances of promotion. From the results, thirty percent rated their chances of promotion at only slightly satisfactory. Majority of over sixty percent of the teachers were

really dissatisfied with the way the promotions were offered to them by the TSC, because the process is perceived as unfair by many aspiring candidates. From this discussion it is conclusive that the teachers would love to have better or higher roles in their careers but they estimate those prospects as slim because of perceived unfairness of the process of promotion. There may be a need to re-examine this area in a more specific manner in another research in future, so as to establish the causes of the perceptions of unfairness in the promotion practices and the causes of dissatisfaction with the teaching job.

The work load of the teacher is the number of lesson he or she teaches per week. The results show that for the majority of the teachers in Likoni, the average load was twenty seven periods per week. Loads of the teachers form one basis of frustration particularly if it is heavy.

Given that the normal week has forty-five periods for upper primary and thirty-five for lower school, those who teach thirty-five periods have about two periods per day to prepare which could be quite demanding on the teacher. The results indicate that majority of over fifty-one percent of the respondents were not satisfied with the teaching loads that they have to manage. Dissatisfaction was not sufficiently investigated to pinpoint whether the cause of dissatisfaction was the actual loads or the distribution between the levels of classes or the subjects combinations the teacher handles. It is possible that some teachers prefer some subjects but they are forced by circumstances to handle even those they do not like.

The results from this section were only able to pin point that the teachers were not satisfied with the loads, but it was not clear whether this translated into dissatisfaction with the job, although there was a good chance that this may be so. Further investigation are recommended so as to clarify this relationship between the workloads and teachers' job satisfaction,

Investigation on the influence of age on primary teachers' job satisfaction showed that youngest teacher was indeed below thirty years old while the oldest was in the over forty-six year's bracket. However the average age bracket was the forty-one to forty-five age-bracket. In addition, the average length of service for the whole group was seventeen years.

The readiness of the teacher to change the job is a good indicator of how satisfied the teachers were with their jobs. Although the figures showed that a small majority of thirty seven percent of the teachers were apparently satisfied with their jobs a follow up question elicited a response that over fifty-four percent of the teachers were not ready to leave their jobs, while the other forty six percent were ready to change their jobs.

Despite the majority saying they were not ready to leave their jobs, this majority could indeed be constituted by dissatisfied but older generation whose average age was shown to be the middle forties. At some time the issue of job security might be more influential to the older generation of teachers than job satisfaction. It is not conclusive whether age has anything to do with

the level of job satisfaction, because longevity at the service is not a direct consequence of being satisfied with ones job. Lack of choice and consideration of job security may persuade some to soldier on despite their dissatisfaction with the jobs.

This research finds no direct relationship between the age of the teacher and his or her job satisfaction. Empirical review showed that Okumbe (1992: 154) and Griffin (1984) found that age was related to job satisfaction. Spector (1997) also pointed out that, people adapt to their job adjusting to their expectations as they grow older. However the results of this research found not direct relationship between the age and the job satisfaction, perhaps due to variation of the methods and the specific questions asked in the questionnaire.

Working condition could also influence primary teachers' job satisfaction. Some of Working conditions are conceptualized as consisting of terms of work, sufficiency of facilities, workloads, environment of work, level of decision making, remuneration, relationships such as recognitions, supervision and clear career progression paths.

Results show that majority of the teachers were satisfied with the way the teaching job allows them to utilize their professional skills. They could therefore make some decisions based on their knowledge, skills and proficiencies. The majority of over eighty percent had some satisfaction with the opportunities their job gives them to make decisions, which is a

motivational aspect of work, although there were a sizeable who were not satisfied with the level of allowed decision making. Closely associated with this freedom to decide was the opportunity to learn and teaching seems to provide ample opportunities for teachers. This is as source of job satisfaction for most of the teachers.

Workloads can be a source of dissatisfaction with ones job if the loads are not manageable. It has been established in these results that the teachers were not satisfied with the world loads they handle which averages thirty five periods per week. The number of periods per week cannot be used alone to measure the size of the work a teacher has to do. Other factors such as the ratios of the teacher to pupils and other supervisory and demand of managerial duties contribute to the work loads. The results indicate that the majority teachers were not satisfied with the teaching load that they have to manage. Dissatisfaction with the loads may be closely associated with dissatisfaction with the job and to that extent such a working condition increases the level of dissatisfaction with the job

Interpersonal relationships were investigated in connection to how they affect the teacher's satisfaction with the jobs, precisely because they could generate stressful situations. From the research analysis, majority of the teachers are satisfied with their relationships with colleague teachers. However the relationships between teachers and the parents were not satisfactory to most of the teachers. There was an unsatisfactory relationship between the teachers

and the School management committees, although there was a satisfactory relationship between the teachers and the School administration.

A majority the teachers were satisfied with the recognition their School management committees, their head teachers, their pupils and TSC gave them, although majority of teachers were not happy with the recognition given to them by the politicians. A majority of teachers were satisfied with the existing pupil to teacher relationships, although they returned not satisfied verdict on their relationships with the politicians. In addition, the teachers' were generally satisfied with their employer (TSC), although a large majority of the teachers, although the present salary TSC gave the teachers compared to that of similarly qualified public servants elicited a huge majority of over eighty percent of unsatisfied teachers. This was clearly one of the major sources of job dissatisfaction.

Working Conditions and work environment could cause discomfort for the teachers. To start with, the results have indicated that the majority of the teachers were not satisfied with the environment of the school, although it was not possible to get the reasons for this observation. For the teachers in Likoni, the facilities in the staffroom were unsatisfactory which could be interpreted to mean dissatisfaction for the teachers. However the amenities provided to teachers at break time were satisfying to most of them. When it comes to availability of teaching and learning recourses, the teachers were satisfied. Despite this availability of teaching and learning materials the class

rooms were insufficient and dissatisfying for majority of the teachers which probably dampens their spirits.

In summary of this section, teachers were generally satisfied with their employer or TSC; the opportunities their job gives them to make decisions and to utilize their professional skills, the opportunity they get to learn something new. They are also satisfied with the relationships with colleague teachers, satisfactory relationship between the teachers and the School administration, the recognition their School management committees, their head teachers, and their pupils gave them, availability of teaching and learning resources and the amenities provided to teachers at break time.

The teachers however, were not satisfied with the environment of the school, the facilities in the staffroom, insufficient class rooms, the teaching loads, and the salary paid by TSC. They were also not satisfied with relationships between teachers and the parents, between them and the politicians, and the level of recognition given to them by the politicians. This section therefore leads to the conclusion that the working environment of the teachers in Likoni schools is generally conducive to job satisfaction despite the presence of some dissatisfying factors most of which can be avoided by any teacher which wishes to concentrate on the teaching job.

5.3 Conclusions

From the discussion of the results seen above, the five research questions have been answered and these answers have led to the following conclusions:

- Teachers in Likoni are dissatisfied with the sufficiency and equity of the salaries they are paid by the TSC, which is likely to lead to job dissatisfaction among many of them.
- Teachers would play bigger or higher roles in their careers but they estimate those prospects as slim because of perceived unfairness of the process of promotion, which adversely affects their job satisfaction.
- The teachers in Likoni public primary schools were dissatisfied with size of their teaching loads, and this situation has the potential to increase their dissatisfaction with the teaching job.
- The research findings have no direct relationship between the age of the teachers in Likoni Division and their level of job satisfaction.
- The working environment of the teachers in Likoni schools is generally conducive to job satisfaction for the teachers, since most of the dissatisfiers such as poor relationships can be managed.

5.4 Recommendations

This research has made several conclusions regarding the state of satisfaction of the teachers in Likoni division of Mombasa district. Consequently the following recommendations are made as measure of intervention in the areas identified as significant for the improvement of the level of job satisfaction for

the teachers in Likoni Public primary schools and other similar situations in the country.

That since the success of the teaching profession hinges strongly on the ability of the teachers to devote time and energy on the job, it is necessary to ensure their satisfaction through proper remuneration. This report therefore recommends that the employer or the TSC should make urgent redress of the salary so as to ensure equity, fairness and satisfaction of the teachers with their jobs.

For the teachers to feel appreciated and recognized for their work there is a great need to provide for their upward mobility and career growth. Consequently the employer should streamline the promotion process by establishing or ironing out the problems associated with the process which the teachers perceive as unfair. It is recommended that the TSC investigates these problems fully in order to identify and remove what the teachers call unfairness in promotion practices.

Although the working environment in Likoni primary schools was generally conducive to satisfying teaching job, the salient problems that hinder the full enjoyment of the productive teaching career such as insufficiency of resources, classrooms, facilities and big workloads, should be addressed by the immediately concerned people. This is so that the work life of these teachers does not become unnecessarily difficult.

5.5 Suggestions for further research

The following areas were suggested for further studies.

1. Since this study was conducted in one division in Mombasa district, similar studies should be conducted in other parts of the district to test where it yields the same results.
2. A study need to be carried in order to establish whether there is fairness in teachers' recruitment and promotion.
3. A study need to be carried in order to find out how teachers can be sponsored to further their studies in order to advance their career prospect.
4. A study to establish better scheme of service for teachers should be carried. This will bring equity and job satisfaction among teachers.

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APPENDICES

APPENDIX I

LETTER TO THE RESPONDENTS

Department of education administration and planning

University of Nairobi

P.O Box 30197

Nairobi.

Dear Sir/Madam

I am a post graduate student at the Department of Educational Administration and Planning; University of Nairobi. I am currently carrying out a research on the factors influencing teacher's job satisfaction in public primary schools in Likoni Division Mombasa, Kenya. You are kindly requested to take part in the study by filling in the questionnaire. All information given will be treated with utmost confidence.

Thanking you for your cooperation.

Yours faithfully;

Salim Alamin Takdir

APPENDIX II: QUESTIONNAIRE FOR THE TEACHERS

Part 1

Please indicate by putting a tick [✓] on the correct option, or fill in appropriately blank(s) provided as applicable to you.

1. What is your gender _____(a) Male [] (b) Female []
2. Please state the age category that applies to you by use of a tick (✓)
 - (i) 30 or below []
 - (ii) 31-35 []
 - (iii) 36 -40 []
 - (iv) 41-45 []
 - (v) 46 and above []
3. Please indicate your marital status (a) Married [] (b)Single []
4. Please indicate your present highest professional qualification.
 - (i) P1 []
 - (ii) ATS 3 []
 - (iii) ATS 2 []
 - (iv) ATS 1 []
 - (v) DIPLOMA []
 - (vi) B.E.d []
 - (vii)M.E.d []
5. How many years have you served as a teacher? _____ years
- 4 Please indicate the position you hold in your current school
 - 4.9 Teacher []
 - 4.10 Class teacher []

- 4.11 Panel head []
- 4.12 Senior teacher []
- 4.13 Deputy head teacher []
- 4.14 Headteacher []

5 Please indicate the number of lessons you teach per week in the space provided _____

6 By means of a tick (✓) please indicate if you would be ready to change your job (a) Yes () (b) No ()

a) Please explain

.....

Part 2.

In this section, you are provided with seven major factors. Each factor is divided into a number of sub items. You are kindly requested to show your level of job satisfaction in each sub- item by ticking the appropriate number in the columns on the right hand side. The columns are numbered 1-5 The key below is to guide you.

Satisfaction level	Satisfaction level
	Not satisfied (N S) 1
	Slightly satisfied (SS) 2
	Satisfied (S) 3
	Very satisfied (VS) 4
	Extremely satisfied (ES) 5

1. Work content				
How satisfied are you with your present job?	1	2	3	4
	5			
	(NS)	(SS)	(S)	(VS)
	(ES)			
i). The extent to which it allows you to use your professional skills.				
ii). Provides you a chance to learn new things				
iii). The extent to which it provides you with opportunities for decision making.				
iv). The work load you have.				

2. Inter-Personal Relations				
How would you rate your relationship with	1	2	3	4
	5			
	(NS)	(SS)	(S)	(VS)
	(ES)			
i) Fellow teacher				
ii) School parents				

iii) School management committee	
iv) Your employer (TSC)	
v) School administration	
vi) Pupils	
vii) Politicians	
3. Working conditions and work environment	1 2 3 4 5
	(NS) (SS) (S) (VS) (ES)
How satisfied are you with:	
i) The staffroom facilities	
ii) Tea break amenity.	
iii) Availability of teaching learning resources	
iv) Classrooms in your school	
v) The school surroundings	
4. Job Security	1 2 3 4 5
	(NS) (SS) (S) (VS) (ES)
Please indicate your level of job satisfaction with :	
i) Protection from KNUT	
ii) Protection by your immediate supervisor	

5. Remuneration	1	2	3	4	5
	(NS)	(SS)	(S)	(VS)	(ES)
How satisfied are you with your					
i.) Present salary as a measure of my qualifications					
ii) Fringe benefits (e.g. allowances)					
iii) Present salary in helping to meet your life expenses					
iv) Present salary compared to others with similar qualifications in other professions.					
6. Recognition	1	2	3	4	5
	(NS)	(SS)	(S)	(VS)	(ES)
How satisfied are you with your the recognition given to you by					
i). The head teacher					
ii). Parents					
iii). Fellow teachers					
iv). Your employer (TSC)					
v). School management committee					
vi). Politicians					
vii). Pupils you teach					

7. Promotions	1	2	3	4	5
	(NS)	(SS)	(S)	(VS)	(ES)
How satisfied are you with					
i.) Fairness in the way promotions are offered					
ii). Chances for your promotion in the near future					

Part 3

6.9.2 Please tick (✓) your overall level of satisfaction with your present job

- i) Extremely satisfied []
- ii) Very satisfied []
- iii) Satisfied []
- iv) Slightly satisfied []
- v) Not satisfied []

7 Using a tick (✓) kindly indicate your career aspiration

- i) Headship []
- ii) District Education Officer []
- iii) Quality Assurance and Standard Officer []
- iv) Teachers college tutor []
- v) County Director []

Others

Specify

8 What gives you dissatisfaction in your job

i).....

ii).....

9 Suggest two (2) specific ways in which teaching could be improved as a career so as to satisfy you.

i).....

ii).....

10 In the space provided below, please suggest ways or strategies that could be adapted to motivate teachers to remain in the profession and improve pupils' performance in Kenya Certificate of Primary Education (K.C.P.E)

i)

ii)

iii)

Once again thank you for your participation.

APPENDIX III: RESEARCH PERMIT

PAGE 2

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Salim Alamin Takdir
Of (Address) University of Nairobi
P.O BOX 30197-00200
NAIROBI

Has been permitted to conduct research in

**Mombasa
Coast**

**Location
District
Province**

On the topic: Factors influencing teachers' job
satisfaction in public primary schools in Likoni
Division, Mombasa Kenya

For a period ending: 31st July 2012

PAGE 3

Research Permit No. NCST/RCD/14/012/784
Date of Issue 11th June 2012
Fee received KSH.1000



Applicant's
Signature

Secretary
National Council for
Science and Technology

APPENDIX IV: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349

254-020-310571, 2213123, 2219420

Fax: 254-020-318245, 318249

When replying please quote secretary@ncst.go.ke

Our Ref: NCST/RCD/14/012/784

P.O. Box 30623-00100

NAIROBI-KENYA

Website: www.ncst.go.ke

Date: 11th June, 2012

Salim Alamin Takdir

University of Nairobi

P.O.Box 30197-00100 NAIROBI

UNIVERSITY OF NAIROBI
KIKUYI LIBRARY
P.O. BOX 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "Factors influencing teachers' job satisfaction in public primary schools in Likoni Division, Mombasa Kenya."

I am pleased to inform you that you have been authorized to undertake research in Coast Province for a period ending 31st July, 2012.

You are advised to report to the **District Commissioner and the District Education Officer, Mombasa District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'M.K. Rugutt', with the letters 'HSC' printed below it.

DR.M.K.RUGUTT, PhD, HSC

DEPUTY COUNCIL SECRETARY

Copy to:

The District

Commissioner

The District Education

Officer Mombasa District.

APPENDIX V: RESEARCH PERMIT 2
MUNICIPAL COUNCIL OF MOMBASA
EDUCATION DEPARTMENT



TEL NO 2314154

P.O. BOX 90381
MOMBASA
MUNICIPAL EDUCATION OFFICER
P.O. BOX 90381

RE: G.15/15

All Head teachers Public Primary School Likoni Division Mombasa.

DATE: 13th June, 2012

**REF: AUTHORITY TO CARRY OUT RESEARCH IN
PUBLIC SCHOOL IN LIKONI DIVISION MR. SALIM
ALAMIN TAKDIR**

This is to confirm that Mr. Salim Alamin Takdir of the University of Nairobi has been authorized by the National Council for Science and Technology to carry out research on "Factors influencing teachers' job satisfaction in Public Primary Schools in Likoni Division of Mombasa Municipality."

He has been authorized to undertake the research for the period ending 31st July 2012. We request you to offer Mr. Salim Alamin Takdir your support and co-operation by facilitating his interaction with the members of your teaching staff.

Kindly treat this letter as an endorsement of the Municipal Education Department to the Research Authorization Ref: No. NCST/RCD/14/012/784 of 11th June 2012 granted by the National Council for Science and Technology.

FRANCIS N. TSUMA

For: MUNICIPAL EDUCATION OFFICER

CC

District Commissioner

Likoni District, Mombasa.

Mr. Salim Alamin Takdir

University of Nairobi

P.O. box 30197

Nairobi

