

**THE INFLUENCE OF MOTIVATION STRATEGIES ON
TEACHERS' JOB SATISFACTION IN PUBLIC PRIMARY
SCHOOLS IN BUNGOMA EAST SUB COUNTY, KENYA**

BY

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DECLARATION

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

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DEDICATION

I dedicate this work to my wife Marystellah, children and family at large for their support and encouragement.

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ABBREVIATIONS AND ACRONYMS

BoM	Board of Management (formerly called school management committee)
CDF	Constituency Development Fund
FPE	Free Primary Education
HoD	Head of Department
JSMI	Job Satisfaction Measurement Instrument
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
KEMI	Kenya Education Management Institute
KNUT	Kenya National Union of Teachers
KUPPET	Kenya Union of Post- Primary Education Teachers
KSSHA	Kenya Secondary School Heads Association
MoE	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
TSC	Teachers Service Commission

ABSTRACT

The purpose of this study was to investigate some motivation strategies influencing job satisfaction among teachers in public primary schools in Bungoma East Sub County. The objectives of the study were ; to establish how income influence job satisfaction among teachers in public primary schools in Bungoma East sub county, to examine how working conditions influence job satisfaction among teachers in public primary schools in Bungoma East sub county, to determine how promotion influence job satisfaction among teachers in public primary schools in Bungoma East sub county, and to find out how job recognition influence job satisfaction among teachers in public primary schools in Bungoma East sub county. The study used descriptive survey design in which it targeted 24 head-teachers and 278 teachers in Bungoma East Sub County. Purposive sampling was used to select 24 head teachers and simple random sampling was used to select 278 teachers. This resulted into a sample size of 302 respondents. The data was collected by use of two sets of questionnaires one for the head teachers and another one for the teachers which were self-administered by the researcher. The research instruments were pilot tested to test the reliability and validity of the Instruments. Again, the University of Nairobi lecturers helped to enhance the validity of the instruments. Data was analyzed both qualitatively and quantitatively. The quantitative data was analyzed using descriptive statistics such as the frequencies and percentages and presentation done in tables. The qualitative data was analyzed thematically based on the objectives of the study. The study established that the teachers were not satisfied with the income as according to most of the respondents, income was not a measure of their competence and could not meet their expenses. The other benefits offered such as fringe benefits, pension, medical and transport allowances were also not satisfying. The study established that the respondents were not satisfied with the working conditions such as proper classroom ventilation, school surrounding and provision of teaching learning materials. Further, the study found that the teachers' promotion prospects equally negatively influenced their job satisfaction. The study also established that the respondents were satisfied with the recognition by the colleagues and the parents. However, they were dissatisfied by the recognition by the employer and the Board of Management (BOM). The study recommends that: the teachers' income inform of salary and remuneration should be improved, all the teaching staff should be treated with due respect and no one should be undermined or no one should undermine the other as this will affect their self-esteem. The government and schools should have a consistent way of publicly recognizing teachers for their hard work. Nevertheless, there should be a teachers' scheme of service which will give them an equal chance of promotion. The government, parents and other donors should improve the working conditions of the teachers by constructing spacious staff rooms, classrooms, libraries and ensuring they are well equipped for use .

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Any nation that wants to be recognized as a developed country needs to build its human resources unwaveringly. Thus a country is technologically developed if the majority of her populace is well educated. Teachers play a vital role in the molding the intellectual capacity of children during the formative years in the school. Thus, the ultimate expected outcome for teachers is to prepare individuals so that ongoing societal development can occur. For this to happen, the effective teacher must retain employment in schools and teacher job satisfaction must remain at a satisfactory level.

Sachs (2003) argues that, although employed to teach, teachers are engaged in a wide variety of tasks. However, Harden and Grosby (2000: 337) say that teaching is a demanding and complex task. According to Kittler and Zehn (2000), teaching is one of the most stressful and demanding professions.

Teacher motivation plays an important role in the promotion of teaching and learning quality. According to Bennell and Akyeampong motivation involves both characteristics of the individual and external factors. Robbins and Judge (2008) define it as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal.” Similarly, motivation is the set of processes that arouse, direct, and maintain human behaviour toward attaining some goal (Greenburg & Baron, 1995).

Motivated teachers are more likely to motivate students to learn in the classroom and hence ensuring achievement of educational reforms and satisfaction. The importance of job satisfaction and motivation are essential to the long-term growth and development of any educational system all over the world. Needs satisfaction and motivation to work are very essential in the lives of teachers because they form the basic reason for working in life. Notably all teachers' work in order to achieve their basic needs while constantly agitating for their needs satisfaction (Uz-Zaman et al, 2001).

According to Latham (1998), "teachers' job satisfaction can do far more in improve their teaching." This implies that satisfied teachers can contribute significantly to the improvement of students' academic performance and school effectiveness at large. Similarly, Shann (2001) asserts that job satisfaction helps to retain teachers and makes them committed to their job and through this also makes their schools very effective. In other words, job satisfaction contributes to improvement of teaching, students' learning and teacher retention.

In more developed countries, such as the United States of America (USA), the United Kingdom (UK), Australia and New Zealand, teachers seem to enter teaching for intrinsic rather than extrinsic reasons (Dinham & Scott, 1998, 1999, 2000, and 2003). These factors include student achievement, helping students, positive relationships with students and others, self-growth and so on developing warm, personal relationships with children, the intellectual challenge of teaching, high levels of teaching autonomy, strong leadership and administrative support (Shann, 1998; Houtte, 2006; Noddings, 2006).

Teachers' job satisfaction has been linked to positive outcomes including teacher retention and better performance (Armstrong, 2009). A study carried out by Goodlad (1984) in the United States shows that satisfied teachers have a positive effect on classroom learning.

On the contrary, a study carried out in the United States by Lyson and Falk (1984) points out that it is the best qualified teachers who are most likely to leave teaching. After describing the teacher retention problem in the field of special education in Georgia, Fore et al. (2002) concluded that a lack of recognition, few opportunities for promotion, poor teacher working conditions, lack of administrative support, inadequate resources, limited decision-making power, and extensive time spent in meetings, and limited opportunities for individualisation, all contribute to teachers' decisions to leave schools.

The overall picture of teacher job satisfaction in US schools is reported by the National Centre for Education Statistics (NCES) in 2002 in its Staffing Survey (SASS). The findings of the study revealed the factors that constitute the distinguishing factors between the most satisfied and the least satisfied teachers. These are class size, support for the education of the whole child, academic excellence, and treatment of teachers as professionals, including giving them considerable autonomy and independence. The study cited also supportive and encouraging administration. By contrast, it is cited that teachers in the USA have little concern with salary and benefits

Teacher job satisfaction has been a concern of researchers in the UK (Oswald, 1999; Evans, 1998). Evans (1998) reported that low job satisfaction has been cited as a

possible cause of the then teaching crisis in the UK. The results from Crossman and Harris's (2006) study also indicated that teachers in foundation schools exhibited the lowest job satisfaction.

Other authors cite different factors, including conflict between work and family life (Spear et al., 2000); behaviour difficulties exhibited by some pupils, the "failing schools" (Scott & Dinham, 2003) as well as pay (Chung et al., 2004). Evans's (1998) research into job satisfaction among teachers in the compulsory schooling and higher education sectors in the UK reveal that some factors are generally attributed to what has been reported as an endemic malaise within the teaching profession. She cites, among others, low salaries and low status, changes affected by the 1988 Education Reform Act, deprofessionalisation resulting from school based teacher training, and growing class sizes.

Speal et al. (2000) in their study concluded that the main contributors to high levels of teacher job satisfaction are working with children, the intellectual challenge of teaching and employee autonomy and independence. Dissatisfaction with teaching was often linked to high workload, low level of pay and poor job status.

In the UK, job satisfaction amongst teachers has changed over time. Klassen and Anderson (2007) found that teachers rated their job satisfaction significantly lower and ordered the sources of job dissatisfaction significantly differently than did teachers in 1962. They reveal that, whereas teachers in 1962 were most concerned with external sources of job dissatisfaction (e.g. salary, condition of buildings and equipment and poor human relations), teachers in 2007 expressed the most concern about factors relating to

teaching itself (e.g. time demands and pupils' behaviour). It can be said that the sources of teachers' satisfaction in the UK lies within the domain of the intrinsic rewards of teaching and are centred around learner and teacher achievement (Scott et al.1999). A cross-cultural study of factors affecting the job satisfaction in Japan reveals that teachers derive their satisfaction from their sense of professionalism and contact with students while their sources of dissatisfaction seem to be conflict with administration, administrative tasks, and salary (Steven, 1987). More recently, Nagai (2007) observes that, in Japan, teachers' workload and other work characteristics and psychological factors, such as job insecurity, effort-reward balance and compromised general health, have been proposed as factors of job satisfaction for teachers.

Australian studies, have consistently highlighted the importance of recognition for teachers' work and the intrinsic motivation derived from student learning, achievement and improvement (Campbell, 2004). Again, Barnett et al. (2000) found several possible factors that operated as satisfiers within schools. These included quality and clarity of communications, flexible application of school rules and regulations, and the positive use of the chain of command executive structure within the school, the use of an "open door" policy as far as access to the principal was concerned, and the perception of the school as a happy environment.

In addition, a series of studies found that teachers obtain their greatest satisfaction through a sense of achievement in reaching and affecting students, experiencing recognition, and feeling responsible, as well as a sense of personal power and motivation (Dinham and Scott, 2000a). The teachers in these countries were found to be

motivated by a desire to work with and for the people and to make a difference by assisting children and young people to reach their potential, experience success, and grow into responsible adults. Satisfaction remained high on a small focused set of core business aspects of teaching. This satisfaction occurred at the personal levels of working directly with children: experiencing success with students, working cooperatively with other members of the educational community and professional competence. It is worth noting that, in developed countries, teacher job satisfaction is crucially influenced by intrinsic factors rather than extrinsic.

Brouwers et. al. (2001) conducted a study with 277 secondary school teachers in the Netherlands focusing on the relationship between the emotional supports offered by fellow teachers, principals and teacher burnout. They concluded that teachers who feel that they lack support from colleagues and principals have less confidence in their capability and are consequently prone to burnout symptoms. In their research, in which experienced teachers in England and Australia were interviewed about their understandings of commitment, Day et al. (2005) discuss the connection among others, between satisfaction, commitment and teacher burnout, stating that: Teacher commitment is closely related to job satisfaction, morale, motivation and identity, and is a predictor of teachers' work performance, absenteeism, burn-out, and turnover as well as an important influence on students' achievement in attitudes towards school.

In a study carried out in India, the 1964 National Education Commission report, written by prominent educationist Kothari, in detail addressed most aspects of teacher management, motivation and performance. The report noted among others:

This report has been the reference point for all subsequent work on teachers in India. The 1986 National Policy on Education (NPE) and the supporting document - Program of Action of 1992 - tried to reframe some of the main provisions of the landmark 1964 report.

The NPE 1986 devotes a section on “The Teacher”:

“The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The government and the community should endeavor to create conditions that will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, and to devise appropriate methods of communication and activities relevant to the needs, capabilities and concerns of the community.

In many countries in Africa, schools operate with poor buildings, little or no equipment, untrained teachers, lack of basic facilities such as water, power and sanitation, and learners who are often hungry (Bush & Oduro, 2006). Unlike in developed countries where teachers seem to enter, and remain in the profession for intrinsic rather than extrinsic reasons (Dinham & Scott, 1998, 2003), developing countries in teachers are motivated to enter teaching by extrinsic rather than intrinsic motives, i.e. the salary, absent pupils and lack of teachers’ involvement in the decision-making process (Bennell, 2004).

In Nigeria, intrinsic factors, such as student achievement, teacher autonomy and innovation lead to teachers’ job satisfaction (Asgwara, 1997). Similar findings arose from a study conducted in Ethiopia by VSO (2006), whereby teachers identified positive

reasons for entering education. They felt their role was important and they enjoyed teaching and seeing children develop. There was an extremely strong response about the positive aspects of teaching: passing on knowledge, the enjoyment of teaching students and the opportunities it gave individuals for self-development. As documented by a great number of African researchers, salary is crucial in teacher satisfaction. Bennel (2004) notes that teachers' pay and other material benefits were too low for individual and household survival needs to be met in many African countries. Ladebo (2005: 357) found that teachers in Nigeria felt they cannot meet their family responsibilities as a result of their meagre salary compared to employees in, for example, banking, manufacturing, and oil industries. Obanya (1999) identified teacher poor conditions of service, late or non-payment of salaries and allowances, lack of incentive, non-involvement of teachers in decision making over matters concerning them to mention but a few as main causes of attrition among teachers in Nigeria. Next to pay, the social status of teachers has been identified as an important factor impacting teacher morale and motivation.

In their study conducted in six sub-Saharan countries (Ghana, Ethiopia, Tanzania, Guinea, Madagascar and Uganda), Mulkeen et. al. (2008) concluded that many of the difficulties in attracting new teachers and retaining current teachers could be addressed through effective teacher deployment practices and improved conditions of services, including adequate pay and good working conditions. However, the authors also report that there are contradictory reasons why young people choose teaching as their career. They observe that in Ghana, some young people chose teaching because of vocational commitment, wanting to impart knowledge or seeking to develop the young people of

their country , even though , for many , teaching was chosen on the basis of the possible benefits it offers , including salary, job security, and opportunities for advancement (Ibid:520).Furthermore ,Brown and Schulze (2007) identified factors that spurred teachers to move to Botswana to work in junior or senior secondary primary schools. These are linked to economic issues, personal circumstances, community and school-related condition .In addition the authors state that teacher job satisfaction is mainly due to housing, transport allowances and salaries , although the Botswana studies revealed that such incentives do not necessarily improve performance or student achievement. George et al (2008) note that the South African teaching context is different from that found in most other African countries, because of the inequality that had existed between the educational systems provided for the white and the black sectors of the population, respectively, during the apartheid era.

According to Hillebrand (1989:116), South African female educators consider the lack of promotion to be a factor that results in immense job dissatisfaction among them. The author above emphasises that teachers will feel very dissatisfied with their career if they are not given the opportunity to further it.

In Tanzania, Davidson (2007) states that there are many ways in which teachers are poorly treated, which result in the job being perceived as difficult. These include inadequate teaching aids, large numbers of students in each class, poor environments where a teacher has to live and work, including sub-standard housing and classrooms, and extremely poor benefits.

In Kenya Mwangi and Augustino (2002) claim that inadequate pay, a poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policies, the attitudes and behaviour of the school head and of other teachers, and pupils' poor work attitude and lack of interest in school, are linked to teacher job dissatisfaction. Teachers also feel dissatisfied with the methods used to assess promotion, based on both professional and academic qualifications. In addition, in many African countries, there is increasing evidence that some people may choose to teach because of the lack of other employment options (Mulkeen et al. 2008). A common denominator from the literature on teacher job satisfaction in developing countries, and specifically in Africa, is that salary can be seen as the main aspect of dissatisfaction where many teachers can hardly afford their living and may need second and third jobs to cover their basic needs and look after their families

A study by Akech and Simatwa (2010) reveals that in Kenya high enrolments, inadequate government funding, inadequate physical facilities, inadequate teaching and learning resource materials, poor teaching, overcrowded classes, poorly constructed classrooms, heavy workload for teachers due to understaffing, uncooperative parents, student indiscipline are some of the challenges that teachers face. In many African countries, many teachers have minimal material and intellectual support, salary is insufficient, they are paid irregularly or have to wait for months for their stipend. Consequently, many teachers have to take an extra job or even two in order to survive and this affects their motivation and satisfaction (Masitsa, 2005).

Moreover, most of studies mentioned above also cite accommodation as a major factor in teacher satisfaction. Consequently, strategies to increase job satisfaction are not only

related to the salary, but also linked to improving school buildings and teacher accommodation, increasing teacher responsibility for educational decisions, reducing class sizes, increasing parental and community support, promoting collegial relationships among teachers and administrators, providing teacher support and recognition, and providing teacher counselling and medical care.

It is worth noting that the working and living conditions of many teachers in Kenya are notably poor, irrespective of the fact that they are the most important group of professionals in the development of the nation. Most times teachers have to work under such conditions which have negative consequences on the academic success of students and the level of motivation of the teachers themselves.

Due to failure by Teachers Service Commission (TSC) to employ new teachers, the workload is heavy making teachers unable to attend to other issues (Kageha, 2004). According to Bennell (2004) the heavy workload has impacted heavily on teachers' morale and motivation and thus their job performance. A report by the Ministry of Education and Human Resource Development (1998), pointed out that there was need to review and strengthen existing schemes of service for teachers with a view of making the teaching professionals meet their expectations of the public, and boost and sustain the morale of teachers through increased benefits. It was noted that as a result of inadequate professional enrichment and support services, the competence and morale of teachers has been declining over the years (GOK, 1998).

Recognition is another aspect that makes individuals feel satisfied (Herzberg 1959). Individuals at all levels of the organization want to be recognized for their performance.

Good work done by any employee should always be acknowledged. This can be done by giving teachers trophies during prize giving days, a letter of appreciation or are given a bonus where appropriate (Cole, 2002).

A study done by Kageha (2007) on staff motivation, found out that motivation of staff through provision of better housing at subsidized rates and provision of meals such as breakfast, tea breaks, lunch and supper through the generous sponsorship of Board of Management, had a positive impact on them. This has been noted to give teachers the impetus to teach extra lessons and give personal attention to the students. The report also notes that teachers were satisfied by being given gifts and presents which included household goods, and certificates of merits.

This has led to the teachers' frequent call for an increase in their income in form of salary among other demand from the government of Kenya. However, on the part of the government, the teachers' agitations and demands are beyond what the government can provide. As a result, the government and Kenya National Union of Teachers (KNUT) are in a constant and frequent stand-off over better working conditions, a good pay, and benefits. The Kenya government has argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically, it has argued that teachers' demands are beyond the government's resources (Okumbe, 1998). Attempting to align teacher salaries with other fields is an intervention that can be used to make the education profession more attractive.

Moreover, another problem is the government's position concerning the job performance of the teachers. Teachers are expected to render a very high job performance, and the Ministry of Education in conjunction with the Teachers' Service Commission (TSC) are always observant regarding the job performance of its teachers; they accuse the teachers of negligence, laziness, and lack of dedication and passion to work. It's further argued that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase, incentives or better working conditions; requiring them to sign a performance contract. While teachers on their part argue that the existing salary structure, benefits and working conditions including insecurity in some areas does not satisfy their basic needs in as much as other sectors of the economy that have bigger salary structure, better motivation and enhanced working conditions (Okumbe, 1998).

The problems of Kenyan teachers' motivation and job satisfaction has been addressed in various forums, for example, trade union-meetings, seminars and Education Commissions like the Report of The National Committee of Educational Objectives and Policies (Gachathi Report, 1976). The Kenya National Education Commission/ Ominde Commission (1964) expressed in its findings that teachers had been put in classes that were not well equipped and then were expected to give good results. The low status led to the majority of teachers quitting the teaching profession to seek other more prestigious and better-paying jobs. Okumbe (1992) in his study on the levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu town, found out that the lowest level of job satisfaction among graduate teachers was as

a result of remuneration followed by promotion, working conditions and the work environment.

In a study carried out by Njue (2003) on job satisfaction among secondary school teachers in Nairobi Province, teachers were found to be highly de-motivated by the job factors including work environment and working conditions. The teachers felt uncomfortable in most staffrooms because they were not spacious enough. Facilities like toilets, adequate room-space and drinking water should be provided by the institution's management. In a study carried out by Orina (2008) among mathematics teachers in Nyamusi Division, Nyamira District, working conditions were found to be sensitive factors that needed to be addressed in order to improve teachers' job satisfaction. For better student achievements to be realized teachers' job satisfaction has to be paramount.

Generally, teacher motivation has to do with the teacher's attitude to work, his or her desire to participate in the pedagogical process within the school environment, and the interest of the teacher in student discipline and control, particularly in the classroom. The teacher is required to translate educational philosophy and objectives into knowledge and imparts them to students in the classroom. The major responsibility of working with children in the school is bestowed with them. Thus, how to ensure and maintain their satisfaction on the job is very critical in achieving the success of students. It is in this regard that the study is anchored; to establish the relationship between motivation strategies and pupil achievement in Bungoma East Sub County.

1.2 Statement of the problem

Effective teaching to achieve the educational objectives demands motivated and satisfied teachers yet most of teachers in Kenya have always reported lack of motivation at their places of work. This is evident in their instability in the teaching profession and low morale in performing their teaching tasks and consequently, unsatisfactory performance of school duties and responsibilities (Musila, 2010).

People rarely develop their potential if their esteem is low; when one feels unappreciated at their work they are unlikely to be creative. Scholars like Kothari and Mwangi have observed that teachers' lack of motivation at their work place leads to poor performance in their duties as teachers which consequently affects students' performance especially in the national examinations. However despite these observations, it is not clear which factors account for teachers' motivation and job satisfaction in Kenya. This study therefore, seeks to investigate the factors which influence motivation and job satisfaction among primary school teachers in order to enhance performance and consequently raise academic standards (Mwangi, 2000).

Records at the Bungoma Sub-County Education office show that public primary schools in the area are always at the tail end in national examinations, that is, Kenya Certificate of Primary Education (KCPE). For the last three years, the sub county had an average mean score of 242.80 as shown in Table 1.1.

Table 1.1 Bungoma East Sub County KCPE Results for 2012- 2014

Year	Mean Score
2012	242.55
2013	240.86
2014	244.98

(Source: Bungoma East Sub-County Education Office, 2015)

Due to the poor performance in the Sub County, most public primary schools hold annual prize-giving days during which teachers are given incentives in the hope of motivating them to work harder and post better results. However, this has not resulted into meaningful results perhaps owing to low motivation for teachers among other reasons. Hence the need for this study to investigate the factors that contributes to job dissatisfaction among the area teachers.

1.3 Purpose of the study

The purpose of this study was to investigate the influence of motivation strategies in public primary schools to teachers' job satisfaction in Bungoma East Sub County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives:

1. To establish how income influence job satisfaction among teachers in public primary schools in Bungoma East Sub County.

2. To examine how working conditions influence job satisfaction among teachers in public primary schools in Bungoma East Sub County.
3. To determine how promotions influence job satisfaction among teachers in public primary schools in Bungoma East Sub County.
4. To find out how job recognition influence job satisfaction among teachers in public primary schools in Bungoma East Sub County.

1.5 Research Questions

The study was guided by the following research questions:

1. To what extent does income influence job satisfaction among teachers in public primary schools in Bungoma East Sub County?
2. How does working conditions influence job satisfaction among teachers in public primary schools in Bungoma East Sub County?
3. To what extent does promotion influence job satisfaction among teachers in public primary schools in Bungoma East Sub County?
4. To what degree does job recognition influence job satisfaction among teachers in public primary schools in Bungoma East Sub County?

1.6 Significance of the study

The findings of this study could be significant to the following; the Government of Kenya through the Ministry of Education and the Teachers Service Commission, County Education Board, school boards of management and head teachers, since they enlighten

on the various motivational factors that influence teachers' job satisfaction hence enhanced academic achievement to the pupils. Others to benefit from the research findings will be scholars and educational interest groups like Kenya National Union of teachers (KNUT), Kenya institute of Curriculum development (KCID), Kenya Primary School Heads Association (KSPHA) among others who might find this study a useful addition to school effectiveness and school improvement literature.

1.7 Limitations of the study

The study's descriptive survey design was a limitation because the data to be captured was applicable at [a] particular moment only (Wisker, 2008). Some of the study respondents declined to respond to the questionnaires while others provided incorrect feedback due to fear of intimidation. However, the researcher purposely convinced the respondents to give accurate information since the study was purely academic and had no aim of victimizing anyone. Transport cost to schools to meet respondents in the area under study posed a challenge especially because of the poor road network owing to the wet weather.

1.8 Delimitations of the study

Due to time and financial constraints, the study only focused on a few teachers and their head teachers from the selected public primary schools in Bungoma East Sub County. TSC employed teachers were picked for the study since they have undergone professional training and have the same employer.

The study covered the public primary schools since it is assumed that private primary schools have different governance structures. It may thus be difficult to generalize the research findings to other areas of differing characteristics.

1.9 Assumptions of the study

It was assumed that the respondents were honest and gave truthful responses to the questions in the study instruments. It was hoped that the respondents had some time, willingness and ability to read and respond to the questionnaires. It was also assumed that their responses indicated genuine attitudes towards job satisfaction or dissatisfaction. Further it was assumed that an individual's job satisfaction can be measured by means of a survey questionnaire.

1.10 Definition of Significant Terms

The following are terms used in the study with their meaning:

Consultation--refers to dialogue between teachers and the School Management Committee

 makes decisions touching on issues like student's entry marks, class size, meetings, putting up school infrastructure, setting school targets and school strategic plan.

Motivation / Incentives-- refer to something that makes teachers want to do something or to work harder, for example, gifts.

Strategies- these are proper and organized ways of carrying out certain plans.

Job dissatisfaction--refers to a negative emotional response to the job resulting from the appraisal of the job as not meeting one's job values.

Job satisfaction--refers to the contentment experienced by a teacher when his need is satisfied

Participation--the act of taking part or sharing in something

Performance--is concerned with how well an individual fulfill(s) the requirements of their jobs.

Public primary schools--refer to post primary institutions that are developed and maintained by public funds from the government.

Recognition--refers to giving teachers praise or giving approval to teachers for a job well done through, for example, giving teachers thank you cards, prizes, free meals and challenging tasks.

Conducive working conditions--refer to creation of an appropriate teaching atmosphere, for instance, putting up comfortable seats, building spacious offices/classrooms and availability of teaching materials.

1.11 Organization of the study

The research is organized into five chapters. Chapter one is the introduction. It includes background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, assumptions of the study, definition of significant terms and the organization of the study.

Chapter two covered the literature review sub-divided into the concept of motivation and job satisfaction, influence of working conditions on job satisfaction, extent to which income influence job satisfaction, effects of promotion and recognition prospects on

primary school teachers' job satisfaction, summary on literature review, theoretical framework and conceptual framework.

Chapter three deals with the research methodology under the following sub-headings: research design, target population, sample size and sampling procedure, research instrument, instruments' validity and instruments' reliability, data collection procedure and analysis and data presentation. Chapter four presented data analysis and interpretation while the summary, findings, conclusion and recommendations of the study are presented in chapter five.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers a review of the related literature under the following sub-headings: concept of job satisfaction and motivation, impact of income and job satisfaction, extent to which working conditions influence job satisfaction, concept of job promotion and its influence on job satisfaction, extent to which job recognition influences job satisfaction, theoretical framework, the conceptual framework, knowledge gap, and summary on literature review.

2.2 Concept of motivation and job satisfaction

2.2.1 Concept of motivation

Okumbe (1998) defines motivation as a pleasurable or positive response resulting from the appraisal of one's job or experience. It refers to the favorable feelings with which employees perceive their work. According to Peretomode (1991) motivation is the process of influencing or stimulating a person to take action that will accomplish desired goals. In management, motivation is an activity that managers do to their employees in an attempt to boost their productivity in the organization. It is the process of activating the willingness potentials of the employees (Matheka, 2005). According to Harmer (2001) motivation can be defined as some kind of internal drive which pushes someone to do things in order to achieve something.

In education, teachers' motivation is a way of empowering teachers in the occupation and involves the perceptions, variables, methods, strategies and activities used by the management for the purpose of providing a climate that is conducive to the satisfaction

of the various needs of the employees, so that they may become satisfied, dedicated and effective in performing their task. Ubom (2001) indicates that teachers can be motivated through such methods as pay, promotions, praise and provision of a favorable working conditions and recognition among others. Ultimately, it enhances quality assurance, quality education and quality instructional delivery in the educational system hence the achievement of educational objectives (Obi, 1997).

2.2.2 Concept of job satisfaction

Job satisfaction is how people feel about their jobs and different aspects of their jobs (Spector, 1997). Armstrong (2003) defined job satisfaction as the feelings and attitudes of people toward their job. He mentioned that if people have favorable and positive attitudes towards their job, this means job satisfaction, but if they have unfavorable and negative attitudes towards their job, this means job dissatisfaction.

Strauus and Sayles (1960) explain that job satisfaction is a positive optimum feeling derived after a completion of a task in lieu to achieving the target of the organization. Thereby benefits the organization and in return the worker is rewarded in cash or in kind. This definition gives importance to the commitment between the job satisfaction and the benefits of the work. But Smith (1964) avers that it is related to the individual need and job satisfaction can be classified as per the needs of the individual. It is the feeling associated with the mind and the environment the individual lives in. Similarly, Vroom (1967) defines job satisfaction as the response of the individual towards the role played at work. This definition is supported by Smith (2000) who also asserts that it is the degree of satisfaction or gratification experienced by workers with their profession.

Work motivation and job satisfaction are closely related concepts which are essential in organizations for any significant production. Motivation is the motive (drive) to satisfy a need (wants) while job satisfaction is the contentment experienced when need is satisfied. Where the employee's needs are not satisfied, organizational production could be low, but, when the employee's needs are sufficiently met, their job satisfaction and motivation increases leading to higher production. (Locke, 1976).

2.3 Income and Job Satisfaction

Salary as a form of income is defined as the compensation in lieu of the services rendered by the employee. It is always compared in relation to the timings on periodic basis. Salary is an acknowledgement and regarded as reward to motivate and improve the workers behavior towards the goals set by the employer (Oshagbemi, 2000). Werther and Davis (1993) noted that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. Mander (1995) found that direct benefit of job is the salary and an important motivating factor. If salary is not up to the expectations of the employees and less attractive then it can greatly affect the teachers. Low teacher salary in the teaching profession is widely acclaimed to be a major source of low job satisfaction. Majority of studies show consistency in their findings concerning this relationship.

Dehaloo in his study (2011) notes that teachers are not paid fairly and their income does not keep pace with inflation. Salary packages are perceived as not being commensurate

with the amount of work done and there is lack of salary adjustments for improved academic qualifications. It is also reported that salary increases are always accompanied by raises in taxes which lower the income of teachers. Similarly, Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the salary.

In Kenya, inadequate teacher remuneration has led to low teaching morale (Mukiebe, 1995, cited in Otube, 2004) which is manifested in numerous strikes for better pay (Ingolo, 1991). In schools, salaries and wages paid to teachers as a motivating factor are still very low and this has resulted into poor or no performance, high labor turnover and strikes by the teachers and lecturers in various institutions (Maicibi, 2003:52). Therefore, the existence of strikes is a clear signal that the teachers' plights or issues at the work place are not adequately addressed by the concerned authorities. This is coupled with the drastic decline in the status of teachers.

ILO/UNESCO (1993) seminar on the study of the status of teachers observed that in Kenya, many young people opt for training and employment into the teaching profession because they could not get careers of their choice. The seminar further identified poor salaries and lack of promotion as factors which highly discouraged qualified people from getting into the teaching profession instead give those who do little incentives to improve their teaching skills. Therefore, there is need for the teacher employer to look into ways of remunerating their employees in tandem with the work they put in for the betterment of results in the examinations.

The extent to which better remuneration contributes to satisfaction and retention cannot be downplayed. In the study by Perrachione, Rosser and Petersen (1998) among teachers on whether they would leave the profession, nearly half indicated that they “certainly would” leave teaching because of low salary. In their study on the factors contributing to teacher attrition, Buckley, Schneider, & Shang (2004) reviewed a number of such literatures. Their studies showed that teachers were de-motivated by low salary. In some of them for example, teachers in the United Kingdom and California who were considering leaving the profession ranked salary considerations as the most important factor driving their decision.

Hanushek, Kain, and Rivkin (2004) point out that salary increases reduced the likelihood that teachers in Texas would leave their district. Murnane and Oslen (1990) in their study demonstrate that teacher salary is an important determinant of the length of time that teachers stay in the profession. The results indicate that teachers who are paid well stay longer in teaching. During the last three decades teacher’s salaries have been regularly declining throughout most low income countries and particularly so in Africa. This decline is seen to results from budget constraints in these countries. Additionally , this strategy is in line with the World Bank recommendation (World Bank, 2002) that hiring should be made at a lower cost than is currently the case, while recognizing the difficulty to reduce salaries of existing teaching force. This situation lowers level of job satisfaction and commitment of teachers.

Kameerer (1990) similarly found that compensation is the most important influence on the decision to remain in the profession for male and experienced female teachers.

Glennmyers and Tietjen (1999) also reportedly found higher teacher attrition rate in the U.K. to be driven by poor salary relative to non-teaching jobs. Studies done in Kenya (Ngaroga, 1985; Gatheru, 1987; Ngome, 2002 and Waithaka, 2003) all concur with these findings that teachers at all levels of the school system are de-motivated by low income. Mwangi (2012) in his findings notes that teacher's income is an important factor that contributes to teachers' job satisfaction. He suggests that educational planners should consider the importance of increasing teachers' income in order to retain teachers in the teaching profession.

Evans (1999), in his study on the relationship between income and staff motivation, notes that in comparison with other professional groups, teachers' low pay is clearly a major cause of teacher dissatisfaction. There is a general feeling of teachers that even when starting salaries could be comparable, those moving into other fields such as medical, telecommunication, commerce or agriculture could achieve bigger salaries. There is indeed a sense of frustration to teachers that their qualifications and skills are undervalued (VSO Ethiopia, 2011).

Fringe benefits or top up allowances are additional payments paid to the workers above the basic pay. According to Longman dictionary of contemporary English (1999:36), an allowance or fringe benefit is an amount of money or something paid to the worker, regularly for special reasons. Cushway (1999:156) referred fringe benefits as additional payments beyond the basic pays like pay raise, over time pay and payment by results, bonuses and profit oriented pays.

Most of the fringe benefits in schools range according to the work done, nature of the activity, demand, competency and competence skills required which differ from individual to individual and from institution to institution. These are in form of leadership allowances, responsibility allowances, duty allowances, overload and overtime allowances, recognitions and promotions. However, their adequacy and provision in time have an effect on teachers' performance in schools.

An incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation (Heery& Noon, 2001). According to Nzuve (2010) nonfinancial incentives psychologically influence the behavior and attitude of workers toward their work, colleagues and the organization. Nzuve (2010) further notes that incentives provide lucrative conditions and terms of employment. Examples of incentives used to motivate teachers include tokens of appreciation and school trips.

Some of these fringe benefits are linked seniority, status and responsibility, while in private schools the payment of benefits depends on cooperation with the boss, status, availability of students and funds. In institutions where these benefits are on equitable grounds based on performance indicators and competency of individuals, drive attraction, participation, commitment and performance at the workplace. Employees therefore, are of high priority in sustaining and maintaining the institutions' performance standards.

Fringe benefits in institutions provide a basis on which employees work towards the achievement of set goals. Therefore school administrators and managers in institutions

often use fringe benefits as a means of improving on the teachers' performance (Dessler, 2003:204 and Willey, 1997). However, these do not exist in most institutions and their inadequacy has created frequent absenteeism, reluctance in marking and teaching and failure to show their identities with the institutions they work for, which have also affected their actual performances.

While the review has highlighted how the current salary has been used to motivate employees, no study on current salary and its link to teacher job satisfaction in Bungoma East Sub County in particular has been studied hence a knowledge gap.

2.4 Working Conditions and Job Satisfaction

Working conditions as a factor of job satisfaction include: the influence of factors related to the employee, so called subjective factors; the impact of environmental factors; and the impact of organizational factors that are primarily related to the organization of production. The nature of working conditions in institutions entails the conditions in which employee work. Working conditions are very important to the way employees feel about where they work. Employees feel proud of their institution when conditions are conducive and friendly to the workforce. These are governed by factors like adequate accommodation for the staff, terms of payments, how and when, hours of work, environment itself, provision and assurance of leave pays like sick, maternity and holiday pay, job security, pension assurance, retirement packages, empowerment and interpersonal relationships (Maicibi, 2003:84). Bennell, Bulwani & Musikanga (2004) in their study found that working conditions had an impact on job satisfaction. The key factors in their study were workload, general classroom conditions, collegial and

management support, location, living arrangement and distance to work. Luthans (1992) asserts that clean and attractive surroundings tend to make teachers happy when doing their work thus increasing job satisfaction. The provision of these adequate working conditions enlists higher commitment and subsequently more efforts that strive for good work. On the other hand when employees work under poor management conditions, they tend to behave like caged animals looking for the slightest opportunity to escape and when such a time comes, they leave the institution without looking behind (Musazi, 2003:79).

According to Graham and Bennet (1998) working conditions include considerations like illumination. A poor fit between employees and their jobs will increase the search for alternative jobs (Nzuve, 2010). The physical environment, for example, availability of facilities like well stocked library and adequate class-rooms will result into job satisfaction. Aesthetics, for instance, flower gardens will also add to the staffs' job satisfaction. There should be adequate working facilities/ tools of work, the buildings should be safe in order to avoid chances of accidents/ insecurity.

Better still, Ssekamwa, (2001) contends that clean environment, classroom, staffroom, family friendly policies, balance between work and leisure and other fringe benefits are the necessary conditions for the teachers' performance in schools. Other external conditions like holiday pay, sick leaves, timely and adequate pays, job security and pension schemes are a catalyst to teachers' performance in schools. The lack of these conditions in institutions results in teachers finding it difficult to cope up.

There exists enough evidence that the teacher is the most important single factor in determining what a school experience will be like for children (Gardner and Mahler, 1993 p.41). Thus, creating conditions that motivate teachers to initiate positive interactions with children and a physical environment that is conducive both to teachers' work and children's development is essential. To create these conditions, school's board of management and the government (Republic of Kenya, 1998) need to participate to address these needs. They include physical working conditions, salary, benefits, job security, and interpersonal relations.

Demonstrating the importance of hygiene factors, research (Essa, 2003) reported that primary school teachers whose 'hygiene' needs are met, become warm, sensitive and nurturing. The teachers in these studies showed great responsiveness, gave encouragement to pupils and used less negative disciplinary techniques. As a result, pupils developed positive emotional adjustments and their cognitive, language and social skills were enhanced. Additionally, they displayed fewer behavioral problems and became socially competent. Ultimately, the amount of adult interaction with pupils became greater and more beneficial, and children had friendlier interactions with peers.

In addition, the studies indicate that most schools lacked the necessary facilities, equipment and materials that would promote teacher motivation and holistic development of children. According to Ngome (2002), most public centers supported unfriendly work conditions characterized by windowless, rough mud walled and floored classrooms, and others that were iron-sheet walled and roofed. In such classrooms, temperatures went very high or very low, ventilation was inadequate, dust was a

problem and pupils were easily distracted. Most of these classrooms were also congested. (Gakii, 2003 and Ng'asike, 2004).

Furthermore, other teachers have been found to be dissatisfied with physical facilities. For example, a survey of K-12 teachers in Washington, D.C. cited in Buckley, et al (2004) found out that facility quality is an important predictor of the decision of teachers to leave their current position. To emphasize the importance of the physical environment, Hanushek, Kain and Rivkin (2004) who asserted that teachers might be willing to take lower salaries in exchange for better working conditions. This is altruism considering that the quality of school buildings affect the quality of teacher life and educational outcomes. In schools, socialization of employees enables them to freely express their feelings, opinions, attitudes all other affairs that affect them at work place. It is therefore, a healthy system for the institutions survival, teamwork and productivity (Maicibi, 2003:61). This leads to higher employee productivity and satisfaction that subsequently results into good performance.

Social interaction with colleagues is still an important source of motivation in many jobs. In schools, teachers interact in formulating school rules and regulations, performing weekly duties, co-curricular activities, teaching, enforcing discipline and in performing other duties assigned to them. The adequacy and use of teaching and learning materials affects the effectiveness of a teacher's lesson. Teaching and learning resources enhances understanding of abstract ideas and improves performance. This makes learning of subjects like Social Studies very abstract to the pupils and could be a factor contributing to poor performance in national examinations. Schneider (2003)

found out that school facilities have a direct effect on teaching and learning. Text books enable the pupils to follow the teacher's sequence of presentation and aids in understanding of lessons (Ubogu, 2004).

The provision of necessary conditions and materials in time encourages the staff to work harder and keep them united as a team towards the achievement of the set goals. This not only reduces personal conflicts but also reduces the risks of de-motivating factors with their related effects of their work places (Bent et. al, 2002).

Poor working conditions such as inadequate space, noisy and uncomfortable surrounding will make the workers dissatisfied with their work. Sogomo's (1993) findings in the study of job satisfaction of secondary school principals in the Rift Valley Province of Kenya, reveals a significant relationship between job satisfaction of teachers and school environment. He proposed that work environment in the school should be such that it enhances teachers' sense of professionalism and in turn decreases dissatisfaction. The work characteristic for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction. Okumbe (1998) says that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Some other studies show that employees prefer working conditions which are not dangerous and unpleasant and preferably with similar conditions to their home environment (Robbins, 1998; Bennell, Bulwani and Musikanga, 2004).

A study by Munguyu (2008), revealed that work environment such as high enrolment, over-stretching of physical facilities and learning resources attributed to FPE, affected teachers' job satisfaction. Teachers were highly dissatisfied with the high number of pupils they had in the class. Teacher dissatisfaction with the workload concurs with Rosenholtz & Simpson (1990, cited by Buckley et al. 2004) in their revelation that the burden of non-teaching obligations affects new teachers' commitment. Further, the study by Ngome (2002) identified high workload as one of the factors contributing towards high teacher attrition. An investigation by Karugu (1980) found that teachers were motivated to stay in job if physical, social, economic, and security dimensions associated with conditions of work were satisfactory.

While these studies highlight the importance of the work environment on the employee satisfaction, there is no study done on the influence of the working condition on the teacher's job satisfaction in Bungoma East Sub-County, hence a knowledge gap.

2.5 Promotions and Job Satisfaction

Robbins (1998) maintains that promotions provide opportunities for personal growth, increased responsibility, and increased social status. Drafke and Kossen, (2002) postulate that many people experience satisfaction when they believe that their future prospects are good. This may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment. They maintain that if people feel they have limited opportunities for career advancement, their job satisfaction may decrease.

According to McCormick and Ilgen (1985) employees' satisfaction with promotional opportunities will depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Luthans (1992) further maintains that promotions may take a variety of different forms and are generally accompanied by different rewards. Promotional opportunities therefore have differential effects on teachers' job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance teacher's satisfaction.

Aside from the monetary factor, teachers' reported low motivation and satisfaction with the opportunities for advancement through promotion. In his study, Dehaloo found out that teachers were not convinced concerning the selection and process of teachers for promotion. Similarly, Mhozya (2007) explored job satisfaction of primary school teachers' in Botswana and found that a significant number of teachers were not satisfied with the ways of promotions.

In institutions, some employees prefer non-financial rewards like promotions, recognition and praises based on equity for it encourages personal growth, social status, seek for more responsibilities and subsequently job satisfaction and good performance of employees hence, intrinsically rewarding. Therefore, happy workers at the workplace are more productive than unhappy ones. In institutions, teachers who perform well and are properly rewarded, feel intrinsically satisfied with the work performed, therefore, recognizing them with high pay raises, words of praise, recognition and promotional opportunities instill desirable behaviors in employees (Robbins, 2003:80).

Generally, employees want promotion policies that they perceive as being just unambiguous and in line with their expectations. Promotion typically involves positive changes in supervision, pay and work content. Oswald (2008) avers that when it comes to determining job satisfaction, position is more important than the salary. In his survey, he found out that salary minimally influences job happiness. Yet when he looked at an employee's/worker's position in a company, he found a strong link with job satisfaction.

Employees are satisfied with current job if they see a path available to move up in ranks and be given more responsibilities along with higher compensation (Sogomo, 1993). The level of job satisfaction among teachers increases with the professional grade levels (Wasonga, 2004). Studies carried out points out that employment policies laid down by the Teachers Service Commission (TSC) on how certain issues should be undertaken have been neglected, one being that of upward mobility for teachers. There should be further training courses, in-service training programs that facilitate teachers' progression toward effectiveness. This can be organized through seminars, conferences, workshops and institutions like KEMI-Kenya Education Management Institute, KIE – Kenya Institute of Curriculum Development (KICD) will be appropriate in keeping teacher updated.

The studies have highlighted the effect of promotion opportunities on job satisfaction. However, most of these studies were done in countries other than Kenya. The findings of these studies may or may not be applicable to Kenya in particular Bungoma East Sub County that's why a study of this nature is necessary.

2.6 Job Recognition and Job Satisfaction

Cherrington (1989) defines recognition as non-financial rewards, praise and effective in employee's motivation hence promotes job satisfaction. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of meaningful job. It all involves credit for work done, management support through verbal praise for excellence work and public recognition through awards. Flippo does include monetary rewards as a form of recognition.

Recognition is the form of praise and constructive feedback from colleagues, head-teacher, parents, board of management and the employer. According to Fisher & Ackerman (1998) recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors. It has a positive impact on teacher motivation, self-esteem, confidence and sense of security (Blasé & Blasé 2004). From this they develop a habit of reflection which can inform their behavior. Indeed teachers long for recognition, praise and feedback about their achievements and these are likely to motivate them professionally (Vail, 2005). Most of the factors affecting teacher motivation in the first world are related to both intrinsic and extrinsic motivation and are present in a number of schools in Kenya (Wabala, 1997).

Individuals at all levels of the organization want to be recognized for their achievement on the job. Good work done by any employee should always be acknowledged (Macharia, 2002). A formal recognition program may also be used such as employee of the month, term or year (Kuanzes, 2000). Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including

head teachers and peers. Recognition takes many forms including being offered thanks, praise, respect, awards, training opportunities, right tools for the job. Like other organizations, in educational institutions a balance is determined between the performance of the teachers and their commitment to the work. The head teacher has the responsibility of helping teachers to get satisfaction from the profession and to fulfill their needs and objectives. Recognition of performance is an important responsibility of the school management. It may range from spoken words of “thank you” to tangible rewards which have been used as important motivators for teachers. Fraser (1992) further suggests that recognition is an important motivator for teachers as it directs the teachers on the path towards professional growth and improvement. Recognition and feedback concerns informing teachers that they are doing a good job and recognizing their achievements, both publicly and privately, makes them feel appreciated (Steyn, 2002).

Recognition is among the factors which go along with many other factors which can have an effect on the job satisfaction and motivation of teachers. Statistics show that there is an important link between reward and recognition and that between motivation and satisfaction. Awarding the financial benefit to employees without any prominent show also loses its importance. Ali & Ahmed (2009) states that there is an important link between reward and recognition and that awarding the financial benefit to employees without any prominent show also loses its importance. The recognition may include the monetary award but these facets are not of any importance or significance (Fisher & Ackerman, 1998).

Weinstein (1977) puts it that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. Types and nature of rewards have a direct relation with the motivation and satisfaction of the employees. Changes in rewards and recognition can bring a definite change in work motivation and satisfaction (Ali & Ahmed, 2009). He confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. Same applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees reward and their recognition (Satisfaction, motivation, knowledge, collaboration with partners and colleagues, dedications, holding and participation) may be in the order of the most important aspects of human resource management results.

According to Cherrington, praise and recognition have been extensively used to influence job performance. Examples of recognition awards include certificates, plaques and sometimes accompanied by gifts and cash rewards. The effects of recognition rewards on motivation depend primarily on whether it was based on performance. Even though the study on Okumbe (1992), showed recognition as the last satisfaction factor, teachers expect to be recognized according to their supervisors. Teachers are judged for their professional competence. Sergeant & Hannum (2005) expresses that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. Hence the need to investigate these factors influence on teachers in Bungoma East Sub County.

2.7 Theoretical framework

The study was guided by Abraham Maslow's Hierarchy of Needs theory (1970). It is the most widely recognized theory of motivation and perhaps the most referenced of the content theories. According to this theory, a person has five fundamental needs: physiological, security, affiliation, esteem, and self-actualization. The physiological needs include pay, food, shelter and clothing, good and comfortable work conditions among others.

The security needs include the need for safety, fair treatment, protection against threats, job security among other needs. Affiliation needs include the needs of being loved, accepted, part of a group and the like. Whereas esteem needs include the need for recognition, respect, achievement, autonomy, independence among others. Finally, self-actualization needs, which are the highest in the level of Maslow's need theory, include realizing one's full potential or self-development. According to Maslow, once a need is satisfied it is no longer a need. It ceases to motivate employees' behavior and they are motivated by the need at the next level up the hierarchy (Cole, 2002). As such, the government, head teachers, BOM's should have a priority-list that conforms to Maslow's hierarchy of needs theory. However, in spite of Maslow's effort and insights into the theories of motivation, replicate studies failed to offer strong support of the need-based theories. It has been noted that people's needs change with their job status. The needs may also change with change of environment, for instance, if a person is put at an insecure environment, then the need for security may outweigh any other need.

In addition, Frederick Herzberg theory (1974) can also serve as a principal source of job satisfaction. His approach led to the two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on the other. Herzberg's theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as "motivators" and "Hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfillment of higher level needs such as achievement, recognition, and opportunity for growth. The hygiene factors are extrinsic variables such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction.

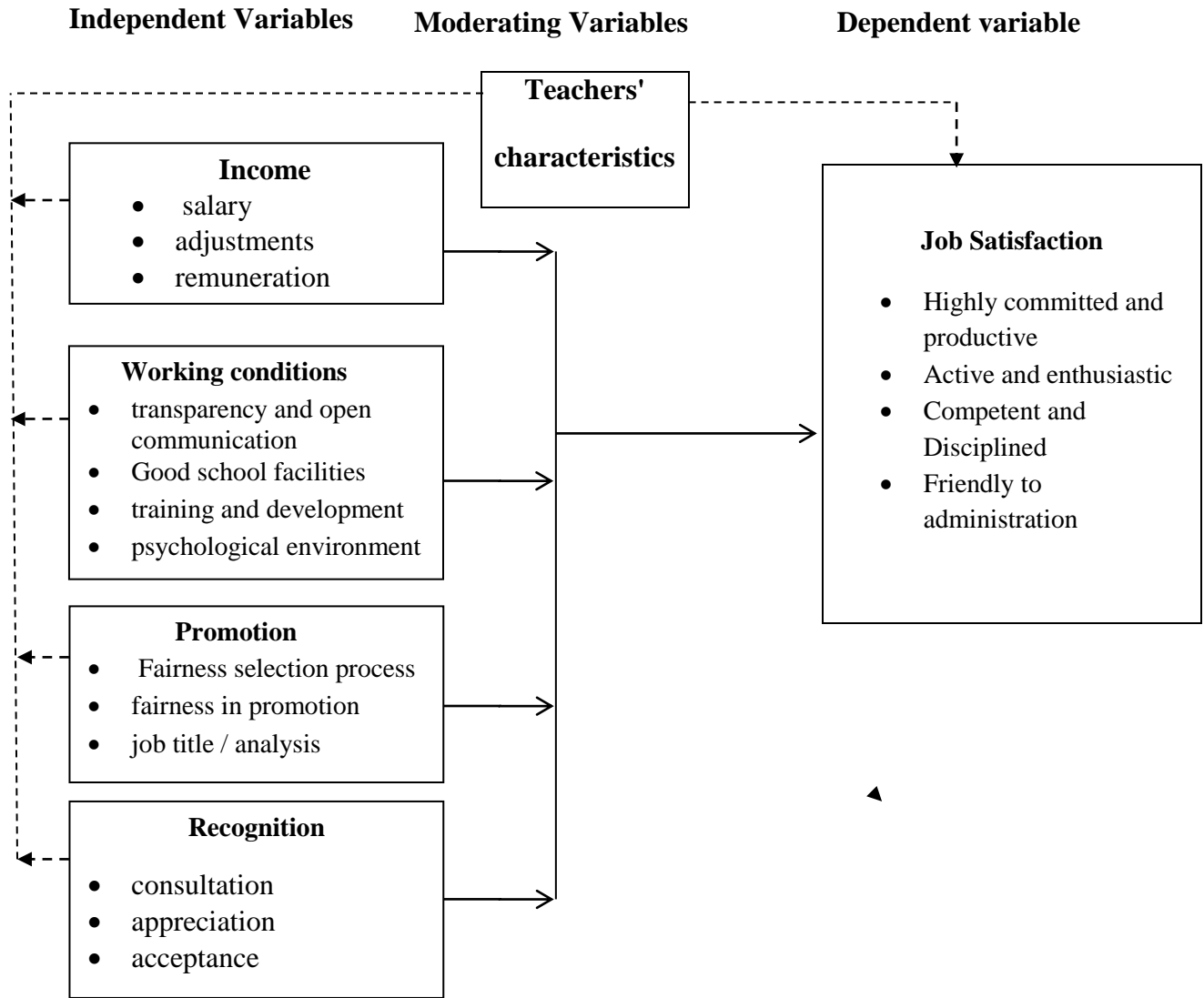
When hygiene factors are poor, work will be dissatisfying. However, simply removing the poor hygiene does not equate to satisfaction. Similarly, when people are satisfied with their job, motivators are present, but removing the Motivators does not automatically lead to dissatisfaction. Essentially, job satisfaction depends on the extrinsic characteristics of the job, in relation to the job's ability to fulfill ones higher level needs of self-actualization; hence the two continuum model of Herzberg's Motivator-Hygiene Theory.

Herzberg (1974) emphasizes on the overall satisfaction of the worker. He concludes that workers derive satisfaction (and hence motivation) from achievements that are centered on job content such as: - Responsibility, Autonomy, Self-esteem or self-actualization, Leadership and a challenging job.

2.8 Conceptual Framework

From the literature studied, job satisfaction is a variable dependent on various aspects. Most employees seem dissatisfied when their contribution is neither recognized nor rewarded while rewarding the employees for work well done improves the productivity and satisfaction. Borg (1996) report demonstrates this phenomenon that rewarding an employee increases the commitment to the goals. The conceptual model shows the interrelationship between motivational strategies and its influence on teachers' job satisfaction. These are good working conditions, pay, promotion, and job recognition, which if well moderated can result to effective performance. The conceptual framework in figure 2.1 illustrates that when teachers are provided with these inputs, (job-satisfiers), then they enjoy their job and hence their respective schools post good results in both normative and summative examinations like KCPE. Likewise, failing to provide the identified inputs, results in dis-satisfied teachers who consequently are de-motivated in their job. Therefore their schools perform poorly in both internal and external examinations. Teachers who absent themselves from schools, become indiscipline, report to school late, have a feeling of apathy and there shall be a high turnover among other resultant manifestations.

Figure 2.1: Conceptual framework summarizes motivational factors that influence teachers' job satisfaction.



Source: Author(2015)

2.9 Knowledge Gap

Much has been researched on influence of teachers' motivation in relation to job satisfaction in public primary schools in Kenya. However, there is little that has been documented on the influence of motivation strategies on job satisfaction among public primary school teachers in Bungoma East Sub County. This document mainly focuses on the influence of the various motivation strategies on the job satisfaction. It notes with high certainty that most teachers are not motivated in Bungoma East Sub County and the lack of documentation on the same leaves a vacuum from which the relevant authorities could use to implement in order to achieve the desired objectives as mentioned earlier. The study therefore endeavors to fill the gap by investigating into the influence of motivation strategies on teachers' job satisfaction in public primary schools in Bungoma East Sub County.

2.10 Summary on literature review

From the foregoing literature review, it is evident that teachers need to be highly motivated so that they can perform their duties to the best of their ability. Scafidi, Sjoquistb and Stinebrickner (2007) have argued that better income is nice, but is not sufficient to attract better teachers. Good working conditions, promotion and job recognition are necessary to provide job satisfaction.

Recognized efforts of employees by the employer symbolize concern and this boosts the morale of the staff leading to increased productivity and hence job satisfaction. Promotions put the staff on alert with expectations of growth within the organization hence achieved job satisfaction. Better working conditions provide a healthy

environment, workers needs are met at various levels and finally job satisfaction is realized. Ali & Ahmed (2009) say that changes in recognition and rewards can bring a definite change in work motivation and satisfaction. Ali and Ahmed confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction.

This study therefore seeks to establish the extent to which income, Working conditions, promotion and recognition, influence job satisfaction of public primary schools teachers in Bungoma East sub county, Bungoma county, Kenya, where similar undertaking has not been done before.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that the researcher used in the study. It tackles the research design, the target population, sample size and sampling procedure, research instruments, validity, reliability, data collection procedure, data analysis techniques and ethical considerations.

3.2 Research Design

The study used the descriptive survey design. In this method information was collected by administering questionnaires to a sample of individuals, (Kombo & Tromp, 2006). Kothari (2004) indicates that descriptive survey design helps to describe the state of affairs as they are. Survey design was appropriate for this study since it is based on the assumption that the sample shares similar characteristics with the whole population from where it is drawn (Rukwaru, 2007). The questionnaire enabled collection of data which was easily drawn directly from the respondents to give the needed results.

3.3 Target Population

Target population implies the specific group relevant to a particular case (Sapsford, 2007). The study focused on 1361 respondents comprising of 110 head teachers and 1251 teachers who are currently teaching in public primary schools within Bungoma East Sub County.

3.4 Sampling Size And Sample Procedure

3.4.1 Sample Size

Based on Krejcie & Morgan table 1970, the sample size will be 302 which entails 24 head teachers and 278 teachers from the target population of 1361. The researcher wrote down all the names of the schools on pieces of paper and randomly selected 24 schools whose heads were to be involved in the study. To select the teachers, the sample of teachers in the sub County was divided by the number of schools which yielded 2 teachers per school and in some cases three - based on the staff size. Names of all teachers in a school were drawn on pieces of paper and mixed in a container thoroughly after which 2 teachers were identified to participate in filling the questionnaires.

3.4.2 Sampling Procedure.

Wiersma (1995) describes a sample as a small population of the target population selected systematically from the study. Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large group by studying a few of its members thus saving time and money. To sample the head teachers and the teachers, the researcher employed simple random sampling techniques. This sampling ensured that all the respondents had an equal chance of being included in the sample. The sampling procedure involved the picking of folded papers with inscription “YES /NO” from a container thoroughly mixed.

Morgan and Krejcie (1970) propose that for a target population of between 1400 and 1500, the sample size shall be 302. The sample size for this research is arrived at using the formula below:

$$Sz = \frac{Tp \times Sz}{Tp}$$

Sz means sample size, Tp stands for target population.

Table 3.1 Sampling frame

<u>Categories</u>	<u>Target population</u>	<u>Sample size</u>	<u>Sample %</u>
Head Teachers	110	24	7.94
Teachers	1251	278	92.05
Total	1361	302	100

3.5 Research Instruments

The commonest instruments of data collection in descriptive survey design are the questionnaire and the interview guide (Orodho, 2003). Both the close ended questions and open-ended questions were used in the study. The researcher made use of Okumbe's (1992) Job Satisfaction Measurement Instrument (JSMI) in preparing the questionnaire with slight modifications to make it fit the study. The questionnaire were administered through pick and drop method in order to avoid chances of data manipulation.

3.5.1 Piloting of the Study

A pilot study was carried outside the Sub County in 4 schools. They were issued with the questionnaires prepared for the main study and the procedure carried out as though it was the final research. After four days had elapsed the same participants were issued with the same questionnaires a second time but with no prior notification. The responses

from the first and second tests were then compared to determine whether there were any differences. A coefficient of variation was calculated.

The researcher then identified the reasons for the variation in the responses that were given. This helped to correct questions that were not clear or ambiguous (understood by respondents and are interpreted similarly by all the respondents). It also assisted the researcher to ascertain whether important aspects were captured by the instrument. The researcher kept correcting the instrument until it was as clear as possible.

3.5.2 Validity of the Instruments

Validity implies the extent to which the data constitute accurate measurements of what is supposed to be measured (Sapsford, 2007). The researcher pre-tested the questionnaire before administering it to the target population. Content validity was used to examine whether the questionnaire answered the research questions (Borg & Gall, 1989). It involved scrutinizing the questionnaire to ascertain that the content was a comprehensive representation of the elements to measure. The instruments were designed to include all the elements under study. The researcher made use of three teachers and a head teacher picked at random from the schools in sample selected in order to eliminate bias. The researcher also sought for experts' assistance (supervisor) in order to improve on content validity.

3.5.3 Reliability of Instruments

Reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials (Mugenda and Mugenda, 2003). The researcher adopted the

internal consistency technique by including several survey items dealing with a similar aspect but stated differently. Pearson's coefficient correlation formula was used in the Test-Retest of the instrument. According to Mugenda a coefficient of 0.70 or more, show that there is high reliability of data. The correlation coefficient attained from the head teachers questionnaire was 0.864 while that of teachers was 0.825 indicating that both the questionnaires were also reliable hence the instruments were deemed reliable enough by the researcher to be used in the study.

3.6 Data collection procedure

The researcher applied for a permit to carry out the study from the relevant government officials in the Sub County. The researcher then presented introduction letters to all the head teachers of the area schools in order to be permitted to undertake the study. For the schools that were far from all-weather roads, the researcher used a motor-bike despite the bad weather. The researcher made arrangements on the time and date of the study to avoid disruption of lessons. The researcher also assured the respondents of confidentiality on their responses. The researcher dropped and then picked the questionnaires within a day in order to minimize chances of manipulation of the data. Hand-delivered questionnaires have a higher response-rate than mailed questionnaires (Rukwaru, 2007). This is aimed at corroborating the responses received from the area teachers. The study also made use of a questionnaire administered to a sample population of 302 public primary school teachers in Bungoma East Sub County.

3.7 Data Analysis Techniques

Data analysis entails categorizing, ordering, manipulating and summarizing raw data to obtain answers to the research questions (Kerlinger, 1973). The researcher first inspected the data collected for unanswered questions and wrongly responded to questions. The data was then coded for easy processing. The study generated both quantitative and qualitative data. Quantitative data obtained in this study was analyzed, organized into categories and patterns relevant to the study. Generalizations and descriptive statistics were used to analyze quantitative data by use of mean score, frequencies and percentages presented in tables. Descriptive statistical tools, for instance, frequency tables and percentages were used in data analysis. The researcher also made use of content analysis in terms of themes based on the study objectives to analyze qualitative data that was presented in prose form.

3.8 Ethical Considerations

Mugenda & Mugenda (2003) affirms that ethical considerations are vital in research process. This should be adhered to during the research process, avoidance of plagiarism, confidentiality and privacy of sensitive information obtained from the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings accordingly.

3.9 Data Matrix

Table 3.2: Operationalization of variables.

Objective	Variable	Indicator	Measurement scale	Type of analysis
To establish how income influences job satisfaction among teachers in public primary schools	Independent variable Income	Salary Adjustments Remuneration Allowances	Ratio	Descriptive
To examine how working conditions influences job satisfaction	working conditions	Transparency Communication Training and development	Nominal	Descriptive
To determine how promotion influences job satisfaction	Promotion	Promotion process Fairness in promotion Job title	Ratio	Descriptive
To find out how job recognition influences job satisfaction	Job recognition	Consultation Appreciation Acceptance	Nominal	Descriptive
	Dependent Teachers job satisfaction in Public Primary schools in Bungoma East Sub county	Commitment Productive Active and enthusiastic Competent and disciplined		Descriptive

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION AND DISCUSSIONS

4.1 Introduction

This chapter focuses on the analysis of the data, presentations, interpretation and discussions of study findings. The presentations were done on the respondent's demographic information, the influence of working condition on the teacher's job satisfaction, the influence of their present salary on job satisfaction, the influence of promotion prospects on teacher job satisfaction and the influence of recognition on job satisfaction. This is in accordance with the research questions.

4.2 Questionnaire response rate

Questionnaire return rate is the proportion of the sample that participated as intended in all the research procedures (Mugenda & Mugenda, 2003). In this study out of 302 teachers (100%), 282 teacher's 93.38% returned the questionnaires. These percentage return rates fell within the recommended return rate of at least 50 percent (Mugenda and Mugenda, 2003).

4.3 Demographic information of the respondents

This section presents the demographic information of the respondents in the study. The demographic information of the respondents focused on gender, age, education and experience in teaching. The findings of the study are presented in the subsequent sections.

4.3.1 Distribution of respondents by Gender who returned the Questionnaire

The study sought to determine the genders of the teachers to determine how the teachers were distributed in the schools in Bungoma East Sub County and whether there was any relation between gender and job satisfaction. The findings are presented in Table 4.1.

Table 4.1 Distribution of Respondents by Gender who returned the Questionnaire.

Gender	Number of teachers	Percentage
Male	172	61.0
Female	110	39.0
Total	282	100

According to the results of the study presented in Figure 4.1, most of the respondents were male (61%). The female teachers represented 39%. The findings may be interpreted to mean that public primary schools in Bungoma East Sub County are dominated by male teachers.

This information may not necessarily mean that female teachers are more dissatisfied or otherwise than their male counterparts. Contrary to studies carried out by Hoppock (1995) indicating that female teachers have higher overall job satisfaction than male teachers, (Hulin & Smith, 1965; Locke et al, 1993) explain that males are more satisfied than the females with regard to job satisfaction. A possible reason why male teachers' representation is higher than that of female teachers in Bungoma East Sub County could be due to the fact that they are deemed as heads of families in the rural areas.

4.3.2: Distribution of respondents by Age

The study sought to determine the ages of the teachers and to show the distribution of teachers in Bungoma East Sub County and whether age was linked to job satisfaction.

The findings are presented in Table 4.2 below

Table 4.2: Distribution of respondents by age

Age	Teachers	
	Frequency	Percentage
Below 25 years	5	1.9
25-50years	214	75.9
Over 50 years	63	22.2
Total	282	100

The findings show that majority of the teachers (75.9%) were aged between 25 to 50 years. It can be interpreted that the older teachers (22.2%) are more likely to be satisfied and committed to their jobs since as age goes by, they tend to settle on their job for security purposes as opposed to young teachers. The fact that there were only 5 teachers in the below 25 years category may be explained by the current TSC recruitment policy where fresh graduates are not posted to schools immediately after graduating. This is owed to graduate teachers taking some years before being posted.

4.3.3: Distribution of respondents by Level of Education.

The study sought to find out the respondents level of education and to show the distribution of teachers in Bungoma East Sub County by the levels of education and

whether the level of education influenced teacher job satisfaction. The findings are presented in Figure 4.3.

Table 4.3: Distribution of respondents by level of education.

Level of qualification	Frequency	Percentage
P1 and ATS IV	178	63
Diploma	70	25
Graduate & above	34	12
TOTAL	282	100

The findings on teacher's qualifications as presented above reveals that 63 per cent of them were P1 holders, 25 per cent were diploma holders, whereas 12 per cent of the respondents indicated their highest academic qualification as a university degree. These results imply that majority of the teachers have basic professional qualifications desirable for primary school teaching and would therefore be expected to be more satisfied with their jobs and perform their duties effectively and efficiently. Lukuyani (2004) on factors contributing to job satisfaction among teachers in Turkana County revealed a significant correlation between job satisfaction, teaching experience and professional qualifications. He noted that teachers with higher education left teaching for better paying jobs. According to Akiri and Ugborugbo (2009), attainments of Bachelor degree and beyond tend to lead to a mismatch between teachers expectations and professional realities. Teachers tend to improve their knowledge through higher educational attainment hoping that their efforts would be recognized by their employers

through promotion and appointment to posts of responsibilities. However, they are not recognized after their career attainment leading to dissatisfaction in the job. This dissatisfaction makes these teachers to move out of the teaching profession whenever chances occur.

4.3.4: Distribution of respondents by teaching Experience

The study sought to determine how long the teachers have been teaching and whether teaching experience has any influence on job satisfaction. The results are presented in Figure 4.4.

Table 4.4: Distribution of respondents by teaching experience

No. of years	Frequency	Percentage
1 - 5 years	22	7.8
6 - 10 years	103	36.5
Over 10 years	157	55.7
TOTAL	282	100

The results show that majority of the teachers have been working for more than 10 years where the results further show that 55.7% of the teachers have a teaching experience of over 10 years. The findings show that 36.5% of the teachers have been teaching for between 6 and 10 years while 7.8% have been teaching for one to three years. These findings may be interpreted to mean that most of the teachers have a wealth of experience as majority of them have been in the profession for 10 years and above. However some studies done have established that though teachers' years of experience are significantly negatively related to teachers' career satisfaction (Hertzberg, Mausner,

Perterson, & Capwell, 1997). This can be attributed to the fact that the longer one works, the higher the financial responsibilities expectations of friends and family members.

4.4: Relationship between income and Job Satisfaction of Primary School Teachers

In this section the study sought to establish the relationship between salary and job satisfaction among the public primary school teachers in Bungoma East Sub County.

Teachers were asked to indicate their level of satisfaction with the statements regarding the salaries and remuneration. The findings are presented in Table 4.5.

Table 4.5: Relationship between income and Job Satisfaction of primary School Teachers.

	Not Satisfied		Slightly Satisfied		Very Satisfied		Extremely Satisfied	
	F	%	F	%	F	%	F	%
Income measure of competence	248	87.94	25	8.87	9	3.19	0	0
Income meeting expense	161	57.09	96	34.04	25	8.87	0	0
Fairness and equitability of present salary progression in future	136	48.22	93	32.98	37	13.12	8	2.84
Perception of salary progression in Future	138	48.94	121	42.91	14	4.96	9	3.19
Present fringe benefit	217	76.95	59	20.92	6	2.13	0	0
Pension scheme	175	62.06	82	29.08	14	4.96	11	3.90
Medical scheme	243	86.98	34	12.06	6	2.13	0	0
Commuter allowance	234	82.98	34	12.06	11	3.90	0	0

The findings of the study show that majority of the teachers 87.94% were not satisfied with the statement that income was a measure of competence. The results further show

that according to 57.09 % of the teachers, the income did not meet their expenses. The results show that 12.91% of the teachers indicated that the income slightly/ met their expenses. The findings show that 48.22% teachers did not believe that the fairness and equitability of the present income was a measure of progression in future as 48.22 % were not satisfied and 32.98% only slightly satisfied. The results further show that teachers did not perceive that there was income progression in future as 48.94% were not satisfied and 42.91% just slightly satisfied. Majority of the teachers (76.95%) were not satisfied with the present fringe benefits. Only 20.92% of the teachers were satisfied with the present fringe benefits. The findings show that most of the teachers 62.06% were not satisfied with the pension scheme while 29.08% were slightly satisfied. The study established that majority of the respondents (86.98%) were not satisfied with the medical scheme. The results show that only 12.06% were satisfied with the medical scheme. According to the results of the study, 82.98% of the teachers were not satisfied with the transport allowance received. From the findings of the study, it can generally be understood to mean that salary/remuneration do not satisfy the teachers.

These findings of the study agree with the findings of Werther and Davis (1993) who found that job satisfaction depends upon the matching of rewards with the expectations of employees from the employer and other factors like desires, wishes and needs of the employees. The findings also agree with Mwangi (2012) who found that teacher's salary is an important factor that contributes to teachers' job satisfaction. The findings also disagree with those of Manderu (1995) that among the factors which affect the job

satisfaction of the teachers is status and low salary which greatly affect the teachers in performing their duties.

4.5: Influence of Working Conditions on Job Satisfaction of Primary School

Teachers

In this section the study sought to establish the influence of working condition on job satisfaction of primary school teachers in Bungoma East Sub County. The findings are presented in Table 4.6.

Table 4.6: Influence of Working Conditions on Job Satisfaction of Primary School Teachers

	Not Satisfied		Slightly Satisfied		Very Satisfied		Extremely Satisfied			
	F	%	F	%	F	%	F	%	F	%
Staff room	68	24.11	102	36.17	76	26.95	31	10.99	5	1.77
Office	130	46.10	79	28.01	31	10.99	25	8.87	17	6.03
Classroom	164	58.16	73	25.88	37	13.12	8	2.84	0	0
Library	197	69.86	45	15.96	40	14.18	0	0	0	0
Furniture	37	13.12	124	43.97	110	39.01	6	2.13	5	1.77
School surrounding	197	70	20	7	48	17	17	6	0	0

The study established that (24.11%) of the teachers were not satisfied with the staffrooms in the schools. The results show that only 36.17% of the teachers were

satisfied with the staffroom in the schools. The study further established that 46.10% of the teachers were not satisfied with the offices in the schools. However, most teachers (28.01%) were satisfied with the existing offices in their respective schools. The findings show that 58.16% of the teachers were not satisfied with the number of classrooms in their respective schools. This implies that most of the schools either did not have adequate classrooms or the classrooms were dilapidated. The study revealed that 69.86% of the teachers were not satisfied with the absence or existing libraries in their respective schools.

The study also established that 70% of the teachers were not satisfied with the school surrounding. However, 7% of the teachers indicated that they were satisfied with the school surrounding. The findings of the study contradict the views of the Bennell, Bulwani and Musikanga (2004) who asserts that Table working conditions had an impact on job satisfaction of the employees. Table satisfaction for this group may be as a result of other factors such as the differences in compensation due to experience and qualifications. All in all, the study findings may therefore be interpreted that the working condition of the schools are not conducive and this to a large extent influence the job satisfaction of the teachers.

The findings of the study which found that the teachers were not satisfied with the working conditions in the schools agree with Luthans (1989) who found in his study that working conditions is a factor that has a modest effect on job satisfaction as according to him a clean and attractive surroundings tend to make workers happy when doing their

work thus increasing job satisfaction. The study findings also agree with Sogomo (1993) who noted that the work characteristics for teachers is directly correlated with job satisfaction and therefore need for identification in order to change the working environment for continuous job satisfaction

4.6: Promotion prospects and primary school teachers' job satisfaction

The study sought to determine the influence of the promotion prospects on the primary school teacher's job satisfaction. The findings are presented in the Table 4.7

Table 4.7: Influence of Promotion and Job Satisfaction of Primary School

Teachers

	Not Satisfied		Slightly Satisfied		Satisfied		Very Satisfied		Extremely Satisfied	
	F	%	F	%	F	%	F	%	F	%
Chances of promotion	124	43.97	59	20.91	79	28.01	14	4.96	6	2.13
Fairness in present promotion scheme	147	52.13	59	20.91	65	23.05	8	2.81	3	1.06
Reward for any performance	197	69.86	31	10.99	54	19.15	0	0	0	0
Current scheme of Service	192	68.09	37	13.12	34	12.06	14	4.96	5	1.77

The study established from the findings that most of the teachers (64.9%) were either not satisfied or satisfied with the chances of promotion. The results show that only 23.05 % of the teachers were satisfied with the chances of promotion. Further, 73.04% of the teachers indicated that they were not satisfied or were slightly satisfied

with the fairness in the present promotion scheme. The results revealed that 69.86% of the teachers were not satisfied with the reward for any performance. Only 19.15% of the teachers were satisfied with the reward for performance. The findings of the study show that 81.21% of the teachers were not satisfied with the current scheme of service. The findings of the study may be interpreted to mean that promotion negatively affect the job satisfaction of public primary school teachers in Bungoma East Sub County.

The findings of the study that the teachers are not satisfied with promotions is in line with Luthans (1992)who postulates that many people experience satisfaction when they believe that their future prospects are good and may translate into opportunities for advancement and growth in their current workplace, or enhance the chance of finding alternative employment.

4.7: Influences of Recognition on Job Satisfaction among Primary School Teachers

In this section the study sought to determine the influence of recognition on job satisfaction among secondary schools teachers. The teachers were therefore asked to indicate their level of satisfaction. The findings are presented in Table 4.8.

Table 4.8: Influences of Recognition on Job Satisfaction among Primary School Teachers.

	Not Satisfied		Slightly Satisfied		Satisfied		Very Satisfied		Extremely Satisfied	
	F	%	F	%	F	%	F	%	F	%
The employer	107	37.94	82	29.08	59	20.92	17	6.03	17	6.03
Head teacher	25	8.87	110	39.04	88	31.22	42	14.83	17	6.03
Colleagues	14	4.96	56	19.86	164	58.16	42	14.89	6	2.13
Parents	46	16.30	76	26.95	127	45.04	25	8.87	8	2.81
B O M	96	34.04	59	20.92	65	23.05	48	17.02	14	4.96

The study established that most of the teachers were not satisfied with the recognition of the employer as about 67.02% indicated that they were either only slightly satisfied or were not satisfied at all. The result however show that majority of the teachers (70.26%) were satisfied with the recognition of the head teacher.

The study shows that 71.15% of the teachers were satisfied with the recognition of their colleagues. The results further show that only 19.86% teachers were slightly satisfied with the recognition of their colleagues. The findings show that 71.99% of the teachers were slightly satisfied or satisfied with the recognition of the parents. The study however, show that 16.30% of the teachers were not satisfied with the recognition of the parents. According to the findings of the study, most of the teachers 34.04% were not satisfied with the recognition of the BOM. The findings of the study can be interpreted

to mean that to some extent recognition influenced the job satisfaction of teachers in Bungoma East Sub County.

These findings that recognition influences the teachers' motivation agree with the arguments by Weinstein (1977) that reward and recognition effect the job satisfaction and motivation of teachers where he went on to explain that when an employee gets a monetary reward with exceptional amusement and excitement that experience becomes more tremendous for recipient. These findings also confirm the views by Sergeant & Hannum (2005) who noted that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of findings, conclusions, recommendations, and suggestions for further research.

5.2 Summary of the findings

The purpose of the study was to determine the influence of motivational strategies on teachers' job satisfaction in public primary schools in Bungoma East Sub County. Research objective one sought to examine the relationship between income and job satisfaction of primary school teachers. Research objective two aimed at establishing the influence of working conditions on job satisfaction of primary school teachers. Research objective three aimed at determining the relationship between promotion and job satisfaction of primary school teachers. Research objective four sought to establish the extent recognition influences job satisfaction of primary school teachers.

The study used descriptive survey design in which it targeted 24 head teachers and 278 teachers from Bungoma East Sub County out of which 282 (teachers and head teachers) responded by completing the questionnaire and returning. The data was collected by use of questionnaires and analyzed both qualitatively and quantitatively.

5.2.1 Relationship between income and Job Satisfaction of Primary School

Teachers

The study established that according to majority of the teachers (87.94%) the income they received did not measure with their competences and if it did it only did slightly.

The study also established that the income received by the teachers did not meet their expenses according to 57.09% of the teachers where it did; it only did slightly (34.04%). Further, the study established that majority of the teachers (81.2%) were never or slightly satisfied with the fairness and equitability of present income in future. The findings revealed that 91.85% of the teachers have a negative perception of their income progression in future. The majority of the teachers (97.87%) are not satisfied with the present fringe benefits while 91.14% are not satisfied with the pension scheme. The study findings revealed that the teachers were not satisfied with the medical scheme (99.04%) and transport allowance (95.04%).

5.2.2 Influence of Working Conditions on Job Satisfaction of Primary School Teachers

The study established that in general the teachers were not satisfied with the working condition in the schools. The results of the study showed that 60.28% of the teachers were not satisfied with their staff rooms. However, 39% of the teachers were satisfied with the offices while 46.10% were not satisfied. The findings show that 58.16% of the teachers indicated that they were not satisfied with the available classrooms in their respective schools. The findings of the study revealed that 69.86% of the teachers were not satisfied with the libraries in their schools. The study findings further revealed that 70% of the teachers were not satisfied with school surrounding while only 7% were satisfied.

Ranked number one motivator by the teachers was income then working condition and promotion in third place. The changes that the teachers wanted to see in their schools included well equipped libraries, furnished classrooms and staffrooms. The teachers also

demanded to see more recognition of teachers in the society. Teachers also wanted to see the efforts of teachers rewarded by giving them promotion.

5.2.3 Promotion prospects and primary school teachers' job satisfaction

The study established that the chances for promotion for teachers were very slim as most of them (64.9%) indicated that they were not satisfied with the chances of promotion that were available. The study findings revealed that 73.05% of the teachers indicated that they were not satisfied with the fairness in present promotion scheme. The study shows that 80.85% were not satisfied with the reward for any performance. Majority of the teachers (81.21%) indicated that they were not satisfied with the current scheme of service.

5.2.4 Influences of Recognition on Job Satisfaction

The study findings showed that majority of the teachers (67.02%) were not satisfied with the recognition of the employer. The results further show that the teachers 70.26% were satisfied with the recognition of the head-teacher. Most teachers (71.15%) were satisfied with the recognition of their colleagues (56.72%) were satisfied with the recognition of the parents. However, 43.25% were not satisfied with the parent's recognition. The results also revealed that most of the teachers (54.96%) were not satisfied with the recognition of the BOM and that 45.04% of the teachers were satisfied with the recognition of the BOM.

5.3 Conclusion

With regard to the first research objective, the study established that the teachers were not satisfied with the income as according to most of the respondents the income was not a measure of their competence and could not meet their expenses. The other benefits offered such as fringe benefits, pension, medical and transport allowances were not equal to the expectations of the teachers. In conclusion therefore the answer to the first research objective as per the analysis is that income influences job satisfaction positively if it was complemented by other long term benefits.

Again, the study established that the teachers were not satisfied with most aspects of their working condition except for the offices. It demonstrated that most schools do not have adequate supply of teaching and learning resources, physical facilities and the lack of them makes some teachers to be unhappy with teaching. However, if schools would improve the availability of some facilities like the library, classes and staff rooms then more teachers would be more satisfied as a result of their teaching work made easier.

The study concludes that the teachers were are not satisfied with the promotion as according to them the chances offered were not satisfactory; same as skewed fairness in promotion. Promotional opportunities depend on a number of factors, including the probability that employees will be promoted, as well as the basis and the fairness of such promotions. Promotional opportunities therefore have differential effects on teachers' job satisfaction, and it is essential that this be taken into account in cases where promotion policies are designed to enhance teacher's satisfaction.

And finally, based on the last objective, the study revealed that the teachers were satisfied with the recognition by the head teachers, colleagues, parents and the BOM except for the recognition by their employer. From these findings, it can be concluded that the teachers were not satisfied with various aspects such as salary, working condition and promotion out of the four aspects which translates to very low level of satisfaction.

5.4 Recommendations

The study recommends the following:

- i) The study recommends that the teachers' income in form of salary and remuneration should be harmonized to correspond to their competencies and qualification.
- ii) The study recommends that all the teaching staff should be treated as equal and no one should be undermined or no one should undermine the other as this will affect their self-esteem.
- iii) The study recommends that the government and the school management should have a strategy of publicly recognizing exemplary teachers for their hard work.
- iv) The study recommends that government should have a scheme which will enhance fairness in
- v) the promotion of teachers and where the teachers will have equal chances of promotion.
- vi) The study recommends that the government, parents and other donors should improve the working condition of the teachers by constructing spacious staff rooms, classrooms and libraries.

5.5 Contributions to the body of knowledge

These research findings contribute to the relationship between motivation strategies and teachers job satisfaction. The analysis has revealed that there is a positive correlation between motivation strategies and teachers' job satisfaction.

Table 5.1 Contributions to the body of knowledge

Objective	Contribution
To establish how income influence job satisfaction among teachers in public primary schools in Bungoma East Sub County.	Teachers were not well motivated by income hence the stakeholders need to remunerate them appropriately for them to remain committed and effective.
To examine how working conditions influence Job satisfaction among teachers in public primary Schools in Bungoma East Sub County.	Teachers were not satisfied with their current working conditions hence the stakeholders in educations need to create good working conditions to enhance job satisfaction.
To determine how promotion influence job Satisfaction among teachers in Bungoma East Sub County.	Teachers were not satisfied with their Promotion aspect. A more diversity, fair promotion system and devoid defects need to be embraced by TSC so as to increase job satisfaction.
To find out how job recognition influence job Satisfaction among teachers in public primary Schools in Bungoma East Sub County.	Teachers were not satisfied with recognition from their employer. There is need to put in place recognition systems which are transparent for they increase loyalty for institution hence more job satisfaction.

5.6 Suggestions for Future Studies

This study was done on schools in Bungoma East Sub County. The study recommends that similar studies should be replicated in other regions in Kenya with the aim of establishing the factors that influence job satisfaction of teachers. The study mainly

focused on salary, recognition, promotion and working conditions only. Conversely, teacher's job satisfaction could be influenced by other factors; the study therefore recommends an in-depth investigation into other variables which influence job satisfaction of teachers.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

University of Nairobi,
Department of Project Planning and Management,
P.O. Box 30197, Nairobi.

The Headteacher/teacher

Dear Sir/Madam,

RE: EDUCATIONAL RESEARCH

I am a postgraduate student perusing a master of education degree in Project Planning and Management at the University of Nairobi. I am conducting a study on **Influence of Motivational Strategies on Teachers' Job Satisfaction in Public primary Schools in Bungoma East Sub County Kenya**. This is to kindly request your participation in the study by completing the questionnaire. The information obtained will only be used for the academic purpose of this research. Your identity will be treated with utmost confidentiality.

Thank you in advance for your cooperation and assistance.

Yours Sincerely,

Maurice Burudi Wambasi.

APPENDIX II

TEACHERS' QUESTIONNAIRE

Please respond to the questions as accurately, completely and as honest as possible. Tick () one response as appropriate or fill the space provided. Do not write your name or your school anywhere on this questionnaire.

Section A: Background Information

1. What is your gender? Male [] Female []

2. What is your age bracket?

 Below 25 years [] 25 – 50 years [] Above 50 years []

3. What is your level of education?

 (P1) [] Diploma [] Graduate [] Masters []

 Others
 (Specify) _____

- 4a). How long have you been teaching?

 Less than 5 years [] 5 to 9 years [] 10 to 14 years [] 15 years and
above []

- b). For how long have you been a teacher in the current school?

 1 – 5 years [] 6 – 10 years [] 11 - 15 years [] Above 16 years []

SECTION B: SPECIFIC OBJECTIVES

Teacher Job Satisfaction Questionnaire

The following is an order of motivational factors related to your job. Each factor is divided into a number of sub-items. You are kindly requested to tick () the most

appropriate number that best shows how satisfied/dissatisfied you are with your job.

Key for the number is indicated as follows:

PART I: RELATIONSHIP BETWEEN INCOME AND JOB SATISFACTION

5). 1- Not Satisfied, 2- Slightly Satisfied, 3- Satisfied, 4- Very Satisfied

Current Income	1	2	3	4
Income a measure of competence				
Income meeting expense				
Fairness and equitability of present salary progression in future				
Perception of salary progression in Future				
Present fringe benefit				
Pension scheme				
Medical scheme				
Commuter allowance				

PART II: INFLUENCE OF WORKING CONDITIONS ON JOB SATISFACTION

6). 1- Not Satisfied, 2- Slightly Satisfied, 3- Satisfied, 4- Very Satisfied

Working conditions	1	2	3	4
Staff room				
Office				
Classroom well aerated				
Library				
Furniture				
School surrounding				

PART III: PROMOTION PROSPECTS AND JOB SATISFACTION

7. i). In your view are there enough chances for your promotion?

Not Satisfactory () Slightly Satisfactory () Satisfactory () Very Satisfactory ()

ii). Do you think there is fairness in the present promotion scheme?

Not Satisfactory () Slightly Satisfactory () Satisfactory () Very Satisfactory ()

iii). Rate rewards for any performance?

Not Satisfactory () Slightly Satisfactory () Satisfactory () Very Satisfactory ()

iv). What is your rating of the current scheme of service?

Not Satisfactory () Slightly Satisfactory () Satisfactory () Very Satisfactory ()

PART IV: INFLUENCES OF RECOGNITION ON JOB SATISFACTION

8. i). In your view what is the level of recognition by the employer?

Not Satisfied () Slightly Satisfied () Satisfied () Very Satisfied ()

ii). How would you rate the recognition of teachers by the head teacher in your school?

Not Satisfied () Slightly Satisfied () Satisfied () Very Satisfied ()

iii). Is recognition from other colleague's among the staff up-to date?

Not Satisfactory () Slightly Satisfactory () Satisfactory ()

Very Satisfactory ()

iv). What is your rating of the recognition of teachers from parents?

Not Satisfactory () Slightly Satisfactory () Satisfactory () Very Satisfactory ()

v). What is your rating of the recognition of teachers by Board of Management?

Not Satisfied () Slightly Satisfied () Satisfied () Very Satisfied ()

9. List three (3) factors in order of their importance that contributes most to your overall job satisfaction.

(i) _____

(ii) _____

(iii) _____

10. In your opinion what other strategies should head-teachers and the government use to enhance teacher's job satisfaction in public primary schools?

Thank you for your participation.

APPENDIX III

HEAD TEACHERS QUESTIONNAIRE

Please respond to the questions as accurately, completely and as honest as possible and tick () one response as appropriate or fill the space provided. Do not write your name or your school anywhere on this questionnaire.

Section A: Background Information

1. What is your gender? Male [] Female []

2. What is your age bracket?

Below 25 yrs [] 25 – 50 yrs [] Above 50 yrs []

3. What is your level of education?

Certificate (P1) [], Diploma [] Graduate [] Masters []

Others (Specify) _____

4. What is your working experience in years?

1 – 10 years [] 11 – 20 years [] 21 - 25 years [] Above 26 years []

5. For how long have you been a teacher in the current school?

1 – 5 years [] 6 – 10 years [] 11 - 15 years [] Above 16 years []

SECTION B: SPECIFIC OBJECTIVES

The following is an order of motivational strategies related to your job. Each factor is divided into a number of sub-items. You are kindly requested to tick most appropriate number that best shows how satisfied/dissatisfied you are with your job. Key for the number is indicated as follows:

PART I: RELATIONSHIP BETWEEN SALARY AND JOB SATISFACTION

6). **1-** Not Satisfied, **2-** Slightly Satisfied, **3-** Satisfied, **4-** Very Satisfied

Current Income	1	2	3	4
Income a measure of competence				
Income meeting expense				
Fairness and equitability of present Income progression in future				
Perception of incom progression in Future				
Present fringe benefit				
Pension scheme				
Medical scheme				
Commuter allowance				

PARTII: INFLUENCE OF WORKING CONDITION ON JOB SATISFACTION

- 7) **1-** Not Satisfied, **2-** Slightly Satisfied, **3-** Satisfied,
 4 - Very Satisfied

Working conditions	1	2	3	4
Staff room				
Office				
Classroom well aerated				
Library				
Furniture				
School surrounding				

PART III: PROMOTION PROSPECTS AND JOB SATISFACTION

8. i) In your view, are chances for promotion sufficient?

Yes () No ()

ii). How do you identify teachers' that deserve promotion?

iii) Do you think there is fairness in the present promotion scheme?

Yes () No ()

iv) Are there rewards for any performance?

Yes () No ()

v) What is your rating of the current scheme of service?

Not Satisfactory () Slightly Satisfactory () Satisfactory () Very Satisfactory ()

PART IV: INFLUENCES OF RECOGNITION ON JOB SATISFACTION

9. i) In your view what is the level of recognition by the employer?

Not Satisfactory () Slightly Satisfactory () Satisfactory ()
Very Satisfactory ()

ii) How would you rate your recognition of teachers in your school?

Not Satisfactory ()
Slightly Satisfactory ()
Satisfactory ()
Very Satisfactory ()

iii) Is recognition from colleague's among the staff up-to date?

Yes () No ()

iv) What is your rating of the recognition of teachers from parents?

Not Satisfied () Slightly Satisfied () Satisfied ()
Very Satisfied ()

v) What is your rating of the recognition of teachers by Board of Management?

Not Satisfactory () Slightly Satisfactory () Satisfactory ()
Very Satisfactory ()

10. What suggestions would you give to challenges so as to enhance job satisfaction among teachers in public primary schools?

Thank you for your participation.

APPENDIX IV: LETTER OF AUTHORITY



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

24th August, 2015

NACOSTI/P/15/6157/7273


Maurice Burundi Wambasi
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Influence of motivation strategies on teachers' job satisfaction in public primary schools in Bungoma East Sub-County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Trans Nzoia County for a period ending 11th December, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Trans Nzoia County 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.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans Nzoia County.

The County Director of Education
Trans Nzoia County.

APPENDIX V: RESEARCH PERMIT


THIS IS TO CERTIFY THAT:
MR. MAURICE BURUNDI WAMBASI
of UNIVERSITY OF NAIROBI, 1017-30200
kitale, has been permitted to conduct
research in *Transzola* County


Permit No : NACOSTI/P/15/6157/7273
Date Of Issue : 24th August, 2015
Fee Received :Ksh. 1000

on the topic: *INFLUENCE OF
MOTIVATION STRATEGIES ON
TEACHERS' JOB SATISFACTION IN
PUBLIC PRIMARY SCHOOLS IN BUNGOMA
EAST SUB-COUNTY, KENYA*



for the period ending:
11th December, 2015


Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

RESEARCH CLEARANCE
PERMIT

Serial No. A

6299

CONDITIONS: see back page

APPENDIX VI

KREICJIE AND MORGAN TABLE FOR FINDING SAMPLE SIZE

<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>	<i>N</i>	<i>S</i>
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3200	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note.—*N* is population size. *S* is sample size.

Source: Krejcie & Morgan, 1970