

**DETERMINANTS OF TEACHERS' JOB SATISFACTION IN PUBLIC DAY
SECONDARY SCHOOLS IN SABATIA DISTRICT, VIHIGA COUNTY-KENYA**

BY

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DECLARATION

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

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This research project has been submitted to the University with my approval as University Supervisor.

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.....

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DEDICATION

To my wife, Peales; children; Charity, Alvin, Valerie, Lavin and Elton for their words of encouragement and endurance during residential sessions when we had to stay apart.

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Much thanks to all the respondents; the administration of my selected schools, officials of the Sabatia District Education Office and the teachers. I pray that the almighty God blesses them abundantly.

ABSTRACT

The purpose of this study was to investigate determinants of teachers' job satisfaction in public day secondary schools in Sabatia District, in Vihiga County in Kenya. Five research objectives and five questions were formulated to guide the research. The objectives sought to assess the overall job satisfaction by public day secondary school teachers, the relationship between job satisfaction and selected variables. The study looked at how the level of job satisfaction can be improved among public day secondary school teachers.

The study was carried out using descriptive survey research design and data collection done using questionnaires and interview schedules. Random sampling was used to generate a sample for the study. The subjects were teachers employed by the Teachers' Service Commission. Data analysis was done using descriptive and inferential statistics. The findings were presented using frequency tables and percentages.

The results indicated that teachers in Sabatia District have low job satisfaction. The causes of job satisfaction cited were; working hours being the most and remuneration being the least. Job dissatisfaction was attributed to few student –teacher contact hours and high student enrollment. From the findings the teacher service commission and Board of Governors should strive to make the teaching environment favourable to the teacher so as to increase job satisfaction and reduce job dissatisfaction. Teacher should be involved in public day school matters and remuneration be improved so as to increase job satisfaction.

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ABBREVIATIONS AND ACRONYMS

AIDS :	Acquired immunodeficiency syndrome
ANOVA :	Analysis of variance
BOG :	Board of governors
HIV:	Human immunodeficiency virus
KCPE:	Kenya certificate of primary education
KCSE :	Kenya certificate of secondary education
SPSS :	Statistical package for social sciences
T.S.C:	Teachers' Service Commission
K.I.S.E:	Kenya Institute of Special Education
M.O.E:	Ministry of Education
I.C.T :	Information communication technology
P.T.A:	Parents' teachers' association

CHAPTER ONE

INTRODUCTION

1.1. Background to the problem.

The teaching profession is historically traced to the early missionary period in Kenya. Indire and Sifuna (1974) observed that the missionaries were keen to train teachers they regarded as spearheads of conversion and amplifiers of Christianity as opposed to educators. Missionaries being the pioneer trainers paid teachers small tokens as salaries for their service. Work satisfaction influences general life satisfaction. General life is an important influence on the daily psychological health of a teacher because this has an impact on the teachers' job performance. Chapman (1993) reported that high quality of professional life for the teachers contributed to an increase in student achievement. Teachers' satisfaction is a source of motivation that sustains efforts in performing the many routine and necessary tasks required Kending (1995).

Increase in job satisfaction will result in improved performance. It can also be argued that it is not job satisfaction that produces high performance, but high performance that produces job satisfaction. When people are motivated to achieve certain goals, they will be satisfied if they achieved these goals through improved performance. Teachers have expressed their concerns over issues that affect their job satisfaction. For instance, an article by the Daily Nation newspaper on 25th April 2006 reported that: *"More than 600 teachers pursuing diploma course in special education yesterday accused the Government of neglecting them. They complained that the T.S.C. was not upgrading them after completing the Kenya institute of special education (K.I.S.E) diploma course.*

The teachers enrolled at Kericho teachers training college appealed to the government to act swiftly on the issue and rescue them from being denied promotion”, Page 6.

Education is a path to economic and social mobility, equipping human beings with skills and understanding so as to prosper in life. As Mutua and Namaswa (1992) found out, education is a prime mover in economic growth of a country. They add that education is an equalizer and a tool for social and economic development. In Kenya there is an insatiable demand for education at all levels. There has been an impressive response to this by the government, local communities and individuals in the provision of education.

The Economic Survey (2012) which is illustrated in Table 1.1 shows the recurrent budget for the Ministry of Education (M.O.E) increased from Ksh. 198.1 Billion in 2010/2011 to Ksh. 213.3 Billion in 2011/2012. This represents a 7.7 percent increase showing the government’s effort to expanding the education sector. The increase in the budget was as a result of salary increases for teachers, absorption of contract teachers on a permanent basis, I.C.T integration in teaching initiated by the government, building of more schools to accommodate the increased student population and employment of more trained teachers.

Table 1.1: Recurrent expenditure for Ministry of Education 2007/2008 to 2011/2012

Year	2007/08	2008/09	2009/10	2010/11	2011/12
Gross expenditure on education (Ksh. Millions)	123,261.3	140,492.2	154,405.9	198,095.5	213,279.7
Recurrent expenditure on Secondary education (Ksh. Millions)	8,009.7	14,622.4	14,455.5	17,840.5	19,109.1
Recurrent expenditure on Teacher education (Ksh. Millions)	187.7	210.6	197.4	197.1	215.2
Development expenditure on Secondary education (Ksh. Millions)	165.0	750.2	823.8	2,876.8	1,020.8
Development expenditure on Teacher education (Ksh. Millions)	19.0	180.0	50.0	99.4	93.2

Source: Economic survey 2012

Table 1.2 (Economic Source, 2012), shows the number of public secondary school teachers by qualification and gender where it indicates that there was a 6.95 percent increase in the number of secondary school teachers from 53,047 in 2010 to 56,735 in 2011. This was as a result of absorption of contract teachers on permanent terms and employment of new trained teachers. In terms of gender, there were 35,403 male and 21,332 female teachers in 2011 showing an increase from 2010. This meant that both sexes strive to get the required grades to get employed. Graduate teachers increased by 10.3 percent from 40,464 in 2010 to 44,647 in 2011. This implied that government was employing highly qualified teachers to teach in the schools. Also, Approved graduate teachers declined by 5.9 percent from 7,642 in 2010 to 7,188 in 2011.

This is attributed to more non-graduate teachers, for instance diploma in Education teachers, graduating after undertaking Bachelor in Education degree courses. This made the non-graduate teachers become graduate teachers after their degree training, hence the drop in non-graduate teachers numbers. The drop in the number of untrained teachers over the years is as a result of the government no longer employing them, since there are many unemployed graduate teachers in the country.

Table 1.2: Number of public secondary school teachers by qualification and gender

Year Teachers	2007		2008		2009		2010		2011	
	M	F	M	F	M	F	M	F	M	F
Trained: Graduates	21,565	11,934	22,431	12,572	24,009	15,501	24,989	15,475	27,815	16,832
Approved teachers	5,335	2,747	5,435	2,894	5,329	2,397	5,297	2,397	4,677	2,511
SI/ Diploma	101	68	105	72	95	74	81	59	2,132	1,730
Technical teachers	371	172	386	181	361	192	324	165	621	244
Contract teachers	—	—	—	—	—	—	2,435	1,765	—	—
Untrained teachers	133	19	138	20	76	11	75	9	6	2
Technical teachers	47	21	49	22	31	11	21	7	152	13
Total	27,442	14,961	28,544	15,761	29,901	18,186	33,222	19,825	35,403	21,332

Source Economic survey 2012

With increase in enrolment in secondary schools, many schools requiring efficient and effective teachers emerge. The teachers, just like any other worker, need to feel that his or her important needs are satisfied by the work he or she does, resulting into a favorable attitude towards his or her job, Sogomo (1993). Although there have been an increasing number of individuals joining the teaching profession, there has been an outcry of job dissatisfaction. Satisfaction is a major concern among teachers because it affects the way

they perform in their jobs, Porter (1968). With the large increase in the teacher workforce, job satisfaction becomes an issue that cannot be ignored.

1.2. Statement of the problem

Teachers stay on the job when physical environment, social and economic status is satisfactory. Dissatisfaction among teachers translates into lack of commitment to duty, low level of productivity, inability to adapt to change and refusal to accept responsibility for their actions and decisions. Teachers who are satisfied with their job display commitment to duty, high productivity, punctuality and adequate preparation of students, leading to good performance in exams by students. This study sought to establish the factors determining job satisfaction among teachers in public day secondary schools in Sabatia District, Vihiga County.

1.3. Objectives of the study

The objectives of the study were:

- i) To examine the effects of age of a teacher in a public day secondary school on job satisfaction.
- ii) To examine the effects of gender on teacher's job satisfaction
- iii) To investigate the effects of teacher qualification on job satisfaction.
- iv) To examine the effects of pay on the teacher's job satisfaction.
- v) To examine the effects of length of time taken for the teacher to earn promotions on the job satisfaction.

1.4. Research questions

The study set out to answer the following research questions;

- i) Does the age of a teacher in a public day secondary school affect his or her level of job satisfaction?
- ii) What are the effects of the gender of a teacher in a public day secondary school on his or her job satisfaction?
- iii) Does a public day secondary school teacher's qualification affect his or her job satisfaction?
- iv) How does a public day secondary school teacher's pay affect job satisfaction?
- v) Does a public day secondary school teacher's length of time taken to achieve promotion affect his or her job satisfaction?

1.5. Purpose of the study

The purpose of the study was to investigate the determinants of job satisfaction among public day secondary school teachers in Sabatia District, Vihiga County. The study also aimed at determining the reasons why some teachers choose teaching and staying in the job while others leave the job for different employment opportunities.

1.6. Significance of the study

The study findings may benefit the Ministry of Education (M.O.E.) and Teachers Service Commission (T.S.C.) in addressing the question, "What really motivates teachers to work?" The knowledge may be used in effective planning for school reform to make the teacher's job challenging, stimulating and rewarding. The study may also highlight the reality of how social factors influence teachers' satisfaction and dissatisfaction in public

day secondary schools. The findings from the respondents may provide insights into teachers' needs, attitude and feelings about their work in a highly poor, insecure and non-conducive environment of their job. The findings could also contribute to the pool of knowledge regarding job dissatisfaction for teachers and which is important for the present and future education management. The study may finally form a foundation on which other researchers can develop their studies.

1.7. Limitations of the study

The study was carried out in Sabatia District, Vihiga County which is predominantly rural. The target population was public day secondary school teachers in Sabatia district. It did not cover all the categories of teachers such as private school teachers and thus the findings could not be generalized as the findings concerning the general teaching fraternity. This is because, unlike public schools, they may have other extraneous variables that may influence private school teachers' motivational patterns and job satisfaction factors. The area being rural, the researcher had to use bicycles and motor cycles to access most schools. When it rained accessibility to the schools was difficult.

1.8. Delimitations of the study

The questionnaire method has inherent weaknesses. This is because, predetermined questions miss some important issues and the responses were subject to bias. The inclusion of "open-ended questions" not listed in each job satisfaction questionnaire minimized the effect of the aspect. The study was carried out in Sabatia District and so the generalization of these findings can only be taken in other districts with similar characteristics. The study did not include trained graduates and diploma teachers who are

not employed by the TSC although they are able to reveal salient factors that may not affect teacher job satisfaction.

The study dealt with public day secondary school teachers and not head teachers and their deputies on the assumption that they derive satisfaction from their responsibilities and status in teaching profession. The study only covered public day secondary school and not public secondary boarding schools.

1.9. Assumptions of the study

The following were the assumptions in the study:

- i) The teachers would be honest in terms of their satisfaction without bias or fear.
- ii) Secondary school teachers' perceptions on aspects of the job would provide reliable and valid indicators of their job satisfaction.
- iii) The teachers would be able to understand the given questionnaire items and answer them appropriately.

1.10. Definition of terms.

The following terms were used in the study;

- i) **Job satisfaction:** In this study job satisfaction refers to all factors in a public day secondary school, such as good salary and fringe benefits considered pleasant by teachers in relation to their work in schools.
- ii) **Job dissatisfaction:** This refers to any circumstances that are displeasing to the public day secondary school teacher such as low salary and poor working environment, and would lower his or her morale on the teaching job.

- iii) **Nature of job satisfaction:** This refers to extrinsic factors such as working environment and pay for a public day secondary school teacher and intrinsic factors such as public day secondary school teacher's work recognition and advancement that influence the teacher's job.
- iv) **Extrinsic job satisfaction:** This refers to the public day secondary teacher's working conditions, security, salary, interpersonal relations, and supervision status and company policies.
- v) **Intrinsic job satisfaction:** The term refers to those factors that provide true satisfaction to a public day secondary school teacher including advancement, recognition and self actualization.
- vi) **Satisfied teacher:** Is a teacher in a public day secondary school who displays commitment to duty, has high work productivity, punctual on duty and makes adequate preparation of students leading to excellent academic performance.
- vii) **Dissatisfied teacher:** Is a public day secondary school teacher who arrives in school late, has low work productivity, and does not prepare students well for exams leading to academic failure.

1.11. Organization of the study

This study looks at Chapter One in the following sections; background of the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study and definitions of the terms.

In Chapter Two, the study looks at the concept of job satisfaction, job satisfaction studies globally and in Kenya, job satisfaction variables, theoretical framework and

conceptual framework. In Chapter Three, the study looks at research design, location of the study, target population, sample size, research instruments, pilot study, data collection procedure, and data analysis techniques. Chapter four looked at data analysis, presentation and discussion of findings. Chapter five covered summary, conclusions and recommendations for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with the concept of job satisfaction, theories of job satisfaction and motivation, job satisfaction in selected countries, job satisfaction and selected variables and conceptual framework.

2.1. The concept of job satisfaction

Teachers are expected to perform occupational socialization as they carry out their teaching duties. If their work proves to be satisfactory, the teachers undergo continuous commitment. Tiring, tedious and non-enjoyable job make a teacher to reluctantly adjust to the more unpleasant aspects of the job, thus undergoing conditioning. Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers. Such tasks include preparation of; schemes of work, daily lesson plans, marking of assignments and record keeping in monitoring student progress. Teachers are also expected to be discipline masters, counselors and role models to their students.

2.1.1. Definition of job satisfaction

According to Locke (1969), job satisfaction is ``a pleasurable or positive emotional state resulting from the appraisal of one's job or experience''. Job satisfaction can be viewed as an employee's observation of how well their work presents those things which are important to them. Visser, Breed and Breda (1997) define job satisfaction as "the attitude of workers towards the company, their jobs, their fellow workers and other psychological objects in the work environment". Camp (1994) looks at job satisfaction with reference to the needs and values that are satisfied in the work places. Robbins (1998) says that job

satisfaction is based on “the difference between the amount of rewards workers receive and the amount they believe they should receive”. Therefore job satisfaction is all about liking one’s job and having a positive attitude toward it.

2.1.2. Causes of job satisfaction

Workers can be satisfied with some aspect of their work like their relations with their immediate supervisor and be indifferent to the physical surroundings of their workplace, and be very dissatisfied with their salaries. This means that workers can be satisfied and dissatisfied with their job at the same time.

Wisniewski and Gargiulo (1997), note that high attrition rates among teachers can be attributed to job dissatisfaction. They concluded that a lack of recognition, few promotion opportunities, excessive power work, loss of autonomy, lack of supplies, low pay and stressful interpersonal interactions, all contribute to a teacher’s decision to leave school. Based on their study, in Poland they demonstrated that teachers’ job satisfaction was associated with freedom to do what they wanted, encouragement received from those in authority, participation in decision and policy making, adequate supply of teaching and learning resources, good salary, co-operation from pupils, parents and teachers, and participation in management.

Robbins (1998) notes that when satisfaction is measured at broader level with more satisfied workers, is more effective than those with less satisfied workers. Job satisfaction relates to an individual’s perceptions and evaluations of a job, and this perception is then influenced by their circumstances such as needs, values and expectations.

Shan (1998) notes that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment and contributor to school effectiveness. Kim and Loadman (1984) listed seven predictors of job satisfaction which include; interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salary and opportunity for advancement. Other factors to be considered include: class sizes, teachers' workload, changes in school curriculum and labor policies which teachers may have issues or no control over.

2.2. Job satisfaction studies

Researches have been done on job satisfaction both locally and globally as illustrated below:

2.2.1. Job satisfaction from a global perspective

Sergiovanni (1967) noted that teachers obtain their greatest satisfaction was through sense of achievement in reaching and affecting students, experiencing recognition and feeling responsible in a research carried out in America. Brodinsky and Neill (1983) conducted a survey in America and found out that administrators cited three policies that effectively improved the morale and motivated their staff. These were: Shared governance, in-service education and systematic supportive evaluation. They argued that shared governance or participatory management enhances teachers' professional status and their "ownership" in planning and operation of the school. They concluded that shared governance gives teachers a vested interest in school performance and also promotes harmony and trust among teachers and administrators. In my study, I looked at factors determining public day secondary school teachers' job satisfaction within Sabatia District.

2.2.2. Job satisfaction studies in Kenya

Kimengi (1993), studied attitudes of teachers towards teaching and job satisfaction and the relationships between job satisfaction and teachers in Nandi, Uasin Gishu and Trans Nzoia Districts. He found out that more than half the teachers in the study were not satisfied in the overall job satisfaction. On the relationship among the teaching staff, 72.2% of the teachers were dissatisfied. 50% of the teachers were dissatisfied with their head teachers' supervision while 82.2% were dissatisfied with their salaries. 77% of the teachers were not satisfied with the available promotion opportunities.

A study carried out by Okumbe (1992) on the graduate teachers' job satisfaction in secondary schools in Siaya District and Kisumu town showed that the teachers were satisfied with impersonal relations only. There was no significant relationship between levels of job satisfaction and their gender or school location. With increase in professional age, job satisfaction level increased. The graduate teachers considered remuneration, working conditions and working environment and security quite highly. Motivational needs and job satisfaction of secondary school business teachers in Nairobi province was investigated by Mbugua (1998). The study found out that business studies teachers had very low job satisfaction level influenced heavily by age and educational qualifications. Mbugua found out that promotion, job security, working conditions, friendly co-workers, reasonable workload and autonomy in decision making, interesting tasks, salary and fringe benefits, largely influenced job satisfaction among the teachers.

Wasike (2011) investigated sociological factors that influenced teachers level of job satisfaction in public day secondary schools of Kasarani, Starehe and Kamukunji Districts of Nairobi County. She found out that age was the only significant predictor of

job satisfaction and dissatisfaction. Most teachers had very low job satisfaction with the majority being dissatisfied. The researcher identified a gap during literature review and he decided to study the determinants of teachers job satisfaction in public day secondary schools in Sabatia District. This is because none of the researchers had carried out research in this region.

2.3. Job satisfaction variables

Various characteristics associated with job satisfaction influence an employee opinion of how interesting work is and how well they are doing it. Different job factors influence employee's job satisfaction. This study focused on factors such as age, gender, job experience, marital status, and pay, working condition, job security, work itself, recognition and interpersonal relationship.

2.3.1. Age of a teacher and job satisfaction

Luthans (1992) found out that job satisfaction increases with age. Young workers seem to be less satisfied with their jobs than their older counterparts. Luthans adds that young workers come with expectations that can't be fulfilled as jobs prove insufficient and challenging. As workers grow older, they tend to be slightly more satisfied with their jobs because of lower expectations and better adjustment to their work situation. He adds that young workers tend to be less satisfied because of higher expectations and less adjustment to their work environment. As job satisfaction increases with age, managers have a notion in their mind that older employees are considered inflexible, resistant to change, less creative and unable to deal with critical situations (Flippo, 1984). Flippo adds that studies have shown that when given equal opportunities, the older workers are equal to younger ones in terms of quality and quantity of output.

He further reports that workers who are older are fully aware of the determination that exists about agility and dexterity, and are more appreciative of the job they hold.

2.3.2. Working conditions and job satisfaction

Clean and alternative surrounding tends to make workers happy when doing their work thus increasing job satisfaction (Luthans, 1989). Poor working conditions such as inadequate space, noisy and uncomfortable surroundings will make the workers dissatisfied with their work. Sogomo (1993) in his study of secondary school principals in Rift valley province of Kenya postulated that work environment in school should be such that it enhances teachers' sense of profession. The work characteristics for teachers are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

2.3.3. Gender of a teacher and job satisfaction

It's been established that female work force is increasing at a rapid rate in the last decade due to change in cultural beliefs and norms. Reyes (1990) studied 150 teachers and found out that gender was related to job satisfaction in that women were more satisfied with their jobs than men. This is because married women unlike their male counterparts have fewer responsibilities. The men additionally have to finance their wives' needs, making the women satisfied with a comparatively low pay. Many employers refuse to hire women with young children, married women and pregnant women, (Luthans 1992). The employers argue that women waste a lot of organizations time due to the family problems. Many female workers are subjected to unwelcome sexual advances by their male counterparts with request for sexual favors. Luthans (1992) adds that, many women

have low job satisfaction because they feel they are subjected to male stereotyping that hinders their chances of promotion.

2.3.4. Job experience of a teacher and job satisfaction

Okumbe (1998) noted that Herzberg's studies of 1955 showed a considerable trend in job attitudes according to age and length of service. They added that people with greater job seniority enjoy improved pension benefits, greater job security, better job assignment and opportunities, for promotion and more symbols. They added that members who have invested more time in the organization are considered special and given a greater share of rewards.

2.3.5. Teacher's job security and job satisfaction

According to Luthans (1989), job security is the feeling which involves being able to hold on the job, being sure that all will be well with the job as in the past. He describes insecurity as a haunting fear that things last, that one may lose what he or she has now. Okumbe (1992) ranked security as the first among eight job factors indicating that it was the most important factor that contributes to job satisfaction among secondary school graduate teachers. Also, Flippo (1984) placed security of job as the first on the list of priorities for many employees and labor union because of the emerging threats from technological change.

2.3.6 Marital status of a teacher and job satisfaction

Robbins (1989) noted that married employees have fewer absences', less turnover and have higher satisfaction in their jobs. A married person is most likely bound to remain in his or her job due to his or her family responsibilities. Robbins adds that, marriage

imposes increased responsibilities to a married person giving the person positive feelings that his or her job is valuable and important.

2.3.7. Teachers' salaries and job satisfaction

According to Kimengi (1993) teachers' salaries is an important factor that contributes to a teacher's job satisfaction. He adds that education planners should consider the importance of increasing teachers' salaries in order to retain teachers in teaching profession. Luthans (1989) notes that wages were significant factors in job satisfaction. He adds that money may not help people attain their basic needs but is important in attaining level need satisfaction. Luthans adds that fringe benefits aren't considered as wages although they are important. Okumbe (1998) states that job satisfaction is enhanced when workers receive equitable pay compared to their input.

2.3.8. Effects of Head teacher's leadership style and teachers' job satisfaction

Mories and Sherman (1981) notes that job satisfaction is affected by work environment and strong principal leadership. Reyes and Imber (1992) found out that teachers who perceived their workload as unfair, tended to have higher level of job dissatisfaction than those who perceived their workload as fair.

2.3.9. Effects of teachers' promotions and job satisfaction

According to Okumbe (1998) opportunities for promotion of an employee exerts an influence on job satisfaction, promotion opportunities for personal growth, increased responsibility and increased social status. The employee's satisfaction with promotional opportunities depends on factors such as the probability that employees will be promoted and the fairness of such promotions. Teachers see themselves not as static employees but as professional, on a structured career path, just like other civil servants. Teachers

may feel that their opportunities for promotion may be constrained by both bureaucratic systems managing promotions and by the exorbitant costs of improving their qualifications,

2.4. Teaching and learning materials and teacher's job satisfaction

Textbooks and other teaching materials are important to the teacher and the student (Kimengi, 1993). Teachers employ different teaching styles and techniques when supplied with basic items such as textbooks. Insufficiency of these materials makes teachers unable to do their job well and may be unable also to meet the student's needs.

2.5. Theoretical framework

This study utilized Herzberg's motivation hygiene theory which is also known as the two factor theory founded by Herzberg F. et al (1959). According to Herzberg, two relatively distinct factors exist in organizations. These are motivators and hygiene factors, giving rise to the Herzberg motivation- hygiene or two factor theory. Motivators or satisfiers result in satisfaction when they are adequate. They motivate a person to superior performance and they are related to the content of the job. They are also known as growth factors. These factors affect the feeling of satisfaction or no satisfaction, but not dissatisfaction. The motivators are factors largely administered by the employee and include: achievements, challenging job, responsibility, growth, advancement, recognition and work itself.

Hygiene factors cause dissatisfaction when deficient or absent. These factors are related to job context. They are also referred to as maintenance factors and serves to prevent dissatisfaction. These factors are under the control of the supervisor or someone else,

other than the employee. They include: pay, technical supervisor, working conditions, work rules, company policy, fringe benefits and seniority rights.

Based on this theory the opposite of satisfaction is no satisfaction while the opposite of dissatisfaction is no dissatisfaction. Hygiene factors are related to Maslow's level needs while motivators are related to Maslow high level needs. Proper attention to hygiene factors tend to prevent dissatisfaction but don't in itself create a positive attitude or motivation to work.

The Herzberg motivation – hygiene theory can be utilized by educational managers in the management of human resources such as teachers. That is, if teachers are exposed to growth factors such as achievement, advancement and recognition adequately, they will be highly motivated to perform superiorly. Teachers need to be happy with their pay, supervision, working conditions, rules, fringe benefits and seniority rights. These prevent dissatisfaction hence teachers morale is greatly boosted towards achieving co-operate goals. The best means of motivating employees is to find them more challenging work which they can assume responsibility. This according to Herzberg can be done by making jobs more intrinsically rewarding.

Herzberg's theory has contributed greatly to the study of motivation especially in the area of job enrichment, a technique used widely on job design. The theory indicates that a worker must first have a job with a challenging content in order for him or her to be motivated. In educational management, Okumbe (1998) suggests that teachers' motivation can be improved through job enrichment. He adds that management should enable the teachers to have maximum control over the mechanisms of the task

performance, let them experience a feeling of accomplishment of assigned tasks, as well as receiving feedback on their performance. It is imperative that managers provide an enabling environment for the teachers to perform their tasks with motivation and for them to aspire for further growth through promotion and further training.

Elvis (1984) contends that teachers are primarily motivated by intrinsic rewards such as self respect, responsibility and sense of accomplishment. He suggests that administrators can boost morale and motivate teachers to excel by means of participatory governance, in-service education and systematic, supportive evaluation.

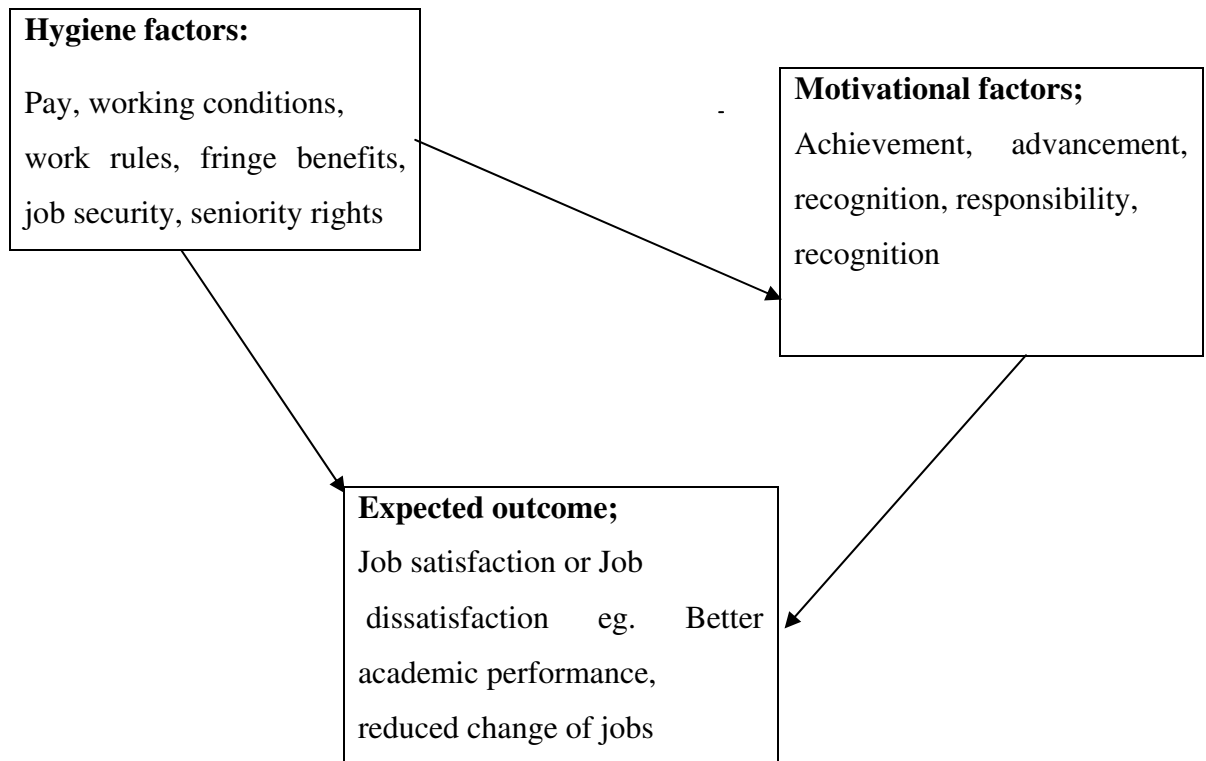
Studies done on employee motivation such as the one done by Okumbe (1992) agree with Herzberg's theory and indicate that motivation of workers, including teachers, can be done through job enrichment. To enrich public day secondary school teachers, it will be imperative to identify the factors that motivate them through appropriate studies done such as the researcher is undertaking to accomplish.

The researcher chose on this theory because hygiene factors and motivation factors are very important in any organization. If hygiene factors are removed workers would not be satisfied. Their presence temporarily provides relief from the dissatisfaction. Motivators are seen as determinants of short term positive change of attitude. Motivators fulfil individual needs for psychological growths while hygiene factors prevent an individual from feeling bad about work about work. Both these factors play an important role in the performance of an individual.

2.6. Conceptual Framework

This study aimed at determining the levels of job satisfaction and dissatisfaction among teachers in public day secondary schools in Sabatia district. This was in relation to motivational factors such as achievement, responsibility, advancement and recognition, and hygiene factors such as pay, working condition, rules, fringe benefits and seniority rights. The study also aimed at determining whether motivational and hygiene factors have an effect on teachers' job satisfaction in public day secondary schools. The teachers' expected outcome was illustrated by the level of satisfaction or dissatisfaction in their jobs as shown by academic performance by students and reduced change of jobs by the teachers. This is illustrated in Figure 2.1

Figure 2.1. Conceptual framework showing effects of factors on job satisfaction



CHAPTER THREE

RESEARCH METHODOLOGY

This section covers research methodology under the following sub-headings: location of the study, research design, target population, sample and sampling procedure, research instruments, data collection and analysis techniques.

3.1. Research design

The study used descriptive survey research design. Gay (1976) defines descriptive survey as a process of collecting data in order to answer questions concerning the current status of the subject. Mugenda and Mugenda (1999) refer to descriptive survey research design as most appropriate when the purpose of the study is to create a detailed description of an issue. According to Polit (1995), descriptive survey design describes practices that prevail, beliefs, views, attitudes, or perceptions held by a target group.

Descriptive survey design is the most favored by social science researchers because of its ability to observe, describe and document aspects of a situation as it naturally occurs. They are broad studies of generalized statistical nature, rather than in-depth studies. The researcher obtains data from interviews and questionnaires in order to determine the opinions, attitudes, preferences and perceptions of persons of interest. Therefore, the end result of this design is to build a body of knowledge from which inferences can be made. Surveys have the advantages of being the most effective means of data collection from a large number of sources relatively cheaply and in a short time. The results of the study can be analyzed quickly and action taken.

3.2. Location of the study

This Study was carried out in Sabatia District, Vihiga County in Western region of Kenya. This is an area that is densely populated with 28 public day secondary schools. The schools have trained graduate and diploma teachers who formed the basis of my study. The area was chosen for the study since earlier studies on the topic have been done based on other parts of the country, and given that the place has many challenges that affects students behavior in schools leading to general indiscipline and low academic performance.

Sabatia district is known for tea growing on small scale. Most of the people are peasants due to scarcity of land. It is densely populated with most families being poor. Poverty has made most families unable to educate their children to higher education levels. As a result, the area has few professionals, teachers included. Most public secondary school teachers in this district come from other parts of the country according to Sabatia District Education office details on teachers' employment.

3.3. Target population.

A population refers to any group of individuals who have one or more characteristics in common that are of interest to a researcher, (Mugenda and Mugenda 1999). Target population is that population to which a research wants to generalize the results of the study, (Mugenda and Mugenda 1999). In this study target population was all public day secondary school teachers in all public day secondary schools in Sabatia district. The researcher studied public day secondary schools because they are funded by the government by providing them with physical facilities and teachers.

Learning in all public schools is subsidized by the government and it is expected that students in these schools have access to education irrespective of their families' financial background. All teachers, whether male or female, graduate, diploma, trained or untrained but employed by the T.S.C. to teach in public day secondary schools in Sabatia district, were involved in the study since they interacted with students in these schools. Principals and their deputies were not involved in the study since these were perceived to be satisfied with their jobs. In order to establish the impact of selected social factors on the level of teachers' job satisfaction, the research attempted to examine Sabatia district public secondary school teachers. This was by the researcher visiting the district education office to get the data on the number of public secondary schools and the teachers.

3.4. Sample size

A sample is a subset of the target population to which the researcher intends to generalize results (Mugenda and Mugenda 1999). Simple random sampling was used in selecting a school among the target schools. Mugenda and Mugenda, 1999, add that the ideal sample should be large enough to serve as an adequate representation of the population about which the research wishes to generalize, and small enough to be selected economically in terms of subject availability and expense in terms of money and time. In this study all public day secondary schools in Sabatia district were involved. There are a total of 28 public day secondary schools from which sample size was picked. According to Mugenda and Mugenda (1999), 20 percent to 30 percent of the targeted population is sufficient to make a generalization. The researcher used a 30% sample among the 28 public day secondary schools in Sabatia district which was 9 schools. All public day

secondary school teachers in the 9 schools formed the respondents. The schools have a total of 177 males teachers and 114 female teachers. The researchers sample size came from 9 schools with 105 teachers. According to the Sabatia District Education teacher statistics data, Table 3.1, the district has 28 public day secondary schools with a total of 271 teachers.

Table 3.1: Number of teachers in public day secondary schools in Sabatia District

NO	NAME OF SCHOOL	NO. OF TEACHERS ACCORDING TO GENDER	
		Male	Female
1	Lusengeli	10	9
2	Bugina	10	6
3	Jemovo	7	5
4	Bukhulunya	7	6
5	Tsimbalo	7	3
6	Busali union	6	5
7	Gahumbwa	7	4
8	Kitagwa	4	2
9	Buyusuf	3	3
10	Viyalo	10	4
11	Digula	3	1
12	Mukingi	7	6
13	Chavogere	8	6
14	Wangulu	9	7
15	Chandumba	7	4
16	Kisangula	6	5
17	Gaigedi	5	3
18	Kapsambo	8	6
19	St. Paul's Musalia	9	4
20	Kivagala	8	2
21	Kigama	8	7
22	Ivona	7	5
23	Demesi	8	5
24	Hombala	5	3
27	Munoywa	6	2
28	Mulundu	2	1
	TOTAL	177	114

The following 9 schools out of the total of 28 were sampled; Lusengeli, Bugina, Tsimbalo, Bukhulunya, Kisangula, Buyusuf, Gaigedi, Munoywa, and Chavogere secondary schools with a total of 62 male and 43 female teachers. These formed a total sample size of 105 teachers.

3.5. Research instruments.

Two sets of research tools were used to collect data, namely; Questionnaires and interview schedule.

3.5.1. Questionnaire

Questionnaires are more efficient in that they require less time to conduct the research, are less expensive to construct and permit collection of data from a much larger sample as suggested by Gay (1976). Few personnel can be used to cover large populations within a short time using questionnaires, making it cost effective (Bless and Achola 1987).

The questionnaire had three sections: Section A comprised respondents' personal data, section B consisted of questions on selected job satisfaction factors based on Likert type of scale and section C comprised open-ended questions to gauge the respondents' satisfaction or dissatisfaction by virtue of being public day secondary school teachers in Sabatia district.

Mugenda and Mugenda (1999) pointed out that questionnaires are free from distortion. They also warn that exclusive use of questionnaires is bound to face some limitations that include the respondents' unwillingness to respond accurately and inability to conceive the items in the questionnaires. To reduce the effects of solitary use of questionnaires, interview schedules were used to get information from school stakeholders such as Board of governors (B.O.G) and Parents' and teachers' association (P.T.A.).

3.5.2. Interview schedule

These are a set of questions a respondent is expected to give his or her view. This was used to reduce distortion while using questionnaires. Interviews permit much greater details through careful motivation of the respondents and the maintenance of a rapport with the respondents.

It also provides a means of checking and ensuring the effectiveness of communication between the interviewer and the respondent. The researcher collected data by visiting the 9 schools and interviewing Board of governors and parents ,teachers association members. Data collected was compared with data collected using questionnaire in order to minimize limitations that arise due to solitary use of questionnaires.

3.6. Pilot study

The questionnaire was pre-tested to identify validity or truth of the instrument and the reliability or consistency of the research. The researcher piloted the questionnaire in one of the public day secondary schools in Sabatia district. From this, the researcher gauged the suitability and applicability of items to a larger population in order to detect ambiguities and made changes.

3.6.1. Validity of the research instrument.

Validation is important as it tests if the questionnaire is constructed properly and suitable for the study. Questionnaire testing was done by use of a Pilot study in one of the public day secondary schools in Sabatia district. After filling in the questionnaire, the researcher and respondents held a brief discussion to find out unclear items in the questionnaire. The researcher's supervisor scrutinized the questions to determine the validity of the

questions. The framing of items in research instrument was done by examining the research objectives and questions in order to examine the crucial variables in depth.

3.6.2. Reliability of research instrument

Reliability is the degree to which a test consistently measures, what it measures, Gay (1976). Reliability is concerned with what constitutes a minimum level of acceptability of a test. It is concerned with what constitutes a minimum level of acceptability of a test. I chose to use the Karl Pearson Correlation Coefficient because of its ability to summarize the direction of correlation. This is by determining whether it is positive or negative. A correlation coefficient of 1 is considered high enough to judge the instrument as reliable for the study. If the correlation is closer to +1 or -1, then the variables are closely related. The reliability yielded a coefficient of 0.07, and the instrument was considered reliable.

3.7. Data collection procedure.

Before the commencement of the study, the researcher visited the Ministry of Education Science and Technology and National Council of Research to get permission to carry out the research. The researcher then visited the sampled schools to seek audience and permission from the head teacher by presenting letters of introduction. The head teacher then introduced the researcher to the teachers. The teachers were explained to the purpose of the study by the researcher and the confidentiality of the data to be filled in the questionnaire. The teachers and the researcher then agreed on when the questionnaire was to be collected, which was after one week.

3.8. Data analysis techniques

Data analysis techniques are statistical methods used to analyze data so that it can be interpreted (Adams 1965). Research data analysis breaks down data into constituent parts to obtain answers to research questions.

Data collected was coded and entered into the Statistical Package for Social Sciences (SPSS) computer software programme for analysis. Descriptive data analysis was used to determine the frequency and percentages of demographic characteristics and extent of satisfaction in specific job satisfaction factors. Inferential statistics which involved multiple regression analysis to determine the relationship between demographic characteristics and job satisfaction, independent samples t-test to estimate significance in group means. The analyzed data was then presented in tables.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

This chapter presents findings from the study. The findings have been presented with respect to each of the specific questions. The demographic characteristics of the respondents and their relationship with overall job satisfaction have been presented and discussed. The satisfaction of the respondents in specific job factors have been presented and discussed and the findings presented in form of tables.

4.1. Demographic characteristics of the respondents

The respondents in this study were teachers drawn from Sabatia District, Vihiga County. This section represents the demographic characteristics of the respondents.

4.1.1. Response rate

The study expected to have 105 respondents but only 80 responded. This represents a response rate of 76%. The respondents who never returned their questionnaires were absent from school the researcher could not trace them.

4.1.2. Distribution of respondents by gender in Sabatia District

Table 4 shows the majority of the respondents were male teachers at 61% of the total, while 39% were females. This implies that the majority of teachers who participated in the study were males.

Table 4.1: Distribution of respondents by gender

Gender	Frequency	Percentage (%)
Male	49	61
Female	31	39
Total	80	100

4.1.3. Distribution of respondents by age

Table 4.2 shows the respondents in age group. The majority of the respondents were in the '35 to 44 age bracket. This represented a 60% response rate. Teachers in the 55 and above age group represented a 3% response rate. most of the teachers were young and therefore more committed to their work, unlike the old ones who had other personal issues like businesses to earn an extra cent.

Table 4.2: Distribution of the respondents by age

Age in years	Frequency	Percentage (%)
25 years and below	2	3
26 to 34 years	11	14
35 to 44 years	48	60
45 to 54 years	17	20
55 and above	2	3
Total	80	100

4.1.5. Distribution of respondents by marital status

Table 4.3 shows that 46% of respondents were married and 54% were single therefore the majority of respondents were single. This means that most of the teachers in public day secondary schools are unmarried.

Table 4.3: Distribution of respondents by marital status

Marital status	Frequency	Percentage (%)
Married	37	46
Single	43	54

4.1.6. Distribution of respondents by academic qualification

Table 4.4 shows that the majority of the teachers in Sabatia District have a Bachelor of Education degree at 64%. In the others category, one of the teachers had a MA in Sociology and two with a M.Sc. in microbiology at 4%. This means that most of teachers in these schools have a Bachelor of Education degree.

Table 4.4: Distribution of respondents by academic qualification

Academic qualification	Frequency	Percentage (%)
Diploma in Education	6	7
Bachelor of Education	51	64
Master of Education	15	19
Approved graduate	5	6
Others MA in Sociology and two with a M.Sc. in microbiology	3	4
Total	80	100

4.1.7. Distribution of respondents by teaching experience

Table 4.5 shows that majority of the respondents had a teaching experience of 11 to 20 years. 18.5% of the respondents had 10 years and less experience.

Table 4.5: Distribution of respondents by teaching experience.

Teaching experience	Frequency	Percentage
10 years and below	15	18.5
11 to 20 years	44	55.6
21 to 25 years	18	22.2
25 years and above	3	3.7
Total	80	100

4.2. Job satisfaction of teachers

Job satisfaction of teachers was measured using 61 items that were categorized into nine factors, namely: work itself, pay, work conditions, recognition, supervision, promotions, social environment, job security, and parents and community involvement. Using a five point Likert scale, the respondents rated each of the 61 items. The items on the scale were rated as follows:

Not satisfied (1), slightly satisfied (2), satisfied (3), very satisfied (4) and extremely satisfied (5). A composite score of satisfaction for each category of job factor and overall satisfaction score were calculated for each respondent.

The total number of items that measured the overall job satisfaction was 61. This meant that the minimum possible score was 61, while the maximum was 305. A low score indicated low job satisfaction, while a high score indicated a high job satisfaction.

Respondents who scored less than the middle score of 152.5 were classified as dissatisfied, while those who scored more than 152.5 were classified as satisfied. The mean mark was 157.5, which is 5 marks above the middle mark of 152.5. This shows a very low job satisfaction among public day secondary school teachers in Sabatia District. This is illustrated by table 4.6.

Table 4.6: Overall score on job satisfaction

N	Lowest score	Highest score	Mean	S.E	S.D
80	61	305	157.5	3.75	33.7

4.3 Job satisfaction for specific job factors

The following factors were used in the study: work itself, pay, work conditions, recognition, supervision, promotions, social environment, job security, parents and community involvement. The respondents' level of satisfaction, with its specific factor, was measured.

4.3.1. Satisfaction with work itself

Table 4.7 shows that most respondents were satisfied with use of professional skills with a percentage of 60%, while 59% were not satisfied with feedback on their performance being at the level of slightly satisfied.

Table 4.7. Level of satisfaction among the respondents

No.	item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Use of your professional skills	F	4	18	4	39	16	80
		%	5	22	5	48	20	100
2	Use of your academic knowledge	F	10	17	6	34	13	80
		%	13	21	8	43	16	100
3	Free use of decision making skills	F	16	23	2	33	6	80
		%	20	29	3	41	8	100
4	Feedback on your performance	F	21	22	5	23	6	77
		%	27	29	7	30	9	100
5	Available opportunities for advancement	F	33	28	4	10	4	79
		%	42	35	5	13	5	100

Majority of the teachers were dissatisfied with the T.S.C policy on study leave with pay where teachers who wish to undertake courses in technical subjects such as Home science and agriculture and humanities subjects such as Geography and History are not granted leave with pay. Such teachers are expected to proceed on study minus their salaries, making the feel discriminated against.

4.3.2. Satisfaction with pay

Under this section, two items were measured. Most of the respondents were not satisfied with their salary. Table 4.8 shows that majority of the respondents were not satisfied with their salary, which goes a long way in affecting their performance in class.

Table 4.8. Satisfaction with pay

No	item		Not satisfied	Slightly satisfied	satisfied	Very satisfied	Extremely satisfied	Total
1	Your present salary as a measure of your input in the profession	F	53	24	1	2	0	80
		%	66	30	1	3	0	100
2	Your present salary as compared to people in other professions with equal qualifications	F	60	17	0	1	2	80
		%	74	22	0	1	3	100

From the findings of this study, a majority of the respondents were dissatisfied with their pay. This was in comparison with people in different professions with similar qualifications. Equity theory of Adams (1965) says that a worker considers his / her input such as expertise and hard work to a job and then compares this with intrinsic and extrinsic rewards from a job such as promotion and opportunities for personal growth. If the worker perceives an inequity in the ratio of outcomes to inputs, he or she will strive to restore the ratio of equity. According to Shiundu (1984), one clear way to attract best brains into the teaching profession is by offering better terms of services especially remuneration. Teachers compare their salaries with those of other professions with similar qualifications and opt to join new jobs with better incomes.

4.3.3. Satisfaction with working conditions

The respondents' satisfaction with working conditions had 21 items which were grouped into seven. This was by use of Principal Component Analysis method which grouped the

factors into seven factors: nature of students, working hours and welfare, support for effective teaching, access to the school, school procedures, staff facilities, and process of students' admission.

Study findings showed that the respondents' were dissatisfied with; nature of students, access to the school, school procedures, staff facilities and students' admission. When teachers are not satisfied with their working conditions, they are more likely to change schools or leave the profession altogether, Whitaker (1998). When school procedures allow for teachers to participate in decision making, they become satisfied but lack of it according to Holdaway, (1978) is advocated to be the greatest source of teacher dissatisfaction.

Table 4.9: Satisfaction with working conditions

No	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1.	Nature of students	F	30	23	13	3	1	80
		%	38	41	16	4	1	100
2.	Working hours and welfare	F	22	23	28	5	3	80
		%	27	28	35	6	4	100
3.	Support for effective teaching	F	48	16	10	3	3	80
		%	61	20	12	4	4	100
4.	Access to school	F	40	13	14	11	2	80
		%	50	16	18	14	3	100
5.	School procedures	F	30	20	22	5	3	80
		%	38	25	27	6	4	100
6.	Staff facilities	F	34	17	23	17	3	80
		%	41	22	38	22	4	100
7.	Students admission	F	39	12	19	1	12	80
		%	49	15	24	1	15	100

The respondents' in this study were dissatisfied with their schools' location in rural areas where there is poor infrastructure. When it rains, most roads to schools become impassable, making teachers to walk to schools. The schools also have no staff houses to accommodate the teachers.

4.3.4. Satisfaction with recognition

The respondents' satisfaction with recognition had eight items. The study findings as shown in Table 4.10 shows that: 38% of the respondents were not satisfied with recognition by their employer, T.S.C., 41% were not satisfied with the community around the school, while 63% were not satisfied with local politicians. The respondents were also not satisfied with School Board of Governors at 27% and with parents at 25%. Alternatively, the respondents were satisfied with other teachers at 71%, their head teachers at 77%, and students at 66%.

Table 4.10: Satisfaction with recognition

No	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Your employer (T.S.C.)	F	30	33	3	13	1	80
		%	38	41	4	16	1	100
2	School Board of Governors	F	23	22	5	28	3	80
		%	28	27	6	35	4	100
3	Your headteacher	F	7	19	1	40	13	80
		%	9	24	1	51	16	100
4	Other teachers in your department	F	3	10	3	48	16	80
		%	4	12	4	61	20	100
5	Students	F	11	14	2	40	13	80
		%	14	18	3	50	16	100
6	Parents	F	20	30	3	22	5	79
		%	25	38	4	27	6	100
7	The community around the school	F	34	23	3	17	3	80
		%	41	28	4	22	4	100
8	Local politicians	F	39	19	9	12	1	80
		%	49	24	11	15	1	100

The findings showed that their employer, (T.S.C.) did not recognize the harsh conditions in which they work. The community around the school looked down on teachers, while local politicians seemed not to care for teachers welfare by dragging politics into the running of the schools. The teachers showed apprehension about the school Board of Governors protection against their employer.

4.3.5. Satisfaction with supervision

Six items were used in determining satisfaction with supervision among the respondents. Table 4.11 shows that most respondents were dissatisfied with most aspects of supervision. Most of the teachers were not satisfied with ‘opportunities for in-service education’ at 74% and with the ‘handling of their classes when officially absent’ at 69%. The study also showed that 65% of the respondents were satisfied with their ‘head teachers’ leadership style. The teachers in this study were not satisfied with the way the head teachers handled teachers especially when they have personal problems. The headteachers never passed vital information from regional offices making them unaware of changes in the syllabus and educational administrative structure. The teachers were not involved in decision making in the schools. In most cases the head teachers dictated terms to the teacher. When a teacher was absent the head teacher never had provisions for the lesson missed making the affected teacher to lag behind.

Table 4.11: Satisfaction with supervision

No.	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Your head teachers' leadership style	F	9	19	0	39	13	80
		%	11	24	0	49	16	100
2	Availability of useful advice to assist you with the problems you encounter	F	13	30	3	31	3	80
		%	16	38	4	38	4	100
3	Head teacher's support for teachers at regional educational offices	F	12	26	4	30	8	80
		%	15	33	5	38	10	100
4	Opportunities available to you for useful in-service education to help you handle syllabus changes	F	23	36	1	16	4	80
		%	29	45	1	20	5	100
5	Your involvement in decision making	F	19	35	3	17	6	80
		%	24	43	4	22	8	100
6	Handling of your classes when you are absent on professional activities or leave	F	18	37	1	18	6	80
		%	23	46	1	23	8	100

According to Luthans (1992), the quality of a supervisor-subordinate relationship has a significant positive influence on the employee's overall level of job satisfaction. In this study, the teachers expressed satisfaction with their head teachers' leadership style and his or her support at regional education offices. But, the respondents were dissatisfied with the handling of their classes when absent and in area of in-service. In most cases, teachers were not exposed to in-service training, and had to use their own discretion in implementing new syllabus changes. An absent teacher had to begin teaching from the point where he or she left while absent.

4.3.6. Satisfaction with promotions

Four items were used to assess satisfaction with promotions. Table 4.12 shows that most respondents were not satisfied with promotion opportunities at 49%. Methods used in posting and transfer of teachers were considered dissatisfactory, with 57% of the teachers indicating that they were not satisfied.

Table 4.12: Satisfaction with promotions

No	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Your opportunity for promotion	F	40	30	1	8	1	80
		%	49	38	1	10	1	100
2	Methods used in promotion of teachers	F	46	23	3	5	3	80
		%	58	28	4	6	4	100
3	Methods used in posting and transfer of teachers	F	45	26	2	5	2	80
		%	57	32	3	6	3	100

The findings in this study showed that respondents were dissatisfied with; opportunities for promotion, at 49% methods used in promotion at 58% and in posting and transfer of teachers at 57%. Promotion is essential in enhancing job satisfaction, Mbugua (1998). When workers feel that they have limited opportunities for career advancement, their satisfaction may decrease.

Promotion of teachers is pegged on students' good performance. This is demoralizing for teachers who teach in schools with limited resources, where the learners' academic performances are bound to be low. The teachers in such schools see no hope of upward social mobility, and end up being demoralized. The good teachers in such schools will change their profession, while those who remain feel their recognition is ignored.

4.3.7. Satisfaction with social environment

Eight items were considered on the aspect of satisfaction with social environment. Table 4.13 shows the respondents were dissatisfied with the teachers' employer (T.S.C.), at 72%. The respondents were also dissatisfied with the community around the school at 66%, the parents at 61%, and the school Board of Governors at 61%. However, the respondents were satisfied with other teachers in the school at 76%, with students at 74%, with non-teaching staff at 70% and with their head teacher at 59%. The findings showed that teachers were more satisfied with students and non-teaching staff, than with their head teachers, because the head teachers were unapproachable.

Table 4.13: Satisfaction with social environment

No	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Your employer (T.S.C.)	F	25	32	2	20	1	80
		%	31	41	3	25	1	100
2	Schools Board of Governors	F	18	30	4	27	1	80
		%	24	37	5	33	1	100
3	Your head teacher	F	9	19	4	40	8	80
		%	11	24	5	49	10	100
4	Other teachers in the school	F	1	14	4	53	10	80
		%	1	17	5	64	12	100
5	Students	F	5	16	0	41	18	80
		%	6	20	0	51	23	100
6	Non-teaching staff	F	2	22	0	45	11	80
		%	3	28	0	56	14	100
7	Parents	F	18	30	0	29	3	80
		%	23	38	0	36	4	100
8	Community around the school	F	32	20	2	25	1	80
		%	41	25	3	31	1	100

Social environment refers to social relationships between teachers, students, parents, community, the B.O.G, and the employer, T.S.C. The findings of this study showed that teachers acquire their satisfaction from the interpersonal interactions with their colleagues, sub-ordinate staff, the head teacher and the students. The respondents were dissatisfied with the way they related with the parents, local community, B.O.G. and the T.S.C. the parents were found to be uncooperative to the teachers. The parents were unwilling to support the school by failing to: pay fees, providing children’s basic needs, and disciplining their children. The teacher is therefore required to guide and counsel the students and ensure good academic results from them. This puts a lot of pressure on the teacher leading to job dissatisfaction.

4.3.8. Satisfaction with job security

Satisfaction with job security was assessed using four items. Table 4.14 indicates that 57% of the respondents were satisfied with ‘future job satisfaction with their employer. ‘Protection by trade union’ was rated at 54% satisfaction. Majority of the respondents at 52%, were dissatisfied with ‘protection by Board of Governors’.

Table 4.14: Satisfaction with job security

No	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Your future job security from your employer	F	10	22	2	30	16	80
		%	12	28	3	37	20	100
2	Protection by Board of Governors	F	15	26	11	25	3	80
		%	19	33	14	31	4	100
3	Protection by trade union	F	12	19	6	35	8	80
		%	15	24	7	44	10	100
4	Protection by fellow teachers	F	10	25	8	33	4	80
		%	12	31	10	42	5	100

Teaching is considered a secure job since there is regular payment and at the time of retirement, a teacher receives financial benefits. Job security is considered important to teachers, since it guarantees a permanent source of income. Irrespective of dissatisfactory conditions in the profession, job security makes most teachers satisfied. Most highly paying jobs are on contract, unlike teaching which is permanent and pensionable.

The findings in this study showed that teachers were satisfied with their employer's guaranteed job security, protection by their trade unions, and by fellow teachers. But, the teachers were not satisfied with protection by the B.O.G.

4.3.9. Satisfaction with parents and community

This factor was measured using four items. Table 17 indicates that 87% of the respondents were highly dissatisfied with the 'attitude of the parents towards education', while 85% were dissatisfied with 'participation of parents in development of the schools physical facilities'. It was also found out that 83% of the respondents were dissatisfied with the 'attitude of parents towards education'.

Table 4.15: Satisfaction with parents and community involvement

No.	Item		Not satisfied	Slightly satisfied	Satisfied	Very satisfied	Extremely satisfied	Total
1	Attitude of parents towards education	F	38	28	1	11	2	80
		%	48	35	1	14	3	100
2	Attitude of community towards education	F	38	31	0	8	3	80
		%	48	39	0	10	4	100
3	Participation of parents in development of schools physical facilities	F	37	30	1	10	1	80
		%	46	39	1	13	1	100
4	Involvement of community in construction of school infrastructure	F	40	26	2	11	1	80
		%	51	32	3	14	1	100

The success of any school does not just depend on the school's administration and teaching force, but also on the support from the parents and the local community.

However, this study revealed that parents and the community have a negative attitude towards the schools and therefore offered very little or no support. This was a source of dissatisfaction to the teachers since it inconvenienced their performance. Some of the cases cited by the respondents were: Parents inability to pay the lunch levy and provide fare for their children forcing them to walk to school over long distances. The children arrived in school late and very tired, and coupled with hunger they lost concentration in class. Some of them had to be sent home every now and then for payment of school levies thereby missing a lot on their studies.

To add salt to injury, most of the students were engaged in child-labour practices to supplement their parent's income. Another issue that come out from the respondents was that the parents, although poverty stricken, had not made follow-ups to get bursaries available for their children. The community, just like the parents was detached from the

schools' development activities. This caused dissatisfaction among the teachers since the lack of cooperation hindered the development of school infrastructure.

4.4. Sources of teacher job satisfaction in public day secondary schools

The respondents in the study identified ten causes of their job satisfaction and Table 4.16 shows the rank order according to frequencies. Each of the causes of satisfaction is discussed in this section.

Table 4.16: Causes of Job Satisfaction

No	Cause	Frequency	Percentage
1	Working hours	31	39.3%
2	Working environment	16	19.8%
3	Academic performance	16	19.8%
4	Teaching (work)	16	11.1%
5	Parents	9	11.1%
6	Students' discipline	6	7.4%
7	School administration	6	7.4%
8	Resource and facilities	4	4.9%
9	Time management	3	3.7%
10	Remuneration	3	3.7%

4.4.1 Working hours

The working hours was indicated by 31 out 80 of the respondents as a cause for job satisfaction and this represents 39.3% of the respondents. Respondents indicated that since the schools operate from 8.00 am to 5.00 pm from Monday to Friday without night and weekend duties, they were free to pursue other personal interests.

4.4.2 Working environment

The teaching profession was cited by 16 of the respondents as a cause of their job satisfaction which represents 19.8% of the respondents. The specific issues that were cited in this category include the fact that teachers are able to serve students who cannot

afford boarding fees and nurture them to become responsible members of the society. They indicated that the job is not routine and it presents a variety of interesting challenges. They also cited opportunities for personal advancement and the protection by the trade unions. Teaching as a profession presents an opportunity for firsthand experience on how to deal with many social issues.

4.4.3 Academic performance

Sixteen (16) of the 80 respondents indicated that student success mainly in academic performance was a cause of satisfaction and this represents 19.7% of the respondents. Although the schools generally recorded poor performance, they indicated that through hard work and positive attitude towards learning, the few students' attained high grades despite the challenges that they face at home gave the teachers much satisfaction.

4.4.4 Working Environment

The working environment was indicated by 16 out of 80 respondents as a cause of their job satisfaction and this represent 19.8% of the respondents. The specific issues mentioned about the working about the working environment included that fact that there was harmony between administration, parents, teaching staff, support staff and learners which created a relaxed atmosphere in the school. Respondents also indicated that teaching exposed them on how to deal with challenges in life through sharing experiences with professional colleagues. There was also room for decision making. The provision of meals such as tea and lunch enhanced satisfaction with their job.

4.4.5 Parental factors

Nine of the respondents cited parents as a cause of their job satisfaction and this represents 11.1% of the respondents. Although a very low score, the respondents indicated that since students commute from home, parents have a chance to participate in instilling positive values to their children and the children get psychological satisfaction as they are in constant touch with their parents. Parents play their roles and assist in solving issues concerning students. However, this parental guidance only applied to a few students with the majority exhibiting lack of it.

4.4.6 School Administration

Support by the school administration was indicated by six of the respondents as a cause of job satisfaction and this represents 7.5% of the respondents. The specific issues cited were the head teacher's good treatment of teachers, organization of seminars and workshops for teachers, moral support and leadership style of the head teacher. Since the score was low, therefore the level of satisfaction was very predictably stumpy.

4.4.7 Students' discipline

Six of the respondents indicated that students' discipline was a cause of their job satisfaction and this represents 7.4% of the respondents. Even though majority of the students were indiscipline cases, the few who were well-behaved were a source of inspiration to the teachers.

4.4.8 Resources and facilities

The provision of teaching and learning resources and facilities was cited by 4 respondents as cause of their job satisfaction which represents 4.9% of the respondents. The specific teaching and learning materials that were cited textbooks.

4.4.9 Time Management

The management of time in the school programme was cited by three respondents as a cause of job satisfaction and this represents 3.7% of the respondents.

4.5.0 Remuneration

Three respondents cited remuneration as a cause of job satisfaction and this represents 3.7% of the respondents. This was an indication that majority of the teachers were dissatisfied with their remuneration. The 3.7% may not be a good representation to generalize the fact that teachers were satisfied with their remuneration.

4.5.1 Reasons for teacher dissatisfaction in public day secondary schools

Table 4.17 shows the ranking of the teachers' responses on causes of job dissatisfaction. The highly ranked factors were few student/teacher contact hours, students' absenteeism, parents and community participation, lack of students' discipline, and lack of boarding facilities. Each of the causes of dissatisfaction is discussed in this section.

Table 4.17: Causes of Job dissatisfaction

No	Cause	Frequency	Percentage
1	Few student/teacher contact hours	36	44.4%
2	Students' absenteeism	32	39.5%
3	Parents and community	20	24.7%
4	Students' discipline	18	22.2%
5	Lack of boarding facilities	18	22.2%
6	Academic performance	11	13.6%
7	Syllabus coverage	9	11.1%
8	Resources and facilities	6	7.4%
9	School leadership	4	4.9%
10	Promotion of teachers	3	3.7%
11	High student enrolment	2	2.5%

4.5.2 Student and teacher contact hours

Most of the respondents indicated that inadequate contact hours with students were a cause of their dissatisfaction and 36 out of the 80 teachers amounting to 44.4% indicated this as a concern. They attribute lack of enough contact hours to; students being sent home for school fees, end-of-school programme at 5:00p.m for day schools and lateness due to students' communication to and from school. Inadequate contact-hours were cited as a key reason for lack of syllabus coverage, inability of students to cover extra work and complete assignments. The area of research is characterized by traffic jam/congestion and poor roads infrastructure which become impassable during rainy seasons/weather. This leads to time loss and general wastage.

4.5.3 Parental and community factors

Twenty (20) out of 80 respondents representing 24.7% indicated that parental and community factors were a cause of their dissatisfaction with their job. They indicated that parents were not cooperative in terms of enforcing discipline on students on students and were neglecting their roles of paying school fees. The parents and community were blamed for harbouring negative attitude towards schools and were not interested on what their children did at school. The schools catchment area was characterized by high level of poverty hence parents offered very little or no support in the provision of learning materials.

4.5.4 Lack of boarding facilities

Eighteen (18) of the 80 representing 22.2% of the respondents indicated that commuting to and from school by students was a cause of their dissatisfaction because students

arrived in school late and would be tired due to the long distances that they walked to school. In addition, students did not have enough time for studies due to domestic problems and interactions with other members of the society which distracted them from studies.

4.5.5 Students' discipline

Student indiscipline was cited by 18 of the 80 respondents amounting to 22.2% of the respondents. The respondents were concerned that due to commuting to and from school, the school environment and a negative influence of students' discipline. The other causes of students' indiscipline included parents' lack of concern on their children's discipline, peer pressure and the management of discipline in the school. Some of the cases of indiscipline were drug abuse and truancy. It was reported that instead of the school's administration involving the guidance and counseling department, they chose to handle discipline cases alone and aggravated the situation.

4.5.6 Students' academic performance

The student's academic performance was cited by 11 respondents and this represents 13.6% of the respondents. Teachers were concerned that students in day secondary school could not compete with those in boarding schools mainly because they lack enough time for revision and the surrounding community negatively influences their learning. As a result student their performance was below average and could not meet the entry requirements for admission to colleges and universities. Another concern was lack of involvement of parents in following academic performance of their children.

4.5.7 Syllabus of coverage

Respondents indicated that inadequate syllabus coverage was one of their causes of dissatisfaction with their work. This was cited by nine of the respondents representing 11.1% of the respondents. As mentioned earlier, absenteeism and lateness were major contributors to the problem.

4.5.8 Resources and facilities

Six of the 80 representing 7.4% of the respondents indicated that lack of and inadequate teaching and learning materials, resources and facilities were one cause of their dissatisfaction with their job. The specific teaching and learning materials, resources and facilities that were mentioned included; sports field, library, and textbooks. Lack of a sport field was cited as the reason that students were not adequately involved in co-curricular activities.

4.5.9 Leadership

Four of the 80 respondents amounting to 4.9% indicated that the quality of school leadership was a cause of their dissatisfaction. They indicated that teachers are not consulted on important decisions and there was no cooperation from the management on the problems that teachers were facing in their duties.

4.6.0 Promotion of teachers

The respondents were dissatisfied with the way the TSC promotes teachers which they considered as unfair. An observation made on earlier promotions was that majority of the teachers (at 71%) had expressed dissatisfaction with opportunities for promotions. However, they ranked it lower in their list of aspects causing dissatisfaction to them as teachers in public day schools. The teachers may have lost hope because of the

employer's reluctance to promote teachers in low performing schools, which is characteristic of the day schools in Sabatia District.

4.6.1 High student enrolment

High students' enrolment was cited as a cause of dissatisfaction with their job. However, only two of the 81 respondents representing 2.5% indicated high students' enrolment as a cause of dissatisfaction in class. The teachers seemed not to be much concerned with high student enrolment since they were braced for the effects of free secondary education programme. Apart from that the parents had little or no income and therefore preferred the day schools. As some of the respondents mentioned, they derived some satisfaction in teaching such a caliber of students and seeing them through to a successful future, despite the high enrolment.

4.6.2 Teaching as the profession of choice

Table 4.18 shows that majority of the teachers amounting to 69.9% indicated that it was not their career of choice. Similarly those who indicated that teaching was their career of choice had a higher overall job satisfaction score of 158.4 compared to those who indicated that teaching was not their career of choice with an overall job satisfaction mean score of 151.1. However independent samples t-test indicated that there was no significant difference in overall job satisfaction mean score between the two groups at (t=0.884, d.f.=77, p>0.05)

Table 4.18: Independent samples t-test on choice of teaching as a profession

Is teaching your ideal profession?	N	%	Mean	S.D	S.E	T	d.f.	P-value
Yes	55	69.6	158.4	34.58	4.67	0.884	77	0.380
No	24	30.1	151.1	30.77	6.28			

Teaching has been considered a noble profession and those who join the profession see themselves as ‘born teachers.’ They express commitment to their work even when faced with several challenges. In fact to some teachers teaching is a calling. According to the findings in this study, majority of teachers (at 69.6%) joined the profession as a matter of choice. Only a small percentage (30.1% indicated teaching was not their career of choice.

4.6.3 Reasons for choosing teaching as career of choice

There were 55 respondents who indicated that teaching was their career of choice and they identified five reasons why they chose teaching. Table 4.19 shows that the most frequently cited reasons were; moulding student character, and enjoy the job by 41.8% and 38.2% of the respondents respectively. The least cited reasons were; remuneration and personal advancement by 5.5% and 3.6% of the respondents respectively. Each of the reasons is discussed in this section.

Table 4.19: Reasons for choosing teaching as career

No	Reason	Frequency	Percentage
1	Moulding student character	23	41.8%
2	Enjoy the job	21	38%
3	Free time	5	9.1%
4	Remuneration	3	5.5%
5	Personal advancement	2	3.6%

4.6.4 Moulding character of young people

Twenty three representing 41.8% of the respondents indicated that they were satisfied with the job because it involved moulding the character of young people and shaping their future. They further indicated that teaching gives an opportunity to impact on students and better their lives. In teaching, the respondents felt that they left a mark on the students' lives and the community in general. In other words, the teachers felt they were life-long role models for the students.

4.6.5 Enjoy the job

Twenty one of the respondents indicated that the teaching profession was their career of choice because they enjoyed the job. This number represented 38.2% of the respondents. Some indicated that they always wanted to be teachers and they a passion for the job. Others indicated that it was a noble profession which is interactive and promotes human values. They felt happy the society still recognized their role as moulders of the young generations. Although some of the respondents indicated that they joined teaching by chance they indeed accepted it because it allows for interaction with young, growing minds they mould. By the end of the day, felt relaxed and got rid of stress.

4.6.6 Free time

Five of the respondents representing 9.1% indicated that they choose the career because it offers free time to pursue their personal interests. They further indicated the free time enables them to take care of their families resulting into psychological satisfaction.

4.6.7 Remuneration

Three of the respondents representing 5.5% indicated that remuneration was the main reason that they choose teaching as a profession in that it enables to meet their family financial obligations. However, with such a low score, it would be a reality to imagine that teachers are satisfied with their remuneration. Perhaps teachers' only consolation was they were employed on permanent and pensionable terms which guaranteed economic security.

4.6.8 Personal Advancement

Two of the respondents representing 3.6% indicated that teaching granted them an opportunity to continually improve and provided opportunities for personal advancement. The respondents noted that weekends and schools holidays gave them an opportunity to enroll for further studies or to engage in other income-generating activities that improved their financial status.

4.6.9 Reasons why teaching was not chosen as a career of choice

There were 24 respondents who indicated that teaching was not their career of choice and they identified three reasons. Table 4.20 shows that the most frequently cited reason was poor remuneration by 45.8% of the respondents followed by no interest in the job at 41.7% and lastly lack of promotions at 16.7%. Each of the reasons is discussed further in this section.

Table 4.20: Reasons why teaching was not chosen as a career of choice

No	Reason	Frequency	Percentage
1	Poor remuneration	11	45.8%
2	No interest in the job	10	41.7%
3	Lack of promotions	4	16.7%

4.7.0 Poor remuneration

Poor remuneration was identified by 11 out of the 45.8% who did not choose teaching as their career of choice representing 41.7% of respondents in this category. The respondents indicated that the rewards of teaching are not motivating compared with the demands of the job. The poor pay is neither commensurate with the qualifications of a teacher nor comparative with earnings in other jobs with comparable qualifications.

4.7.1 No interest in teaching

The respondents who indicated that they had no interest in teaching were 10 out of the 24 who did not choose teaching as their career of choice representing 41.7% of the respondents in this category. The respondents in this category indicated that teaching is monotonous and that they did not qualify for their careers of choice hence ended up in teaching. Teachers also indicated that they were only using teaching as a stepping stone to other better-paying jobs.

4.7.2 Lack of promotions

Four out of the 24 respondents in this category identified lack of promotions as a reason why they never choose teaching as a career of choice. This represents 16.7% of the respondents. They indicated that promotions were very rare unlike in other professions such that it took years for one to be promoted. Although promotions were pegged on the numbers of years once had served in a particular job group, the trend has since changed, with emphasis on an average and above mean score in every teaching subject.

4.7.3 Suggestions on how to improve job satisfaction of teachers

Table 4.21 shows respondents suggested 14 ways of improving job satisfaction. The most frequent suggestion was better remuneration for teachers followed by provision of fringe benefits at 45.7% and 29.6% respectively. Each suggestion is further discussed in this section.

Table 4.21: Suggestions on how to improve job satisfaction of teachers

No	Reason	Frequency	Percentage
1	Better remuneration for teachers	37	45.7%
2	Provision of fringe benefits	24	29.6%
3	More involvement of parents and community	18	22.2%
4	Promotion on merit	15	18.5%
5	Provision of adequate resources and facilities	12	14.8%
6	Flexibility in work	11	13.6%
7	Improve academic performance	9	11.1%
8	Improve working environment	8	9.9%
9	Address students' absenteeism	8	9.9%
10	Recognition of teachers	8	9.9%
11	In-service courses for teachers	4	4.9%
12	Improve students discipline, guidance and counseling	4	4.9%
13	Reduce teachers' workload	4	4.9%
14	Involvement in co-curricular activities	2	2.5%

4.7.4 Better remuneration for teachers

The number of respondents who identified better remuneration as one of the ways of improving their satisfaction with the job was 37 representing 45.7% of the respondents. They expressed the fact that teachers play very many roles in school and therefore should be paid better pay equal to other counterparts in the public service, increased commuter

allowance and special allowance. They indicated that better pay would improve their motivation.

4.7.5 Provision of fringe benefits

Provision of fringe benefits was identified by 29.6% of the respondents as necessary to improve their job satisfaction. The specific fringe benefit that was frequently mentioned was provision of housing for teachers at school. Others include; comprehensive health programmes, transport to and from work, free meals at school and trips.

4.7.6 More involvement of parents and community

The involvement of parents and community in school matters was identified by 22.2% of the respondents and they indicated that the parents and community should be cooperative and work hand in hand with teachers particularly in promoting discipline among students. They indicated that parents and community should be involved more in guiding and counseling students and they should also pay school fees on time to maintain students in school.

4.7.7 Promotion on merit

Fifteen of the respondents identified promotions on merit as one way of improving job satisfaction among teachers and this amounts to 18.5% of the respondents. They indicated that promotions should be done fairly and justly through transparent procedures so that teachers can move up grades while still in their work stations.

4.7.8 Provision of adequate resources and facilities

The number of respondents who identified provision of adequate resources and facilities was 12 which represent 14.8% of the respondents. They indicated that there was need to provide resources and facilities such as laboratories, classrooms, libraries and other school infrastructure. This would facilities proper learning and enhance academic performance, which for sure grants satisfaction for a teacher.

4.7.9 Flexibility in work

Flexibility in work was cited by 11 of the 80 respondents as another way of improving job satisfaction and this amount to 13.6% of the respondents. The teachers specifically indicated that they should not be confined in school when they have no lessons to teach and a plan can be worked out where teachers work in more than one school to cater for shortages in teaching staff.

4.8.0 Improve academic performance

Nine of the respondents identified good academic performance by students as way of improving job satisfaction. They proposed that for this to happen, there was need to admit students with high marks at KCPE. The community around the school should be encouraged to change their attitude towards the day schools, “own” them, and create confidence in them by enrolling their children -in such schools, “own” them, and create confidence in them by enrolling their children in such schools. They also indicated that during analysis of performance at national examinations, the day schools should not be compared with boarding schools nor should national schools be compared with provincial schools.

4.8.1 Improve working environment

Eight of the 80 respondents indicated that the good working environment would improve their job satisfaction. This represents 9.9% of the respondents. Specifically they indicated that the working environment should be free of stress and the school leadership should take the lead in ensuring that the school is conducive for teaching and learning. They indicated that good relationship between teachers, students and parents was important for job satisfaction.

4.8.2 Address students' absenteeism

Eight of the respondents amounting to 9.9% identified controlling student absenteeism as a way of improving job satisfaction. They indicated the need for cooperation among teachers to reduce the problem of student absenteeism and proposed mechanisms for addressing the issue such as provision of incentives to students so as keep them in school for instance, provision of free "tea break."

4.8.3 Recognition of teachers

Recognition of teachers was identified by eight respondents which represents 9.9% of the respondents. They indicated that teachers should be motivated and rewarded through appreciation and acknowledgement when they performed well in their subjects even when the schools' mean score could be lower than their expectations.

4.8.4 In-service courses for teachers

In-service courses were identified by 4.9% of the respondents who indicated that there is need for more in-service courses for teachers in all subjects and this should be done regularly to improve their skills and cope with changes in the syllabus. It was regretted that it was only in the science subjects that adequate in-servicing was done for teachers

through the SMASSE Programme. Teachers of humanities subjects and languages felt left out.

4.8.5 Improve students' discipline, guidance and counseling

Improve students discipline, guidance and counseling was cited by 4.9% of the respondents and they suggested the need for motivational talks for positive attitude change among students. The same should be done for parents and guardians to equip them with skills to enable them provide proper upbringing for their children. It had been noted that the behavior of the children in schools was influenced by their experiences back at home. The parents should be encouraged to be actively involved in their children's life on day to day basis.

4.8.6 Reduce teachers' workload

Reducing teachers' workload was mentioned by 4.9% of the respondents. Suggestions on how to do this were the need to control class size to around 40 students and equitable distribution of work among teachers. There was indication that that some teachers were overburdened and the school administration should handle the situation by re-allocating responsibilities fairly.

4.8.7 Involve students in co-curricular activities

Two of the respondents identified the involvement of students in co-curricular activities as a way of improving their job satisfaction. They indicated the need for more time in co-curricular activities. It was noted that the fixed and limited programme for the day schools denied the students time for co-curricular activities unlike their boarding schools counterparts who had enough time after classes and during weekends.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

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

5.1. Summary of the study

The purpose of the study was to investigate the determinants of job satisfaction among public day secondary school teachers in Sabatia District. The objectives of the study were;

To examine the effects of age of a teacher in a public day secondary school on teacher job satisfaction, to examine the effects of gender on teacher job satisfaction, to investigate the effects of teacher qualification on job satisfaction, to examine the effect of pay on teacher job satisfaction and to examine the effects of time taken for a teacher to earn promotion on job satisfaction.

The researcher utilized descriptive survey research design in the study. Sabatia District had 28 public day secondary schools with a total of 291 teachers. The study used a sample size of 9 schools with a teacher population of 105. Only 80 teachers returned their questionnaires representing a 76% response rate. Data analysis was carried out using statistical package for social sciences (SPSS) computer software programme. Descriptive data analysis was used to determine the frequencies and percentages of demographic characteristics.

5.2 Summary of the Findings

5.2.1 On the effects of Age of a Teacher on Job Satisfaction

There was a significant relationship between job satisfaction and age. Majority of the respondents were in the age bracket of 35 to 44 years representing 60% while 3% were in the category of 55 years and above. This implies that most of the respondents were young in the profession and showed some level of satisfaction.

5.2.2. On the effects of Gender of a Teacher on Job Satisfaction

The study revealed that most of the respondents were males with a percentage of 61. This meant that most of the teachers in the rural areas were males with their females counterparts teaching in urban areas.

5.2.3. On the effects of a Teacher's Qualification on Job Satisfaction

Most of the teachers in this study possess a B.Ed degree with a percentage of 64, this means that the area has highly qualified teachers.

5.2.4. On the effects of Pay of a Teacher on Job Satisfaction

Most of the respondents were not satisfied with their salary as a measure of their input in the profession at 66%. This means that the teachers are always looking for other avenues which are highly paying.

5.2.5. On the effects of Time taken to earn a promotion on Job Satisfaction

The study revealed that teachers were dissatisfied with opportunities for promotion at 49% and method used in promotion at 58%. Promotion of teachers is pegged on students good performance which is discouraging teachers.

5.3 Conclusion

The other demographic factors namely district, gender, marital status, academic qualifications teaching experience, post held at school, school category and school type had no significant relationship with teachers job satisfaction. The younger the teacher, the higher the level of satisfaction recorded. As the teacher grows older the level of satisfaction reduces.

A total of ten factors that caused satisfaction and eleven factors that caused dissatisfaction were cited. Out of the ten satisfiers, the highest scorer was working hours while the lowest score was remuneration. The highest dissatisfier was fewer contact hours between students and teachers while the lowest dissatisfier was high student enrolment. Teachers were satisfied with teaching in public day schools because of, first and foremost, the working hours which allowed them freedom to pursue personal and private interests when the school's programme end at 5:00p.m and during weekends.

Regarding fewer student-teacher contact hours, while the teachers were happy with availability of free time at the end of the day school's routine, they were at the same time unhappy with the few hours they had with their students. This scenario came about because of lateness of students who were also sent away for non- payment of school levies. This impacted negatively on syllabus coverage hence the failure to post good academic results.

A larger percentage (69.9) indicated that teaching was their career of choice while only 30.% indicated it was not. The teachers who chose teaching as their profession did so because it gave them honour to shape young peoples' lives and lead them to a successful

future. The teachers found teaching very enjoyable and had a lot of passion for it because it is interactive and aims at promoting human values. Apart from that, the teachers were contented that they got enough time to rest and attend to personal issues, unlike in other professions. The fact that teachers were employed on permanent and pensionable terms guaranteed financial payments even after they retired from active service thereby making them contented. Teachers were also happy that in their profession, they had a chance for personal advancement. Those who did not consider teaching as their career of choice were unhappy with teachers' remuneration, few promotion opportunities and they also claimed not to have an interest in the job. Such is the group that at the slightest opportunity they leave teaching and go for greener pastures.

The findings of the study revealed that remuneration remains quite an influential factor on teacher's job satisfaction. A better remuneration laced with fringe benefits would help clear some of the job dissatisfiers such as lack of recognition and un-cooperation from parents and community. This is because the teachers' status will be raised as they would operate at the same level with their counterparts in other professions. Parents and the community would view them differently and accord them the expected respect and cooperation.

The study also revealed that factors that cause satisfaction for the teachers were fewer than the dissatisfiers. The highest satisfier (working hours) scored 39.5% while the highest dissatisfier (few contact hours and students' absenteeism) had a score of 44.4% and 39% respectively. This implies that the teachers could be struggling to adjust to the unpleasant aspects of their job and endeavoring to gain as much satisfaction from it as possible.

5.2 Recommendations

Based on the findings the study recommended that:-

- i) All other stakeholders such as parents, community and school's administration ought to develop strategies to deal with the needs of those teachers who experience less job satisfaction, particularly those in the age bracket of 35-54 years who form the highest proportion of teacher population in Sabatia District.
- ii) All discriminatory practices in promotion and remuneration of teachers should be abolished and unfair practices of the past addressed by the teachers' employer (T.S.C) and the government.
- iii) The government, through the Ministry of Education should come up with a housing scheme for teachers and construct houses for them so that teachers enjoy proper and affordable housing; the way it is done for other civil servants.
- iv) The teachers' employer should revise their policy on allowances given to teachers especially transport and medical allowance to the level of equivalent job groups in other professions.
- v) Promotions of teachers in public day schools should not be tied to performance in K.C.S.E only. It should be done fairly and should be based on schools-specific circumstances.
- vi) There is need to sensitize parents in the District regarding their role and responsibilities as stakeholders of their various schools. Workshops and seminars should be organized for them to understand the importance of their support in their schools' development.

5.3 Suggestions for further research

- i) This study was conducted in Sabatia District in Vihiga County. A similar study should be conducted in other districts in order to establish whether these findings are valid for those districts.
- ii) The target population of the study was teachers in public day secondary schools, future studies could target teachers in public boarding schools that are found in the three districts studied by the researcher.
- iii) Whilst this study has underscored the factors on teacher job satisfaction, there is need for in-depth research on impacts of specific students' challenging behaviours and discipline problems on teachers' job satisfaction. Challenging behaviour relates to a variety of student actions that may target peers of teachers or many detrimentally affect the student(s) themselves.

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APPENDIX A:

INTRODUCTION LETTER TO TEACHERS

Ihaji Jacob Ilahuya,
University of Nairobi,
Department of Educational foundations,
P.O.Box 30197
NAIROBI

The Principal,
..... Secondary school,
P.O. Box
.....

Dear Sir/ Madam,

RE: PERMISSION TO UNDERTAKE RESEARCH IN YOUR SCHOOL

I am a postgraduate student at the University of Nairobi undertaking a Masters of Education course in the department of Educational foundations. I am carrying out research in public day secondary schools in Sabatia district as a requirement to complete the course.

Your school has been randomly selected for this study. Please allow me to carry out research in the school among your teachers between March and June 2013.

This study is purely academic and therefore be assured that any information collected will be treated with utmost confidentiality; and will not be used anywhere else beyond this study.

Thank you in advance.

Yours faithfully,

Ihaji Jacob Ilahuya

APPENDIX B

TEACHERS' QUESTIONNAIRE

This study is for academic purposes only. It is intended to establish the job satisfaction levels of public day secondary school teachers. Kindly respond to the question as kindly and precisely as possible. Your honest and corporation in responding to these questions will be highly appreciated. All information provided will be treated with utmost confidentiality. Do not write your name anywhere in the questionnaire.

SECTION A: PERSONAL DATA

This part requires you to give information concerning yourself and the relationship with your school. Please tick ($\sqrt{\quad}$) in appropriate space provided.

Name of institution: _____

1. What is your gender?

(a) Female ()

(b) Male ()

2. In which age category do you belong?

a) 25 and below ()

(b) 26-34 ()

(c) 35-44 ()

(d) 45-54 ()

(e) 55 and above ()

3. Please indicate your marital status

a) Single ()

b) Married ()

4. What is your highest academic qualification?

(a) Diploma ()

(b) Bachelor of education ()

(c) Masters of education ()

(d) Approved graduate ()

(e) Others _____ Please specify _____

4. What is your teaching experience?

(a) Less than 10 years ()

(b) 11 to 20 years ()

(c) 21 to 25 years ()

(d) 25 and above ()

6. What is your present post status in school?

a) Class teacher ()

- b) Subject teacher ()
- c) Subject head ()
- d) Head of department ()
- e) Careers master ()
- e) Others _____ Specify _____

SCHOOL DATA

This section requires you to give information about your school. Please put a tick (✓) in the blank spaces to indicate the response that is applicable to you.

7. What is the category of your school?

- i) a) Boys day ()
- b) Girls day ()
- c) Mixed day ()
- ii) a) National ()
- b) Provincial ()
- c) District ()

SECTION B: SATISFACTION SURVEY

This section is concerned about your dissatisfaction regarding job factors which include work itself, promotion, recognition, social environment, working conditions, job security,

supervision, parent and community involvement. Please tick in the appropriate box to show your level of satisfaction.

NS---- Not satisfied

SS-----Slightly satisfied

S----- Satisfied

VS---- Very satisfied

ES---- Extremely satisfied

WORK ITSELF

8. What is your level of satisfaction on the following?

Item	NS	SS	S	VS	ES
Use of your professional skills					
Use of your academic knowledge					
Free use of decision making skills					
Feedback on your performance by students					
Available opportunities for advancement					

Key:

NS- Not satisfied

SS- Slightly satisfied

VS- Very satisfied

ES-

Extremely satisfied

PAY

9. What is your level of satisfaction on the following?

Item	NS	SS	S	VS	ES
Your present salary as a measure of your input to the profession					
Your present salary as compared to people in other profession who have similar qualifications					

Key:

NS- Not satisfied SS- Slightly satisfied VS- Very satisfied ES- Extremely satisfied

WORKING CONDITIONS

10. How satisfied with:

Indicate your level of satisfaction with regard to the following

Item	NS	SS	S	VS	ES
Your involvement in selecting students to be admitted					
Attitude of students towards learning					
General discipline of students in your school					
Average level of student achievement in national exams					
Ability levels of students taking your classes					
Methods used in reporting students attitude and achievement to parents					
Quality of students career guidance and counseling in your school					
Family and communities contribution towards discipline of students					
Provision for leave (annual, maternity, sick, compassionate)					
The number of hours you are required to work a week					
The number of hours on non- teaching assignments (games, counseling)					
Preparation time available to you during official school days					
Physical conditions in staffrooms, staff offices and toilets					
Availability of textbooks and other learning materials					
Opportunities available to you for useful in-service education to help you handle the challenges of teaching					
Your involvement in decision making					
Your freedom to select teaching methods					
Timetabling of your teaching assignments					
Average size of classes you teach					
The location of your school					
Distance to school					

Key:

NS- Not satisfied SS- Slightly satisfied VS- Very satisfied ES- Extremely satisfied

RECOGNITION

11. What is the level of satisfaction on appreciation by:

Item	NS	SS	S	VS	ES
Your employer the T.S.C					
School Board of governors					
Your head teacher					
Other teachers in your department					
Students					
Parents					
The community around the school					
Local politicians					

Key:

NS- Not satisfied SS- Slightly satisfied VS- Very satisfied ES- Extremely satisfied

SUPERVISION

12. How satisfied are you with:

Item	NS	SS	S	VS	ES
Your head teacher's leadership style					
Availability of useful advice to assist you with you with the problems you encounter					
Head teacher's support for teachers at regional education offices					
Opportunities available to you for useful in-service education to help you handle syllabus changes					
Your involvement in decision making					
Handling of your classes when you are absent on professional activities or leave					

Key:

NS- Not satisfied

SS- Slightly satisfied

VS- Very satisfied

ES- Extremely satisfied

PROMOTIONS

13. To what level are you satisfied with;

Item	NS	SS	S	VS	ES
Your opportunity for promotion					
Methods used in promotion of teachers					
Methods used in posting and transfer of teachers					

Key:

NS- Not satisfied

SS- Slightly satisfied

VS- Very satisfied

ES-

Extremely satisfied

SOCIAL ENVIRONMENT

14. What is your level of satisfaction on your relationship with:

Item	NS	SS	S	VS	ES
Your employer, T.S.C					
School's Board of governors					
Your head teacher					
Other teachers in the school					
Students					
Non-teaching staff					
Parents					
Community around the school					

Key:

NS- Not satisfied SS- Slightly satisfied VS- Very satisfied ES- Extremely satisfied

JOB SECURITY

15. How satisfied are you with:

Item	NS	SS	S	VS	ES
Your future job security from your employer?					
Protection by Board of governors?					
Protection by your trade union?					
Protection by your fellow teachers?					

Key:

NS- Not satisfied SS- Slightly satisfied VS- Very satisfied ES- Extremely satisfied

PARENTS AND COMMUNITY INVOLVEMENT

16. What is your level of satisfaction with:

Item	NS	SS	S	VS	ES
Attitude of parents towards education					
Attitude of the community towards education					
Participation of parents in development of schools' physical facilities					
Involvement of community in construction of schools infrastructure					

Key:

NS- Not satisfied SS- Slightly satisfied VS- Very satisfied ES- Extremely satisfied

SECTION C

Please indicate your answers in the spaces provided;

17. a) i) What aspects contribute to your satisfaction as a teacher in a public day secondary school?

b) In your opinion what aspects are you unhappy with as a teacher in a public day secondary school? _____

18. a) Is teaching your ideal profession?(Yes) or(No). Explain:

b) Suggest ways in which teachers' job satisfaction in public day secondary schools can be improved.

Thank you for your cooperation and participation

APPENDIX C

INTERVIEW SCHEDULE FOR SCHOOL STAKEHOLDERS (BOARD OF GOVERNORS AND PARENTS TEACHERS ASSOCIATION MEMBERS)

My name is Jacob Ilahuya Ihaji, a postgraduate student at the University of Nairobi undertaking a Masters of Education course in the Department of Educational Foundations. I am carrying out a research in public day secondary schools in Sabatia district as a requirement for the course. Information gathered shall only be used in tabulation and presentation of the data and making valid conclusions. Please feel free to respond to the following questions.

1. What do you understand by the term job satisfaction?

2. a) Are teachers in your district/ school satisfied with teaching job?

Yes

No

b) If yes, what makes them satisfied with their jobs?

3. a) Is there a relationship between teachers' job satisfaction and students' academic performance?

Yes

No

b) If yes, give reasons for your answer

4. In your opinion, what forms of rewards should teachers be given and by whom?

5. What do you think should be done to promote teachers' job satisfaction?

APPENDIX D

WORK PLAN

TIME	EVENT
NOV. TO JAN 15, 2013	Proposal writing
JAN 15, TO APRIL 2013	Proposal correction
APRIL 2013	Proposal presentation
MAY TO SEPTEMBER 2013	Data collection
OCTOBER 2013 TO APRIL 2014	Data analysis, report writing, report correction
MAY TO AUGUST 2014	Final report writing, presentation to department and graduation