

**JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS  
IN NAIROBI PROVINCE**

**BY**

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE  
DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL  
ADMINISTRATION AND PLANNING**

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## DECLARATION

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

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This research thesis has been submitted for examination with our approval as University Supervisors.

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## ACKNOWLEDGEMENTS

I wish to acknowledge all those individuals who co-operated and assisted me in the preparation of this study. Without their generous contributions, this study would not have been a success.

First and foremost, my gratitude to God Almighty from whom by faith, I drew strength hope and determination to keep going during the study period especially when it seemed impossible. Thank you Jesus.

My heartfelt gratitude goes to Dr. Kimani, Dean faculty of Education and the entire staff of the department of Educational Administration and planning, especially my supervisors Dr G. Kasiera and Mr. E. Kanori for their continuous support and guidance in the total preparation of this study.

I am grateful to all those teachers who took time to answer the questionnaire despite their busy schedule. I am also grateful to all those headteachers who allowed me to distribute my questionnaire in their schools.

I appreciate the financial and emotional support from my parents, brother and sisters during the writing up of this study. Lastly, I appreciate the time taken and the effort the typists had to go through in making sure that the thesis was well done. Thanks to James for assisting in the data analysis.

Lastly I am greatly indebted to my friends and in particular Awino, Ileri, Mugo, Dorothy Kyalo and Jeanstella for their encouraging words and support, and friendship that cannot be replaced.

## **DEDICATION**

I would like to dedicate this thesis to my parents; C. N. Mugo and R. K Njue whose love, support and care I cannot repay, but is highly appreciated.

This is also to my brother Dominic and my sisters Lucy and Rachel for the love, the support, the joys we have shared and the pleasant times we have spent. For my sister- in- law Amil and nephew Kastro.

## ABSTRACT

The problem of teachers' job satisfaction has been addressed in various fora in which various recommendations have been made. Despite the implementation of some of these recommendations, studies have shown that teachers are not satisfied with their jobs. The purpose of this study was to find out the various levels of job satisfaction among secondary school teachers in Nairobi province. The study was to investigate the relationship between job satisfaction and seven independent variables. The study was also supposed to find out how the teachers ranked the seven job factors in order of most important.

The literature review in the study covered the theories of motivation and job satisfaction and also other research areas carried out in Kenya that were relevant to this study. These researches covered the Kenyan teacher and job satisfaction.

This study used IZx-post Facto design and the target population consisted of public and private secondary school teachers in Nairobi province. A questionnaire was used as the research instrument and it was divided into three parts. Three academic staff members from the University of Nairobi validated the instrument. The instrument had a reliability of 0.9.

A sample of sixty-four secondary schools and 621 teachers were used for the study. The two-tailed t-tests and one-way analysis of variance were used to test the hypotheses.

The major findings of this research study were: The teachers were satisfied in the job factor of interpersonal relation and the lowest level of job satisfaction was recorded in the job factor of work environment and working conditions. The levels of job satisfaction among teachers increased with their age and length of teaching experience. Female teachers were generally more satisfied than the male teachers and married teachers were more satisfied than the unmarried teachers. Teachers in girls' schools were more satisfied than the teachers in boys' and mixed schools. Overall job satisfaction showed teachers were slightly dissatisfied with a mean of 2.31

The main recommendations of this study are: It would be advantageous if schools provide housing for teachers so as to increase the levels of job satisfaction. Head teachers can be trained in education administration and management so as to curb supervisory problems. Teachers' pay should be equitable in comparison to other with similar qualifications in other organizations and professions. Promotion opportunities if increased may enhance high retention in the profession. A union for the teachers in private schools will protect the tenure of their teaching posts.

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## IJST OF ABBREVIATIONS

ANOVA	-	Analysis of Variance
B.ED	-	Bachelor of Education
GDP	-	Gross domestic product
KNUT	-	Kenya National Union of Teachers
KUDHEIA	-	Kenya Union of Domestic Hotel Workers and Educational institutions
MOE	-	Ministry of Education, Science and Technology
PDE	-	Provincial Director of Education
PGDE	-	Post- graduate diploma in Education
SPSS	-	Statistical Package for the Social Science programme

## CHAPTER ONE

### INTRODUCTION

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

Education is a path to economic and social mobility equipping human beings with skills and understanding so as to prosper in life. Mutua and Namaswa (1992) state that education is a prime mover in the economic growth of a country. They note that education is an equalizer and a tool for the social and economic development of families. This shows the vital role played by education in increasing both economic and social growth. Societies all over the world realize this important role. In Kenya, there is an almost insatiable demand for education at all levels, to which there has been an impressive response on the part of the government, local communities and individuals.

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The Economic Survey (1999) shows that the estimated expenditure on education (which includes the entire Ministry of Education and Human Resource Development and some education items under the Ministry of Research and Technology) increased by 9.7 per cent from Ksh 2,202.3 million in 1997/98 to Ksh 2,415.0 million in 1998/99 financial year. This is in response to the demands of education in Kenya. The government has also built public schools all over the country and staffed them with teachers.

In Nairobi alone, there are 47 Public Secondary schools fully staffed with teachers. Muya 1995 (p.4) states that the Kenyan government spends 1.6 billion Kenya shillings per month on teachers' salaries. This shows the commitment the Kenyan government has towards the education sector in this country. Local communities and individuals on the other hand are also involved in building schools. In Nairobi alone, there are 60 private secondary schools (MOH 1998).

Therefore, due to increased demand of secondary education, there has been an emergence of many schools both public and private, requiring efficient and effective teachers. Just like any other worker, the teacher needs to feel that his or her important needs are satisfied by the work he or she is doing, resulting to a favorable attitude towards his or her job. (Sogomo, 1993).

Over the years, there has been an increase of teachers joining secondary schools (CBS 1999). Although there has been an increasing number of individuals' joining the profession, there has been an outcry of job dissatisfaction. Researches done reveal that satisfaction is a major issue among teachers because it affects the way they perform in their jobs. With the large increase of the teaching work force, job satisfaction becomes an issue that cannot be ignored.

Prior to 1985, the education system in Kenya was modeled on 7-4-2-3 but in 1985, the system was changed to 8-4-4. This change in the formal curriculum, with the emphasis on science and vocationally oriented subjects, posed new challenges for teachers. Kandinga (1995) states that instruction such as project based assessment put additional demands on teachers. Another major source of challenge that she stated was the increasing level of misbehaviour among adolescents in secondary schools. An example of misbehaviour was witnessed in the former Saint Kizito mixed secondary school in Meru, where nineteen girls were killed when students went on a strike, (Daily Nation July 1992). In August 1999 four prefects from Nyeri High School died after their room was set on fire by fellow students, (Daily Nation July 1999). Overcrowding in the classroom puts additional pressure on the teachers. Teachers result in burn out and eventually leave the profession due to the amount of work they are expected to do and yet receive low salaries.

Andrew and Whitney (1974) states that work satisfaction influences general life satisfaction. On the other hand, general life is an important influence on the daily psychological health of a teacher because this has an impact on teachers' job performance. Chapman (1983) reported that a 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, Kandinga (1995). Kenya Education Handbook (1987) states teacher's tasks as

preparation of schemes of work, daily lesson plans, and careful marking of students work and detailed record keeping to monitor students' progress. In addition to these tasks, teachers in Kenya are expected to act also as discipline masters, counselors and role models.

In Kenya, the problems of teachers' job satisfaction have been addressed in various fora, such as trade union meetings, seminar and public commissions. All these fora have recommended improved working conditions and increased salaries of teachers. Despite implementation of some of these recommendations of these commissions, studies have shown that teachers are not satisfied with their jobs. Mbugua (1998) showed that teachers teaching courses in business studies were not satisfied with their teaching job and therefore most of them resulted in leaving the profession to join other sectors. This could be attributed to the fact that most business teachers easily fit in other careers in private and public sectors where better terms of service exist unlike in the teaching profession. Mutie (1993) pointed out that qualified teachers left teaching because they were dissatisfied with poor remuneration and compensation, poor public image and unsatisfactory working conditions, lie concluded his study by pointing out that like other employees in other sectors, teachers needed decent salaries and benefits, recognition, opportunities for career advancement, suitable working conditions autonomy and appropriate responsibility.

Several commissions have been set up in the past to look into the problems of the civil service. The Ndegwa commission 1970-1971, found out that the civil service had low morale and therefore concluded that the service had to accept the need for change and prepare itself for the introduction of new systems and managerial methods aimed at enhancing its morale, efficiency and productivity, (Republic of Kenya 1970). Ten years later, the Waruhiu Commission gathered evidence that there had been a significant deterioration in the morale and consequently in the efficiency of the civil service (Republic of Kenya 1979). Teachers being part of the civil service were also experiencing deterioration in morale. In 1978, the Deans Committee of the University of Nairobi set up a sub Committee to review the performance of graduate teachers in the light of frequent complaints, which the University was receiving about inadequacy of the performance of B.Ed, graduate teachers. The committee visited many secondary schools where they, interviewed teachers and came up with findings that showed reasons as to why the teachers were not performing as was expected of them (University of Nairobi, 1979).

The committee found out that a new graduate teacher had no high hopes of getting promoted and thus did not work hard because only a small number of graduate teachers could hope to be appointed as head teachers. In response to this, the Ramtu Committee 1985 recommended that the government should offer promotion opportunities for teachers within the classroom which should be equivalent to promotion opportunities of senior administrative grades



within the education service (Republic of Kenya 1985). The committee also found out that there were complaints on lack of adequate monetary reward. In 1973, the Kenyan Government introduced wage guidelines to guide the industrial court in adjudicating a particular trade dispute or in considering the registration of a particular bargaining agreement. These wage guidelines affect wage determination in the modern private sector by setting the minimum and maximum limits for negotiated wage settlements (Republic of Kenya 1997). The National Development Plan cites that: -

Public Sector wages on the other hand are not affected by the guidelines. They are set by the government through periodic salary review and schemes of service for various categories of civil servants and other public sector employees. However, this approach has resulted in public sector wages lagging behind modern sector wages by very large proportions leading to a loss of experienced and critical manpower to the private sector and abroad, as well as poor performance of the civil service in general. (Republic of Kenya, National Development Plan, 1997-1999, p. 148)

Teachers in the public service have complained of low wages. This is due to the fact that their counterparts in the private sector earn more compared to them. Sogomo (1993) supports this by saying that dissatisfaction among principals in public schools was the fringe benefits under contracts. The principals in private schools were more satisfied than their counterparts when it came to salary and fringe benefits. Kandinga (1995) gives other reasons of

dissatisfaction among teachers in public sector as lack of facilities like car loans, adequate housing, teaching material for example text books and reference books. Other reasons for dissatisfaction cited were lack of laboratory facilities and lack of monetary rewards for out of class responsibilities such as weekend trips with students, games and counseling. This is unlike their counterparts in private schools who enjoy good physical conditions of the school, satisfaction and morale of the students, attitude of parents towards the school and a good fringe benefit packages, Sogomo (1993).

The teachers also complained about KNUT as not serving its purpose as a union. KNUT appeared to concern itself mainly with trade union matters and only to a small extent with professional development of its members. Waruhiu Commission 1979-1980 stated that, as a result of KNUT's involvement with trade union matters only, it left the teachers without clear professional guidance. It recommended that KNUT should consider transforming itself into a professional body and concern itself mainly with professional ethics, conduct and discipline of teachers, (Republic of Kenya, 1979).

### **Statement of the problem**

According to the statistical abstract, (1998), in Kenya, there were 15,114 female and 10,129 male teachers in 1998. Teachers' account for 2.5 percent of the total Nairobi population's labour force (CBS 1998 P. 12, P. 115). This shows that teachers take up a large workforce in Nairobi. From studies conducted it has revealed that teachers in Nairobi are not satisfied with their jobs as shown in the following examples.

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In October 1998, the Kenyan teachers staged a strike that paralyzed learning for about two weeks. There was an outcry for better terms of services for the teachers in public schools. In fact teachers in Nairobi supported the strike 100 percent (Daily Nation, September 1998). Teachers in the private schools are also not satisfied with their jobs. For instance, in August 1997 teachers in Braeburn School Nairobi went on strike blaming the administration for racial discrimination, (Daily Nation August 1997). They cited that foreign teachers were receiving better treatment than them. The European teachers were accommodated in schoolhouses and received better remuneration packages.

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This was unlike the Kenyan teachers who received lower pay, and had to travel to and from the school daily. The school is quite a distance from the main road. Teachers in the private sector do not have a union that can give them professional guidance and professional development, (Daily Nation December 1998). This had led to suffering amongst teachers in these private schools who suffer under the hands of their employers. This leads to suffering

and dissatisfaction of teachers who cannot take up their complaints with anyone but just keep them to themselves or leave the job and search for another. This is not a problem of the private school teachers only but also of the public school teachers.

The then Minister of Education was reported in the Daily Nation of June 1999 as saying that the relocation of TSC offices will attain greater efficiency and stories of delayed salaries and other benefits will become a thing of the past, lie continued by saying that an efficient TSC will lead to a well-motivated teaching force and more competent delivery of services. The TSC has a history of inefficiency when it comes to teachers' salaries and delivering of services. Although teachers in public schools have a union, it has been cited in many cases of laxity. KNUT as a union that represents teachers does not deal with teachers' problems exhaustively.

These symptoms of job dissatisfaction have been evident. Many trained teachers leave teaching after a short period in the profession to join other vocations. In reference to this situation, Eshiwani (1990, P. 18) says: -

Despite efforts to train more teachers, the shortage of teachers remains a problem. It is aggravated by another problem, "teachers wastage, especially of secondary school teachers who move from teaching to join other sectors of economy (mainly private) for better remuneration offers". As a result, one still finds a large number of untrained teachers in Kenya's schools.

Many of the teachers have started up their businesses and others have gone into industry where their knowledge of science and mathematics enables them to get better remuneration. In Nairobi alone over 1.7 percent of the teachers leave the profession annually to join other sectors of the economy (MOE 1998).

According to Eshiwani (1990) the major factors influencing performance among students are identified as family background, variations of schools and quality of teachers. If a teacher is dissatisfied with his or her job, it affects the student's performance because the teacher's productivity would be low. One of the effects of a dissatisfied teacher is low job morale where teachers with low job morale become inefficient and ineffective. The teacher will not utilize his or her potential to the fullest causing him or her to fall short of the expectations of the students, (East African Standard, Friday May 24 1999, P. 8).

Absenteeism is yet another manifestation of one not being satisfied with a job, (Livy 1988 P. 330). Mostly, organisational factors are to blame, and these can be conveniently divided into those that are intrinsic aspects of the job and those that are extrinsic. For the intrinsic aspects of the job, a teacher may be frustrated due to poorly defined responsibilities or even bored with repetitive work. Extrinsic aspects of the job, which may cause absenteeism, include poor working condition, poor pay and also inconvenient working hours. These two aspects of absenteeism can be related to Herzberg's two-factor

theory. Additionally, there may be a number of individual factors, which have nothing to do with either intrinsic aspects or extrinsic aspects of the job. If a teacher is traveling a long way to get to school, it may cause him or her to absent himself or herself from work. Other aspects include domestic circumstances, moonlighting and taking time to look for another job and attending interviews.

From the foregoing, it is evident that teachers in Nairobi are not satisfied, as it ought to be. There have been constant complaints among teachers concerning their job. Many studies have been done in Kenya on teacher's job satisfaction. Most of them have laid much emphasis on the teachers in the public service. Many more studies have been conducted on the Primary school teachers. This study therefore looked at teachers in public and private secondary schools in Nairobi. It also compared and contrasted teachers in the public and private sector in terms of remuneration, promotion, recognition, work environment and working conditions, interpersonal relations, job security and supervision.

### **Purpose of the study**

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The main purpose of this study was to determine the factors contributing to job satisfaction among teachers in secondary schools in Nairobi. The study also investigated seven job factors of remuneration, promotion, recognition, work environment and working conditions interpersonal relations, job security and supervision. The study investigated the relationship between job satisfaction among the teachers and seven independent variables.

### **Objectives of the study**

This study's main objectives were;

- 1 To investigate the factors contributing to teachers job satisfaction in private and public secondary schools in Nairobi.
- 2 To compare the levels of satisfaction between teachers in private and public schools.
- 3 To determine whether there is a relationship between job satisfaction among teachers and the seven independent variables of age, sex, marital status, category of schools, sex of the student, professional qualification, and teaching experience.

## **Hypotheses**

The hypotheses of this study are:

1. There is no significant relationship between job satisfaction among teachers and their age.
2. There is no significant relationship between job satisfaction among teachers and their sex.
3. There is no significant relationship between job satisfaction among teachers and their marital status.
4. There is no significant relationship between job satisfaction among teachers and the category of the school.
5. There is no significant relationship between job satisfaction among teachers and the sex of the students.
6. There is no significant relationship between job satisfaction among teachers and their professional qualification.
7. There is no significant relationship between job satisfaction among teachers and their teaching experience

## **Significance of the study**

For many people work is a drudge while for others it is a stimulant. Much depends on the nature of the work itself that is whether it excites, challenges and inspires or whether it is confined to routine monotony or "heavy manual effort".



The findings of this study therefore will be useful to the Teachers Service Commission and school owners in matters pertaining to promotions salaries, discipline, terms of service and transfers. This study will also be useful to the teacher trainers because it is important when they are aware of causes of dissatisfaction, so as to prepare the students in Universities and would be teachers. These trainees will prepare themselves for their jobs by cultivating attitudes and skills that will lead to increased satisfaction in their job.

The study will also be useful to employers and administrators for the findings may reveal approaches that are considered effective in enhancing job satisfaction among secondary school teacher.

### **Limitations of the study**

Due to lack of enough research done on job satisfaction of secondary schools in Nairobi, it was not possible to use related literature to adequately support or disapprove the findings of this study.

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The design of the study is ex post facto. The limitation of this design is that the researcher does not have direct control of independent variables because their manifestations have already occurred or are inherently not manipulated.

### **Delimitation of the study**

The study was conducted in Nairobi province only. Nairobi, being the capital city of Kenya is an urban setting. Therefore the findings of this study may be generalized to other parts of the country with caution because conditions in other areas not covered by the study may be different from those of the setting covered.

The study was conducted only among trained teachers in secondary schools. This is because it is only the trained teachers who have undergone training specifically for the teaching profession.

The study left out teachers in primary schools because there is a possibility that causes of job satisfaction among teachers in primary schools are not similar.

### **Definition of significant terms**

**Approved Teacher:** Refers to a non-graduate teacher in Kenya, who has been promoted to the equivalent of a University graduate.

**Category of school:** In this study it refers to the grouping of Kenyan secondary schools as to whether they are government owned or individual owned.

**Hygiene factor:** An aspect of the job or, its environment whose elimination operates in a negative direction to lower an individual's job satisfaction. They include policies and administration, supervision, working conditions, international relations, money, status and security.

**Job dissatisfaction:** Attitude or feeling of unhappiness, discontent, or dislike in relation to one's job.

**Job satisfaction:** Attitude or feeling of happiness, contentment, or liking in relation to one's job.

**Motivator:** An aspect of the job or its context whose presence operates in a positive direction to improve on an individual's job satisfaction. Motivators stem from the intrinsic content of a job and they include achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development.

**Secondary school:** This is the second stage of education that runs for four years, following the primary school. This stage leads to a final examination at the end of four years. This study deals with the teachers who teach in this stage of education.

**Teacher:** A person who teaches that is give instructions to students in a school. In this study the teacher is a secondary school teacher.

**Type of school:** In this study, it refers to the grouping of Kenyan schools as to whether they are single sex or mixed.

### **Organization of the rest of the study**

Chapter two dealt with the Literature Review. The literature review is divided into five sub-headings. They include motivation versus job satisfaction where the researcher distinguished between these two terms. Theories of job satisfaction were also looked at as the second entity giving way for factors that lead to job satisfaction. The last sub-heading looked at the Kenyan Teacher and job satisfaction.

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Chapter three looked at research methodology where the research design, target population, sample and sampling procedures, research instrument, instrument validity, instrument reliability, data collection procedure, and data analysis techniques were dealt with.

Chapter four covered the data analysis and interpretation of the analysis. It was divided into four subheadings, which were the introduction, questionnaire return rate, reporting of the data, data analysis and the summary.

Chapter five dealt with the summary and conclusion of the study. It also looked at the recommendations given by the researcher and suggestions for further research.



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

This chapter deals with the Literature Review. The literature review is divided into five sub-headings. They include motivation versus job satisfaction where the researcher distinguished between these two terms. Theories of job satisfaction were also looked at as the second entity giving way for factors that lead to job satisfaction. The last sub-heading looked at the Kenyan Teacher and job satisfaction.

#### Motivation versus job satisfaction \_\_

Any organisation must realise that there is greater production hence greater profit when workers are satisfied with their jobs. Thus, satisfaction is an integral component of organisational health and an important element in management - worker relationships.

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Motivation does not equal satisfaction. It is therefore important to distinguish between motivation and job satisfaction. Porter and Lawler (1968) argue that motivation, satisfaction and performance are not one and the same terms.

Luthans (1989) defines motivation as a process that starts with a physiological or psychological deficiency or need that activates behaviour as a drive that is aimed at a goal or incentive. Thus, the key to understanding the process of motivation lies in the meaning of, and relationship between needs, drives and incentives. The basic process involves needs, which set drives in motion to accomplish goals. Anything that alleviates a need reduces a drive.

Motivation comes from inside each individual. Fundamental human needs such as air, water, food and shelter, belonging, self-esteem, recognition from others, opportunities for achievement, self-development and self-actualization, act as powerful, though often unconscious, motivators of behaviour. Inner motivation can be more decisive for behaviour than any external influence.

Locke (1969) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience. Job satisfaction represents the constellation of a person's attitude towards or about the job. In general, job satisfaction is the attitude towards the job as a whole. It is a function of satisfaction with different aspects of the job and the particular importance one attaches to particular dimensions that represent characteristics of a job. Smith et al (1969) have suggested dimensions, which represent the important characteristics of a job, about which people have affective responses. These are: -

*Work itself* - The extent to which the job provides the individual with interesting tasks, opportunities for learning, and the chance to accept responsibility.

*Pay* - The amount of financial remuneration that is received and the degree to which this is viewed as equitable vis-a-vis others in the organization.

*Promotion opportunities* - The chances for advancement in the hierarchy.

*Supervision* - The abilities of the superior to provide technical assistance and behavioral support.

*Co-workers* - The degree to which fellow workers are technically proficient and socially supportive.

The major difference between these two concepts is their relationship to behaviour. Motivation is a direct cause of behaviour whereas job satisfaction is not. Lack of motivation causes dissatisfaction, which in turn causes decline in performance.

Depending on each scholar, major theories such as needs theory, equity, expectancy, and two factors are usually discussed either under motivation or job satisfaction. Okumbe (1992) suggests that for better understanding of



motivation and job satisfaction, it is best to look at theories that deal with both of them.

### **Theories of job satisfaction**

High performance is more likely to lead to high job satisfaction, through rewards which the employee receives for high performance and which he perceives as equitable. If the rewards such as pay, promotion and feelings of accomplishment, which are believed by the employee to be unrelated to high performance, dissatisfaction results. Extrinsic rewards such as pay and benefits may be less important rewards for high performance and hence high job satisfaction. This is unlike the intrinsic rewards such as high self-esteem and prestige, greater autonomy in one's work, and fulfillment of self-actualization needs such as opportunity for growth and development, feeling of self fulfillment, and feeling of accomplishment.

It is therefore worthwhile taking a closer look at theories of satisfaction and dissatisfaction.

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### **Maslow's need hierarchy**

One approach that is widely known by administrators is clearly set out of Abraham Maslow in his book *Motivation and Personality* (1970). Abraham Maslow wanted to understand the factors, which motivated people to work. Maslow's underlying premise is that human needs can be arrayed in several distinctly different classes, which can be related to each other in terms of

prepotency. This implies priority in the sense that one class of needs, until satisfied, takes priority over certain others.

As need satisfaction is realized, a different type of need becomes dominant in behaviour until it, too, is satisfied, paving the way for still other needs to direct behaviour. Maslow came up with five classes of needs, which he said were commonly considered most important by people. These five types of needs are: -

***Physiological needs:*** - In human behaviour, as in animals, physiologically based needs initially take top priority. People need oxygen, food, water, rest, shelter, protection from the elements and sex, avoidance of pain and sleep. These are the basic needs for survival and govern our behaviour until they are met. If they are taken care of, they will fade into the background of conscious behaviour.

***Safety needs:*** Once a person's survival needs are fulfilled he is basically satisfied. However, he seeks to establish a safe, predictable, ordered environment. The motive theme here is security or safety. The individual reacts to fear of and threats from ominous forces, looming natural calamities such as earthquakes and floods, violence, loss of possessions, breakdown of social order. Although stable political and economic conditions largely satisfy this need of security, Maslow reasons that some individuals never feel

completely secure and exhibit patterns of behaviour that others consider "neurotic."

***love needs or social (Affiliation) needs:*** Human beings need social company. Reasonable gratification of physiological and safety needs prepares a person for the experience of wanting to give and receive affection in relationships with others, parents, siblings, friends, peers, spouse. Human beings need other people with whom they can interact and relate their problems to. The Hawthorne studies showed that informal social structures arise in work organizations to satisfy the needs that the formal structure often does not provide. In other words, people have a desire for association and belonging: they want to be accepted by others and have their approval. For example, a schoolteacher naturally wants to make friends. That is why he joins certain clubs, such as a debating society or wildlife club.

***Esteem needs:*** People feel a desire of recognition for work well done; they seek love and respect from others. This in turn gives an individual self-confidence, power, prestige and control. A teacher must feel that his services are recognized and he is respected as a social human being. In deriving affection in relationships, a set of needs centred on ego come to fore. The term ego has a mixed connection. On the one hand, we sometimes use it to describe people who seem preoccupied with their own status and self-confidence. On the other hand, as Maslow agreed, it is a natural and healthy progression to reflect on one's worth, adequacy, and competence, once a

reasonable degree of "inclusiveness" with others has developed. We seek attachments, but come to prefer those that provide a sense of respect from others, and which eventually form a basis for our own self-respect.

***Self-Actualization:*** This is the final group of needs. Maslow describes it as a notion that includes the search for "fulfillment: or "realization of one's potential." People, who have satisfied their other needs, now have the desire to acquire competence in their professions. Maslow was fascinated by this type of need and awarded it the special status of "growth" need. He regarded physiological, safety, love, and ego needs as "deficiency" needs. It is only when all of these deficiency needs have completely satisfied that a person becomes psychologically healthy. Then, and only then, do the "growth" needs that define the search for self-actualization take control, but it is a tiny fraction of adults who ever reach this point.

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### **ERG theory**

In response to some of the problems identified with Maslow's Need Hierarchy, Alderfer in his book Existence, relatedness and growth: Human needs in organisational settings (1972) formulated the ERG Theory. Alderfer's version has three categories, which are Existence (E) needs, which correspond to Maslow's physiological needs and the material, non-personal aspects of security needs.

Relatedness (R) needs, comprised of those safety needs that are characterized by the need for affection, and esteem needs that can be met only in a social context.

Growth (G) needs are a desire for a sense of competence, autonomy, and achievement.

### **Two factor theory**

Fredrick V. Herzberg in his book, *Work and Nature of Man* (1966) presented his Two-Factor Theory of job satisfaction. Herzberg and his associates conducted a new study. He asked 200 accountants and engineers to reconstruct, in their own words, job experiences that they had associated with positive emotions and, conversely, episodes at work that they linked with very negative feelings about their jobs. This is referred to as critical incident technique. Certain themes, when mentioned at all, were much more likely to feature in the positive in the positive work experiences; others showed up mainly when negative experiences were reconstructed. Herzberg (1966) proposed that satisfaction and dissatisfaction are separated and distinct phenomena, not opposites of each other, and different things cause them.

Certain aspects of work - such as the physical environment, standard rules and procedures, pay, relationships with boss and co-workers - either cause or present dissatisfaction. He stated that factors, which create satisfaction (satisfies and motivators), are those stemming from the intrinsic content of a job. These factors spur workers to achievement because when people feel

good about their jobs, it is felt in the performance of the work itself. These factors are achievement, recognition for accomplishment, challenging work, increased responsibility, growth and development. Factors that create dissatisfaction (dissatisfies or hygiene factors) stem from the extrinsic job context. According to Herzberg, when people feel dissatisfied with their jobs, they get concerned about the environment in which they work. The environment in this context includes policies and administration, supervision, working conditions, international relations, money status and security.

### **Needs theory**

McClelland's trichotomy of needs theory, says that each person has needs for; (1) achievement (NAch)- a need to accomplish and demonstrate competence or mastery; (2) affiliation (NAff) - a need for love, belonging, and relatedness; and (3) power (Npower) - a need for control over one's own work of others. A person may demonstrate each need overtly or covertly. Although each person has all of these needs to some extent, only one of them tends to motivate an individual at any given time.

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McClelland, unlike other theorists, has emphasized the means to acquire various motives. He says, in particular, that training can increase an individual's need for achievement. He directs them to focus on developing certain needs encouraging a higher need for achievement. For this reason, some scholars have argued that need for achievement is not a need but value. This theory then differs from Maslow's and Alderfer's, which focus on

satisfying existing needs rather than creating or developing needs. Like these needs theories, however, McClelland's approach suggests that increasing the environment's compatibility with individual needs should improve motivation and, consequently, performance.

Figure 2.1 summarizes the above four theories and can be associated in the following way.

**Fig. 2.1**

**Comparison of needs in four theories.**

<b>Maslow</b>	<b>Alderfer</b>	<b>McClelland</b>	<b>Herzberg</b>
Physiological	Existence	Need for affiliation	Hygiene
Safety and security			
Belongingness and love	Relatedness		
Self esteem	Growth	Need for achievement Need for power	Motivators
Self actualization			

**Source: j**

*Gordon R.J. (1987), Organization Behaviour, Massachusetts, Allyn and Bacon, (page 92).*

Each of these theories describes a specific set of needs it believes individuals have, and each differs somewhat in the needs identified. Table 2.1 shows the different needs associated with each.

### **The human theory**

McGregor (1960) studied the attitudes people have towards work. His study revealed certain assumptions people have towards work. He categorized the assumptions into two groups, which he called Theory X and Theory Y. Theory X is the traditional view of management that suggests that managers are required to coerce, control, or threaten employees in order to motivate them.

**Theory X:** The assumptions hold that the dominant needs people seek to satisfy through work are those pertaining to economics and security. People seek work as inherently distasteful and the only reason for tolerance is because it's a means to obtain groceries, keep debtors at bay, and perhaps provide a cushion for a comfortable old age. In turn people will seek work that minimizes labour and discomfort and maximizes material gain. McGregor continues to say that these people are not ambitious and have little desire for responsibility and therefore when they get a job they will do what they must to keep a job, but no more than that. They will avoid hard work if they can. Motivation for this group of people occurs only at the physiological and safety levels. Another assumption of this theory is that most people must be closely controlled and are often forced to achieve organisational objectives. This is because they will respond to external pressure that is needed to overcome inherent tendencies to slothfulness, idleness, and inertia.

McGregor's point in constructing this theory was well taken because before the 1940s, schools of thought did seem to imply such a view of the rank - the -



file of the nation's labour force. Elton Mayo (1933) called it the "rabble hypothesis."

**Theory Y:** Theory Y is a view of management by which a manager believes people are capable of being responsible and mature. Organ et al (1991) reports that McGregor captured the common thrust of Maslow, Alderfer, Argyris and Herzberg, calling this framework. "Theory Y assumes that work is natural as play if the conditions are favourable. Unlike Theory X, Theory Y assumes that motivation occurs at the social, psychological and, physiological and security levels. People can be self-directed and creative at work if properly motivated. Theory Y assumes an orientation to be active rather than passive where creativity in solving organisational problems is widely distributed in the population. It also seeks and accepts greater responsibility, one that respects self-control rather than the need to external control.

### **Equity theory**

Aristotle offered the criterion of distributive justice that a person's share of community wealth should be proportionate to "merit." Many social philosophers and psychologists have elaborated on this, offering other criteria for the "just society." The issue of fairness arises in any exchange relationship between people whether the exchange concerns tangible commodities, services, gestures or expressions of sentiment. Adams (1965) gave particular attention to the meaning of fairness in the employment relationship. Adams defines "equity" as the perception that one's own ratio of outcome to inputs

equals the corresponding ratio of the comparison person. If one's outcomes are only half the value of the comparison person's, equity reigns if one's outputs are also only half as great. According to equity theory, a person's satisfaction is determined by his perceived equity. The equity theory argues that either under-reward or over-reward can lead to dissatisfaction, although the feelings associated with them are different. Under-reward causes feelings of unfair treatment, while over reward leads to feelings of guilt and discomfort.

### **Expectancy theory**

The expectancy theory approach recognizes that people will act when they have reasonable expectations that their actions will lead to desired goals. They will perform better if they believe that money will follow effective performance. So if money has a positive value for an individual, higher performance will follow.

According to Gordon (1987) in his book Organisational behaviour. Vroom's theory departs from those of Maslow, McClelland and Herzberg in that it shows a system of cognitive variables that reflect individual differences in work motivation. That is people usually have several alternative behaviours from which to select. They choose one on them, based on their expectations about the alternatives. The key variables in Vroom's model besides choice are expectancy, valence and instrumentality.

Expectancy is the belief that a particular behavioural act will be followed by a particular outcome. Valence on the other hand is a measure of the individual's feelings about a particular outcome. Various outcomes acquire valence according to the way in which an individual sees it as having power to attain certain satisfactions. Valences can be positive or negative, and this depends upon what results can come from the instrumentality. Instrumentality is the relationship between outcomes. Instrumentality can vary between +1.0 and -1.0. If an employee's first level outcome for example high performance always leads to a pay increase this being a second level outcome, then the instrumentality would always be +1.0. If there is no perceived relationship between first and second level outcomes than instrumentality approaches zero. If the employee believes that high performance would always result in a pay decrease, then instrumentality would be - 1.0.

According to Vroom (1964) expectancies, valences and instrumentalities provide a map for the individual sometimes subjectively or unconsciously to plan how he or she will go about fulfilling needs and achieving goals.

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### **Other needs theories**

Fulfillment Theory regards satisfaction in terms of outcomes a person receives or the extent to which a person's needs are satisfied. Schlatter (1953) thinks that job satisfaction will vary directly with the extent to which those needs of an individual, which can be satisfied, are actually satisfied. Vroom (1964) also

views satisfaction in terms of the positively valued outcomes that a job provides to a person.

The Discrepancy theory argues that satisfaction is the function of what a person actually receives or what he expects to receive. When actually received satisfaction is less than expected satisfaction it causes dissatisfaction. According to Locke (1969) Job satisfaction and dissatisfaction are functions of the perceived relationship between what one wants from one's job and what one perceives it is offering. Porter and Lawler (1968) thinks that satisfaction is the difference between what one actually receives and what he feels he should receive.

### **Factors leading to job satisfaction**

Job satisfaction has been an area of increasing concern, not only for individuals but also for organisations. Hoy and Miskel (1978) attribute this to a result of the realisation on the part of management that there may be a close connection between job satisfaction or rather job dissatisfaction, and unproductive behaviour such as absenteeism and high turnover.

There have been many studies conducted to investigate such a connection. Robert Lippock was one of the first to study job satisfaction in 1935. A group of 309 people in one community answered a questionnaire about their overall attitude towards their job. Lippock found that there were noticeable

differences on the level of satisfaction increased from unskilled to semi-skilled and so on up to professionals and executive groups.

Hoy and Miskel (1978), and Karugu (1980) report that Hoppock took a sample of educationists and was surprised to find that less than ten percent (10%) of the teachers he had sampled were dissatisfied. He also learnt that factors outside the job are related to job satisfaction for example, those who were satisfied were more religious. He also found that satisfied people were older, enjoyed good relationships with superiors and associates and selected their vocations, among other things. Also salary did not affect satisfaction.

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Since Hoppock, there have been many studies of job satisfaction. Herzberg, F, Mausner, B, and Shyderman, B, using the result of job attitudes, undertook a study of job satisfaction. They sought to investigate the factors, attitudes and effects of satisfaction combined. They interviewed two hundred engineers and accountants in Pittsburg and asked them to relate actual experiences, about which they felt exceptionally good or exceptionally bad, either in their present job they had. They developed sixteen categories of factors from the data collected as follows: Possibility of growth, Salary, achievement, recognition, interpersonal relations - supervisor, interpersonal relations - subordinate, interpersonal relations - peers, responsibility, working condition, supervision, company policy and administration, the work itself, factors in personal life, status and job security. The most important aspect of their findings was that the factors identified with "high attitude sequence", (those about which the

employees felt exceptionally good) and those factors identified with "low attitude sequence," (those about which they felt exceptionally bad), were not the same.

They found out that the factors that are concerned with the job itself thus achievement, recognition, work itself, responsibility and advancement were important in job satisfaction while the remaining factors, with the exception of salary were more important in job dissatisfaction. These were concerned with the context in which the job was done. They included: Company policy and administration, supervision, interpersonal relations - peers and personal life.

From this study, Herzberg developed what is known as the Two - Factor Theory or Motivation - Hygiene Theory. He described those factors associated with satisfaction and job content as motivators and those factors associated with dissatisfaction and job context as hygiene. When those hygiene factors are below what the employee considers acceptable, then dissatisfaction arises. However, Herzberg argues that when these hygiene factors are of acceptable standards, that is, the job content is good; it does not mean that there is job satisfaction. It only means that there is no job dissatisfaction.

Karugu (1980) cited several studies, which support Herzberg's theory, Schwartz, Janusaitis and Stark (1963), conducted a study of 11 lower management workers in 21 utility companies in USA. He made a few

methodological variations from Herzberg, but his findings clearly supported the Two - Factor theory.

In the field of education Thomas Sergiovanni (1967) as cited by Hoy and Miskel (1978), replicated Herzberg's study and supported the two-factor theory. He found that achievement, recognition and responsibility were significantly important motivators for teachers. But in contrast to Herzberg, work itself and especially advancement was not significant for teachers as motivators. He explained this by suggesting that some of the routine duties of teachers may lead to dissatisfaction with the work itself and that teachers perceive advancement opportunities rare.

The factors that Sergiovanni found as significantly important dissatisfiers for teachers were interpersonal relations - subordinates, interpersonal relations - peers, school policy and administration, supervision and personal life. The difference in their findings from Herzberg is that teachers cited relations with subordinates (students) as the most important factor in dissatisfaction, while it was not significant for dissatisfaction. Humphrey thus concluded from Sergiovanni's research that educational administrators should consider teacher - centred behaviour as direct influences on teachers job satisfaction.

Despite support for Herzberg's two - factor theory, there has also been a great deal of criticism. Vroom (1964) as cited by Hoy and Miskel (1978) point out

that people tend to attribute satisfaction on their own efforts and dissatisfaction to external forces.

Karugu (1980) found that lack of certain content (motivator) factors could create a desire to leave their work position due to dissatisfaction. He continues to say that a study conducted with life insurance agents found that salary and prestige or recognition acted as both satisfiers and dissatisfiers, thus contradicting Herzberg's theory that salary is a hygiene factor and recognition a motivator, motivator contributed to both satisfaction and dissatisfaction while hygiene were not important for either one.

Hoy and Miskel (1978) point out that Herzberg tends to speak of motivations and hygiene and being uni-directional, which is related to only satisfaction or dissatisfaction respectively. This may be an oversimplification, for even his own data as well as that of others indicates that motivators and hygiene contribute to both satisfaction to both satisfaction and dissatisfaction although motivators generally contribute more to satisfaction and hygiene generally contribute more to dissatisfaction.

Howling (1978) points out that Herzberg ignores the diversity of people. Individuals have different needs, goals and value systems. It is therefore unlikely that they will react in the same way.



### **The Kenyan teacher and job satisfaction**

Indire (1969) pointed out the need for more improved selection procedures in recruitment of teachers, improved educational programmes and improved conditions of service in order to develop a quality teaching force in Kenya. In July 1968 he conducted a small inquiry among 125 2nd year students in Secondary Teacher Education College. He wanted to find out the reason behind their interest in teaching. The most frequent answers were "I like the profession, 'helps an individual to further own knowledge 'and' to serve the nation."

In an article entitled "Why join Teaching?" Maleche (1972) compares the Kenyan teacher with his European counterpart in the early fifties and concluded that there are many similarities for example in academic background and training and in job conditions and status. However, he points out their difference in that the Kenya teacher, who desires personal and economic power, sees teaching as a stepping-stone to other jobs.

Maleche indicates what a satisfied teacher would be. He feels financially safe; sees a chance for promotion after reasonable period of service; participates in discussions affecting his work by being consulted and seeing some of his ideals being put into effect; has opportunities to improve academic and professional status. In comparison he points out that the Ndegwa report of 1971 placed monetary rewards as the main incentive for teachers. He discusses those factors, which he feels work, against efficient and effective

teaching and eventually cause teachers to leave the profession. He also gives a few suggestions on what can be done to make teaching more attractive to would be teachers and those already in the field.

The problem starts with a lack of informed career guidance leading to people joining the career by accident and without a clear understanding of what it entails. This leads to frustration of misplaced aspirations. After training, some teachers are posted in the rural areas while little chance of professional and academic stimulation. There are hardly any in - service courses and inspectors are viewed as policemen. Too much is expected of teachers in a school. They are overworked, yet, in the end, most people judge a teacher by examination results thereby encouraging a teacher to concentrate on aspects like examination passes at the expense of important issues such showing personal concern for each pupil. Teachers in the public sector receive low pay, even after the Ndegwa report, thus preventing a standard of living that could bring greater respect.

Karugu (1980) did a study on satisfaction in Nairobi. He sought to identify the job factors considered most satisfying and dissatisfying for teachers and for head teachers. From the findings, he noted that there was less agreement on those factors, which are considered most satisfying, and reasons for retaining the job, then on those factors that are considered most dissatisfying and reasons for resigning from the job. Lack of alternatives as a reason for retaining the job suggests dissatisfaction. Inadequate pay is the most

disturbing factor to teachers, followed by lack of recognition, poor methods of promotion and lack of chances for advancement.

Sogomo (1993) did a study on job satisfaction of secondary school principals in the Rift Valley province. Among his objectives he set out to find out if there was any differences in job satisfaction that existed among the perceptions of administrators working in public schools and private schools, he found out that a large majority of Kenyan secondary school principals were dissatisfied with their job. The largest aspect of dissatisfaction among principals in public schools was the fringe benefit under contract. The principals in private schools were more satisfied than their counterparts in the following aspects: Salary, fringe benefit, physical conditions of the school, satisfaction and morale of the students, principal's freedom to allocate teaching assignments, attitudes of parents toward the school opportunities for advancement as an administrator, and effect of the job on the principal's personal life.

Mutie (1993) did a study of satisfaction of secondary school administrators and teachers of Kitui District. He set out to find out to what extent secondary school administrators and teachers were satisfied with their jobs and the various facets associated with their jobs. The results of the study showed that qualified teachers leave teaching because they are dissatisfied with poor remuneration and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image and unsatisfactory

working conditions. From the study he found out that those who stayed in their profession are satisfied with the opportunity to work with and help students, students' achievement, long holidays, job security, and what he terms as Agreeable Organisational factors such as supportive administration and inter-personal relationships. He concludes by saying that like other employees, teachers need decent salaries and benefits, recognition, opportunities for career advancement, suitable working conditions, autonomy and appropriate responsibility.

Okumbe (1992) did a study on the levels of job satisfaction among graduate teachers in secondary schools in Siaya district and Kisumu town. In relation to job factors he found out that the lowest level of job satisfaction among the graduate teachers were recorded in the job factor of remuneration. The second level was promotion followed by working conditions and the work environment. The fourth level was security, which was followed by recognition and then work content as the sixth. The seventh level was management and supervision, the highest and the eighth level was interpersonal relations. He also found out that the overall level of job satisfaction among the graduate teachers showed that the graduate teachers were only slightly satisfied with their present job. In relation to ranking of the job factors in order of importance by the graduate teachers, he found out that job security was ranking first followed by working conditions and the work environment. Remuneration was ranked third, followed by work content, promotion and interpersonal relations coming in sixth. Management and supervision was

ranked seventh and recognition was ranked eighth. This ranking of the job factors by the graduate teachers revealed that they placed more value on the job factors, which directly affected their personal lives, than, on those job factors with indirect benefits.

Ng'ang'a (1989) did a study on job factors that P.G.D.E. students in the 1988/89 programme at K.U. perceive as contributing to job satisfaction and dissatisfaction. He went on ahead to compare perceptions of the students on selected job factors from Herzberg's two factor theory. The students had cited adequate pay as the top job factor in determining resignation of current job. This factor was coupled with lack of recognition, lack of advancement, lack of privileges, and poor promotion on merit. This brought about a feeling of not being wanted, recognized, or respected and a feeling of not getting anywhere that made the students keep the job for lack of alternatives. Another factor that caused dissatisfaction among the students was the lack of loan privileges that was offered to employees in the private sectors.

Shymala (1990) did a study on the factors that contributed to job satisfaction and job dissatisfaction among primary school Teachers of Shinyalu Division in Kakamega District. From the findings it was clear that job satisfaction was not only obtained from motivator factors but also from hygiene factors, which according to Herzberg should be dissatisfiers. The most outstanding satisfier was the relationship with pupils that is a hygiene factor. The study also noted that the majority of the dissatisfiers were hygiene factors but there were also

motivational factors like method of promotion, which was the second major dissatisfier. In relation to personal variables it was found that the amount of satisfaction among females was higher than males. In reference to grade level, lower grade level teachers were more satisfied with interpersonal relations than higher-grade level teachers. On the other hand, the higher-grade level teachers were more satisfied with achievement than lower grade level teachers. It was concluded that higher-grade teachers had more interest in the work itself whereas lower grade teachers had more interest in the work environment in determining their levels of satisfaction. The untrained teachers showed less satisfaction in their work and working conditions. It was concluded that they were less confident in their work due to lack of professional training. In conclusion, it was found that some motivators acted as dissatisfiers and some hygienic acted as motivators and some acted as both (ambients). This therefore meant that to increase job satisfaction among primary teachers both the hygiene factors should be taken care of.

Ngalyuka (1985) did a study on factors that were identified by the rural primary school teachers in Machakos District as contributing to their satisfaction and dissatisfaction in the teaching profession. The findings of this study indicated that there were factors in the teaching job, which contributed to job satisfaction among the rural primary school teachers. The factors included working near home, getting three holidays in a year, helping the young children, co-operation of the teachers and the good terms and

conditions of the teaching service. Factors that contributed to dissatisfaction were poor salary, being overworked, poor supply of school equipment, unfair means and limited opportunities for promotion, leave allowance was not paid, married teachers were never paid house allowance, lack of recognition for teachers and poor school buildings. From the study it became clear that male teachers who outnumbered the female teachers found more factors contributing to job dissatisfaction than the female teachers, although the latter were less favoured when promotions to higher status were being considered. Teachers with longer teaching experience were found to be more stable and less in favour of turnover than the younger teachers.

Gatheru (1987) did a study on factors that contributed to lack of job satisfaction among primary school teachers in Nyeri Municipality. His study had several findings where more women than men indicated satisfaction with the job. 77.5 percent of the teachers were not satisfied with the salaries. The methods of promoting teachers were seen as perpetrating favouritism and corruption. Another crucial factor that created dissatisfaction was the element of housing. In cases where schools provided housing, the houses were dilapidated, and poor. In some cases houses were not enough and neither do they have the basic provisions for decent living such as electricity and running water. In other areas schools were isolated and therefore security was a major problem. Most of the teachers would have left the teaching profession if another opportunity arose elsewhere. Half of the respondents said that they stayed in teaching only because they lacked an alternative. The difference in

levels of satisfaction in relation to teaching experience was another factor. The least satisfied are those between six to ten years followed by eleven to fifteen years, five or less years and the most satisfied are those with more than sixteen years experience. This meant that a large number of newly employed teachers are fairly satisfied but after five years dissatisfaction seems to set in, which slowly recedes over the years. The level of education had the opposite effect. As the level of education increases so does the level of dissatisfaction.

Nganga 1985 did a study on the factors that contribute to job satisfaction and dissatisfaction among primary school teachers of Kigumo Division in Muranga district. In his findings job security was identified by 15% of the females as a source of satisfaction compared to 1% of the males. Relationships with other teachers became important sources of satisfaction with increasing years of teaching experience. With rise in grade levels, lack of recognition became an important source of dissatisfaction. The factors rated most frequently as satisfiers' generally involved achievement. The second highly rated satisfier factor involved interpersonal relations. Interpersonal relations with pupils rated 81 percent while relationship with other teachers was rated a satisfier by 76 percent.

The items rated more frequently as dissatisfiers were the current method of promoting teachers on merit, which was rated by 81 percent of other respondents. Supply of teaching materials was indicated by 78 percent of the respondents as a dissatisfier. Salary on the other hand was rated a dissatisfier



by 77 percent of the respondents and opportunity for advancement was rated as a dissatisfier by 65 percent.

Female teachers indicated dissatisfaction with salary, retirement benefits, and supply of teaching materials, status of teachers, and house allowance more frequently than the male teachers. On the other hand male teachers were more dissatisfied with the method of promotion and opportunity for involvement in decision-making than the female teachers. With rise in grade levels, method of promotion, opportunity for involvement in decision making than the female teachers. With rise in grade levels, method of promotion, opportunity for advancement and useful in service courses increasingly became sources of dissatisfaction. With increasing years of teaching experience, salary became a dissatisfier. Relationships with other teachers and with school inspectors became important sources of satisfaction with increasing years in teaching.

Ingolo (1991) did a study of the factors that contributed to job satisfaction / dissatisfaction among home science primary school teachers in Starehe Division in Nairobi. In her findings, as age and teaching experience is concerned, dissatisfaction decreased as the age increased when ten personal variables were related with ten overall dissatisfaction factors. The findings showed that Home Science teachers tended to be dissatisfied when first employed but with time they learned to accommodate the dissatisfiers and satisfaction increased as they worked longer. Home Science teachers who had a teaching experience of over 80 years showed 100% satisfaction with relationship with other teachers, relationships with pupils, opportunity of work

without supervision, job security, responsibility, relationship with school inspectors and recognition from the head teacher. They also showed dissatisfaction with pay, method of promotion, housing, medical scheme and other benefits.

Kandinya (1995) conducted a study of Job Satisfaction among teachers in public schools in Nairobi. The findings in this study showed that older teachers who had taught for a longer time that is more than fifteen years were more satisfied than the younger teachers. These findings are in line with the findings of other studies.

It is possible that the reason for this is that in the beginning, teachers who are dissatisfied leave the profession and for those who remain satisfaction improves. In the study, teachers who had been promoted to the rank of Approved Teacher status by the Ministry of Education were more satisfied than those teachers who had bachelor degrees or diplomas in education. The reason given for this was that having moved through the ranks from the lower grades of academic and professional training and attained the same status as those teachers with bachelor degrees in education, they felt that they had made progress and reached the highest status in their career.

Mbugua (1998) in his study of motivational needs and job satisfaction of secondary school business teachers in Nairobi, found out that the job factors that emerged very important to business studies teachers included salary,

fringe benefits, promotion, job security, working conditions, autonomy in decision making, job security, working conditions, autonomy in decision making, interesting tasks, friendly co-workers, recognition and reasonable work load in descending order. The motivational pattern of the business studies teachers was not influenced by the school type students' gender and the teachers' gender. From the findings, it was also clear that job satisfaction level of these businesses studies teachers in Nairobi Province was affected by age and educational background.

This study therefore tries to bridge in the gaps left by the above studies that were conducted in Kenyan schools. This study deals with secondary school teachers in the city, both in the public and private sectors. Indalo (1991) looked at teachers in primary schools only while Kandinya (1995) looked at teachers in public schools only. It is the purpose of this study therefore, to look at all the teachers in the secondary schools without specializing in one group of teachers only.

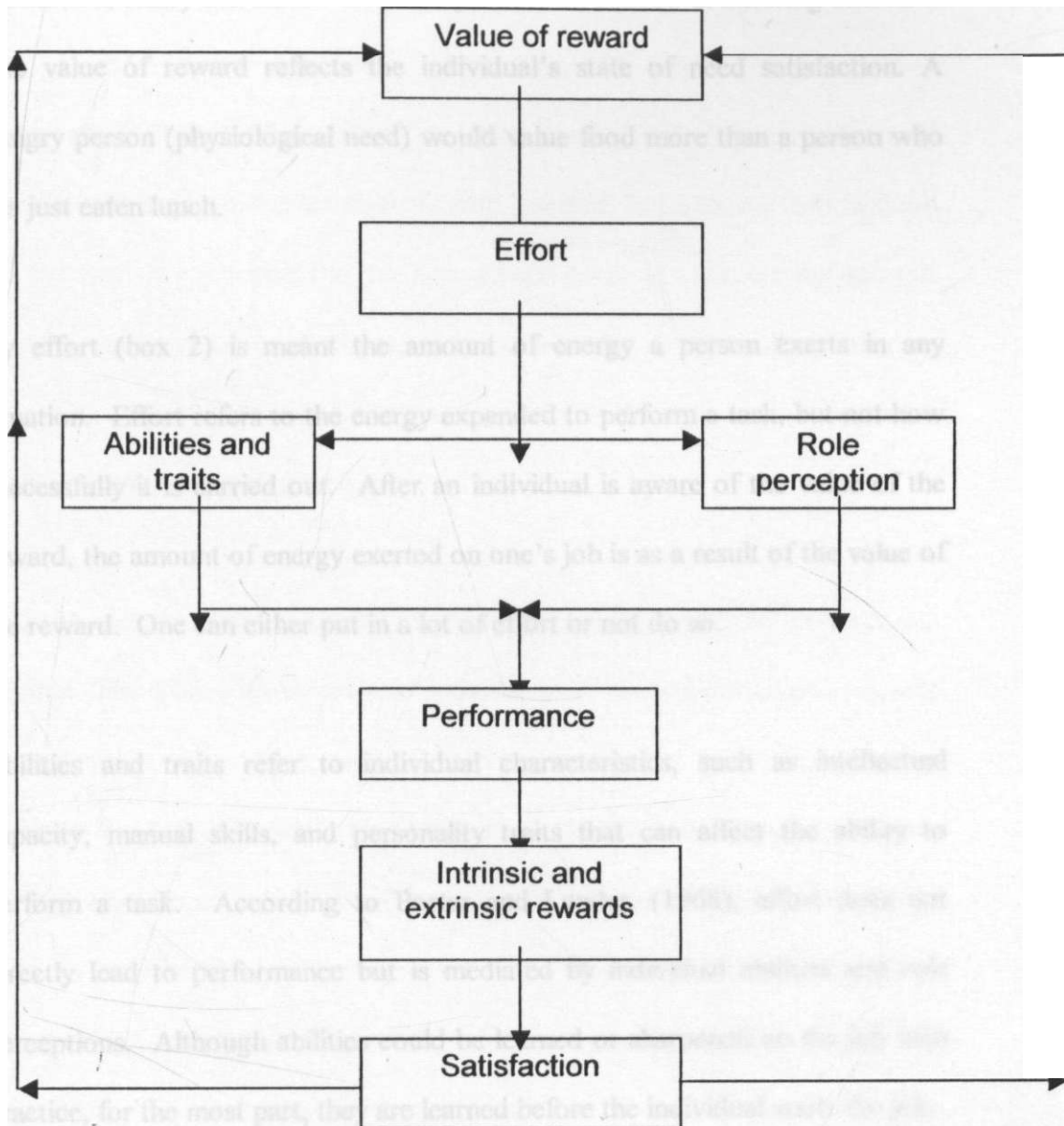
From the foregoing, it is evident that human beings have needs. Human needs go far from just the essential things to survival of the individual organism. If we say so, then we exhaust the list fast as we mention food, water oxygen, rest and sex. Such needs do not differentiate humans from animals. Human beings have other needs of affiliation, self-esteem and fairness and also self-actualization. These needs also explain work behaviour of human beings. Observation of what others have with respect to some need category

powerfully conditions our notion of what is "sufficient" with respect to that category. It is easy to understand that the objective conditions that "satisfy" physiological needs in Kibera slums would not suffice in Roslyn or Muthaiga. On the same note, the objective condition and outcome that satisfy a need for self-esteem in one work setting would not do so in others. One should understand that needs are relative and dynamic, not absolute or fixed in degree. This may explain why people are never completely satisfied for long.

The conceptual framework on page 43 shows a summary of factors that contribute to job satisfaction as discussed in this chapter.

## CONCEPTUAL FRAMEWORK

Fig 2.2 Job satisfaction model



*Adapted from: Porter L. and Lawler E. (1968), Managerial attitudes and performance, Richard D. Irwin, Homewood.*

The value of reward (box 1) is similar to Vroom's valence measure. That is, various rewards a person might hope to obtain - the friendship of Coworkers, promotion, salary increases - from the job can be desired in differing amounts. The value of reward reflects the individual's state of need satisfaction. A hungry person (physiological need) would value food more than a person who has just eaten lunch.

By effort (box 2) is meant the amount of energy a person exerts in any situation. Effort refers to the energy expended to perform a task, but not how successfully it is carried out. After an individual is aware of the value of the reward, the amount of energy exerted on one's job is as a result of the value of the reward. One can either put in a lot of effort or not do so.

Abilities and traits refer to individual characteristics, such as intellectual capacity, manual skills, and personality traits that can affect the ability to perform a task. According to Porter and Lawler, (1968), effort does not directly lead to performance but is mediated by individual abilities and role perceptions. Although abilities could be learned or sharpened on the job with practice, for the most part, they are learned before the individual starts the job.

Role perceptions (box 4) refer to the kind of activities that people believe they should perform if they want to perform a job successfully. In a school for example, many teachers believe that the best way to perform well on their job in order to get a promotion is to become highly knowledgeable in their field

and have broad administrative capabilities. Role perceptions deal with the way in which people define their jobs and the types of efforts that they believe are essential to effective performance.

Performance comes after effort has been exerted. Performance (box 5) depends not only on the amount of effort exerted, but also on their abilities and the way they perceive the role they should take. If a teacher for example exerts a great amount of effort, if he or she has little ability and/or an inaccurate assessment of what it takes to succeed in the organisation, his or her resulting performance might be low.

Desirable outcomes are rewards (box 6). We have both intrinsic and extrinsic rewards. The school gives extrinsic rewards. They include job-related rewards as supervision, working conditions, salary, job security and fringe benefits. Extrinsic rewards are what Herzberg et al (1959) called hygiene factors. Intrinsic rewards are administered by the individual himself and include things such as achievement, self-recognition for a job well done, work itself, responsibility and personal growth. Intrinsic are what Herzberg called motivators. Both rewards are desirable but Dyer et al (1975) and Parr et al (1977) indicated that intrinsic rewards are much more likely to produce higher job satisfaction than are extrinsic rewards.

Satisfaction (box 7) is an attitude- an individual's internal state. To the degree that valued rewards exceed actual rewards the person is dissatisfied. In this

framework, satisfaction is only partially determined by the actual rewards received. It depends also on what people feel the organisation should reward them for a given level of performance. Satisfaction is more dependant on performance, than performance is on satisfaction. The feedback loop from satisfaction affects performance. If a teacher is dissatisfied that is the end result is dissatisfaction, then, he or she will not perform as is expected of him or her.



## CHAPTER THREE

### RESEARCH METHODOLOGY

#### Introduction

This section covers research methodology which is organised under the following headings: Research Design, Target population, sample and sampling procedures, Research Instruments, Instrument Validity, Instrument Reliability, Data Collection Procedure and Data Analysis techniques.

#### Research design

This study used Ex-post Facto design. Ex-post facto design is a method of eliciting possible antecedents of events that have happened, and cannot, because of this fact, be manipulated by the researcher. Kerlinger (1967) defines ex-post facto as: -

That research in which the independent variable or variables have already occurred and which the researcher starts with the observation of dependants' variable or variables. The then studies the independent variables in retrospect for their possible relations to and effects of the dependent variable or variables.

Examples of such variables in the study include age, sex, marital status category of schools, sex of the student of certain relationships among the variable under investigation.

### **Target population**

A population is the aggregate of all the cases that conform to some designated set of specification. Borg and Gall, (1989) define it as all members of real or hypothetical set of people, events or objects to which a researcher wishes to generalise the results of the research study. The target population for this study consisted of public and private secondary school teachers in Nairobi Province. Graduate teachers, approved teachers diploma teachers and Technical teachers were considered for the study. According to the list of schools obtained from the Provincial Director of Education, there are 60 private secondary school and 49 public secondary schools in Nairobi, (See Appendix C). Public Secondary Schools have a total of 1526 teachers and the private secondary schools have a total of 1716 teachers.

### **Sample and sampling procedure**

A sample is a small proportion of a target population selected for analysis. The main purpose of educational research is to learn something about a large population of subjects by studying a smaller group of its subjects, called a sample. Generally, it is desirable to have minimum sample size of 30 subjects (Borg and Gall, 1989).

The teachers of the selected public and private schools were the respondents. The researcher used a table for selecting the sample size from the given

population as shown in Mulusa (1988, pg 86). From the table with a population of 60 private secondary schools and 47 public secondary schools, a sample of 52 and 42 schools were selected respectively. Of these 94 schools, 30 were used for the pilot study. A sample of 306 public and 315 private secondary teachers was selected from a population of 1526 and 1716 respectively. The researcher used the simple random sampling procedure because all individual schools had equal and independent chance of being selected. Selecting one school does not affect the selection of any other. From the list obtained from the PDE, the researcher wrote the schools on separate papers, folded and then placed them in a basket. The sample was picked from the basket and each school picked was written down. The paper was then replaced so that all schools get an equal chance. For the private schools the researcher wrote the high cost schools in a list separate from those that are low cost.

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For the teachers, the respondents were selected using systematic list sampling. The population to be studied was 306 public and 315 private secondary school teachers and the number of school required for the sample which is 37 private schools and 27 public schools was used to divide the population to give an interval of 11 ( $306/27$ ) for the public secondary schools and 9 ( $315/37$ ) for the private secondary schools, between two consecutive cases, Mulusa (1988, pg 79). The researcher then obtained a list of teachers from the head teachers of various schools chosen for the study. The interval of 9 for the private and 11

for the public was used to select the respondents from every list of teachers obtained from the various schools selected for the study.

### **Research instrument**

The research instrument used in this study was the questionnaire. The questionnaire was divided into three parts. The questionnaire borrowed from Okumbe (1992) Job Satisfaction Level Measurement Instrument (JSLMI).

Part one consisted of demographic data where the respondent was required to show their sex, academic qualification, age, marital status and category of the school. This data formed the independent variables of the study.

Part two of the instrument consisted of seven main job factors, which are remuneration, promotion, recognition, work environment and working conditions, interpersonal relations, job security and supervision. Each job factor was divided into a number of sub-items and respondents were required to indicate by means of a tick (✓) against each sub-item. Using the likert scaling techniques, the five levels of job satisfaction were assigned scale values as follows: Highly satisfied, 5 points; slightly satisfied 4 points, satisfied, 3; slightly dissatisfied, 2 points are highly dissatisfied 1 point. The likert scale has been used in many studies, especially those concerned with attitude or opinions. It has been proven to be very reliable and useful in determining attitudes. Oppenhein (1966) states that:

The likert scales tend to perform very well when it comes to a reliable, rough ordering of people with regard to a particular attitude. Pg. 141.

Part three had open-ended questions. Question one asked the respondent to list in order of most importance the job factors that lead to his or her satisfaction. Question two requested the respondent to indicate his or her overall level of satisfaction with their present jobs. Question three asks the respondents to list changes they would like to see in their jobs. The purpose of this part is to give inhibited responses or factors that are considered important in determining their attitude towards their jobs.

### **Instrument validity**

Validity is a degree to which a test measures what it is supposed to measure. For this research, content validity will be used. Kerlinger (1967) referred content validity as the degree to which the test can stand by itself as an adequate measure of what it is supposed to measure. The researcher requested academic members of staff at the department of Educational Administration, University of Nairobi to study the questionnaire items carefully. They then rated the content validity of the instrument on a 5-point scale (Excellent, Very Good, Good, Fairly Good and Fair). If the instrument is rated as excellent or very Good the researcher will go ahead and administer to the respondents. If it is fair or good, the researcher modifies the items so as to avoid

misinterpretation when it is administered to the respondents in the main study. The questionnaire was rated as very good.

### **Instrument reliability**

Reliability concerns the extent to which measurements are repeatable by persons using the same measure of an attribute, Sellitz et al (1992).

A pilot study was carried out to ensure that all questionnaires meant the same to all respondents. Of the 52 private and 47 public schools 15 schools of each category were selected for the pilot study. The researcher used the split half technique. The questionnaire is split into two halves, which are scored separately. The researcher did a single administration of the instrument. The reason for using the split half approach is the amount of time which is devoted to the 2 halves is equivalent. This approach ensures a high degree of equivalence for the two forms.

The scores of all the odd and even-numbered items for each of the respondents in the pilot study were computed separately. Then, the Pearson correlation coefficient (r) was calculated between the scores of the two halves of the text.

The formula for calculating r is as follows: -

$$r = \frac{N \sum XY - \sum X \sum Y}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

$x$	=	The sum of scores in x distribution
$y$	=	The sum of scores in y distribution
$x^2$	=	The sum of squared scores in x distribution
$y^2$	~	The sum of squared scores in y distribution
$xy$	=	The sum of the products of paired x and y scores
$N$	=	Number of paired x and y scores

Spearman Brown prophesy formula ( $R_e = 2r/1 + r$ ) was then used to calculate the full reliability of the text. The split-half technique of measuring reliability coefficient represents the degree to which two halves of the texts are equivalent or consistent in terms of its items.

After the pilot study, the items that did not fit were done away with or modified. This was done so as to improve the instrument.

### **Data collection procedures**

Authority to conduct the research in Kenyan Secondary Schools was obtained from the office of the President and the researcher also reported to the Provincial Commissioner for clearance. Having obtained the permit, the researcher carried out the pilot study.

The researcher then visited each school in the sample and obtained permission from each head teacher to conduct research in the school and to book an appointment for the administration of the instrument. The researcher then administered the questionnaire on the date agreed upon and a date was arranged when the completed questionnaires were ready.

### **Data analysis techniques**

Two statistical techniques were used in the analysis of data. They include descriptive statistics and inferential statistics. Descriptive statistics such as mean and percentages were used to analyse demographic information. The data processing was done using the statistical package for the social science (SPSS) programme.

Testing the hypothesis on the significant differences between and within means the t-tests and analysis of variance (ANOVA) was used. The purpose of the t-test was to test whether the observed difference between two sample means arose by chance or represents a true difference between populations.

ANOVA is used to test one independent variable, which has more than three or more groups against one dependent variable Borg and Gall (1989). The seven null hypotheses were tested using inferential statistics. For either rejecting or not rejecting the null hypothesis a 0.05 level of significance was used as the standard.



For testing the null hypothesis 1, 5, 6, and 7, analysis of variance test (ANOVA) was used. ANOVA is usually used to test one independent variable that has more than three or more groups against one dependent variable. This was to find out whether the difference or variance among the means of two or more groups is significant or due to chance. (Borg and Gall, 1989).

When calculated and the F - ratio was less than the corresponding F - value in the table at 0.05 level of significance, the difference in the respondents mean was considered not significant and was accepted. Where it was greater than the corresponding F - value, the difference the respondents' means was considered significant therefore the null hypothesis was rejected.

For testing hypothesis 2,3 and 4, a t-test was used to determine if there was a significant relationship that existed between the mean scores of two sample means.

## CHAPTER FOUR

### DATA ANALYSIS

#### Introduction

The analysis of the data collected is undertaken in this chapter. This chapter analyses the questionnaire return rate. This chapter consists of the analysis and discussions of the levels of job satisfaction among the teachers in each job factor. It also deals with the relationship between the levels of job satisfaction among the teachers and the selected independent variables. This is where the hypotheses for the relationship between levels of job satisfaction and the independent variables are tested using the t-test and the analysis of variance (ANOVA) as the statistical tools. This chapter also analyses the ranking of the seven job factors by the teachers. It also tackles the summary of the research

findings.

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#### Questionnaire return-rate.

The total number of Secondary schools in this study was 64, which included 37 private and 27 public Secondary schools. The questionnaires were administered to 621 teachers and 569 of them returned their completed questionnaires. The questionnaire return-rate was thus 91.6 percent. This was a workable percentage.

### Part one

#### Levels of job satisfaction among the graduate teachers in each job factor.

To show the levels of job satisfaction among the graduate teachers in each job factor, it was found appropriate to calculate the mean for the responses in all sub-items in each job factor. The level of job satisfaction among the graduate teachers in all the seven job factors were then compared using the means.

Table 1 shows the job factors, number of respondents, mean score and standard deviations for the levels of job satisfaction among the graduate teachers in all the seven job factors.

**Table 1: Job factors, Number of Respondents, Mean Scores and Standard deviations in the seven job factors.**

<b>JOB FACTOR</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
Remuneration	569	1.69	0.917
Promotion	569	1.77	0.88
Recognition	569	2.77	<b>1.16</b>
<i>i</i>			
Work environment/ Working conditions	569	1.64	0.51
Interpersonal relations	569	3.24	1.196
Job security	569	2.16	1.106
Supervision	569	2.47	1.045

The data in Table 1 show that the graduate teachers in this study were highly dissatisfied in the job factors of work environment and working conditions ( $m = 1.64$ ), Remuneration ( $m = 1.69$ ) and Promotion ( $m = 1.77$ ). The teachers were slightly dissatisfied in the job factors of job security ( $m = 2.16$ ), Supervision ( $m = 2.47$ ) and Recognition ( $m = 2.77$ ). They were satisfied in the job factor of Interpersonal relations ( $m = 3.24$ ).

Table 2 shows the sub-items in each job factor, Number of Respondents, Mean Score and Standard Deviations for the levels of job satisfaction among the graduate teachers in the job factor of Remuneration.

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**Table 2: Sub-items in the job factor of Remuneration, Number of Respondents, Mean Scores and Standard Deviations.**

<b>SUB-ITEMS IN THE JOB FACTOR</b>	<b>OF N</b>	<b>MEAN</b>	<b>S.D</b>
<b>REMUNERATION</b>			
My salary meets my daily expenses	569	1.73	0.90
My present salary is fair and equitable as compared to others with similar qualifications in other organizations and professions.	569	1.72	0.96
My present fringe benefits are good.	569	1.62	0.86
My present salary is equitable to my job.	569	1.71	0.93

The teachers in this study showed a low level of job satisfaction in the job factor of remuneration ( $m = 1.69$ ). The lowest levels of job satisfaction recorded in the job factor of remuneration were in the sub-items of my present fringe benefits are good ( $m = 1.62$ ). The other sub-items my present salary is equitable to my job ( $m = 1.71$ ), and my salary is fair and equitable as compared to others ( $m = 1.72$ ) and my salary meets my daily expenses well ( $m = 1.73$ ) also recorded a low mean. It is therefore concluded that Secondary school teachers feel dissatisfied with their current salaries.

**Table 3: Sub-items in the job factor of Promotion, Number of respondents, Mean Scores and Standard Deviations.**

<b>SUB-ITEMS IN THE JOB FACTOR</b>			
<b>OF PROMOTION</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
Opportunities for promotion or mobility	569	1.89	0.95
Rewards for my performance	569	2.04	0.96
Fairness in the present promotion			
Scheme based on: -			
Academic qualification	569	2.14	1.12
Length of teaching experience	569	2.23	1.12
Professional Competence	569	2.14	1.06
Students performance in exams	569	1.95	0.99
Opportunities for personal growth I.e. improvement of myself at work	569	1.84	0.89

Table 1 shows promotion ( $m = 1.77$ ) as the third lowest level of job satisfaction among the graduate teachers. In Table 3, the lowest recorded levels of job satisfaction in the sub-items of promotion are opportunities for personal growth ( $m = 1.84$ ), opportunities for promotion or mobility ( $m = 1.89$ ) and fairness in the present promotion scheme based on students' performance in exams ( $m = 1.95$ ). These sub-items of promotion were recorded as the lowest levels. Chances for one's improvement at work or opportunities for personal growth are remote for graduate teachers in the teaching profession as shown in Table 3. Teachers view teaching as a dead end profession with very few chances of promotion.

Teachers in this study were slightly dissatisfied with rewards for performance ( $m = 2.04$ ) and promotion based on academic qualification ( $m = 2.14$ ), professional competence ( $m = 2.14$ ) and length of teaching experience ( $m = 2.23$ ). It appears that promotion of teachers is not fair especially where students' performance in exams is concerned. Fairness in the promotion is an important aspect especially where job satisfaction is concerned.

Table 4: Sub-items in the job factor of Recognition, Number of Respondents, Mean Scores and Standard Deviations.

<b>SUB-ITEM IN THE JOB FACTOR OF RECOGNITION</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
My Supervisor recognizes my work	569	2.26	1.02
Fellow teachers recognize my work	569	2.84	1.13
The students I teach recognize my work	569	3.15	1.22
Parents recognize my work	569	2.96	1.17
Non-teaching staff recognize my work	569	2.92	1.26
Other professionals recognize my work	569	2.45	1.18

The level of job satisfaction among teachers recorded in the job factor of recognition in Table 1 was slightly dissatisfied ( $m = 2.77$ ). The lowest level of job satisfaction recorded in Table 4 were the sub-items of supervisor recognizes my work ( $m = 2.26$ ) and other professional recognize my work ( $m = 2.45$ ). It is important for the teachers to feel recognized by their Supervisor for the work they are doing. Teachers' job satisfaction with their recognition by other professionals is low. This shows that teaching, as a profession has not been prestigious enough for other professionals to recognize it. People in other professionals do not want to recognize it and therefore show little or no recognition for teachers.

The levels of job satisfaction in the sub-items of fellow teachers recognize my work ( $m = 2.84$ ), non-teaching staff recognize my work ( $m = 2.92$ ) and parents recognize my work ( $m = 2.96$ ) are lower than the "satisfied" level ( $m = 3.00$ ). This shows that the recognition of the teachers' work is still below what the teachers expect. There was satisfaction in the level of the students they taught ( $m = 3.13$ ). This could be attributed to the fact that students appreciate a teacher's work because they are the main beneficiaries. This in turn increases the teachers' satisfaction in this aspect of recognition.

**Table 5: Sub-items in the job factor of work environment/working conditions, Number of Respondents, Mean Scores and Standard deviations.**

<b>SUB-ITEMS IN THE JOB</b>			
<b>FACTOR OF WORKING</b>			
<b>CONDITIONS AND WORKING</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
<b>ENVIRONMENT</b>			
Does the school provide you with a house?	569	1.79	0.41
How does it inconvenience you?	569	1.69	0.47
Is the staffroom spacious enough?	569	1.59	0.49
How does it make you feel?	569	1.59	0.49
Is there availability of materials and resources for teaching?	569	1.66	0.70
How does this affect your work?	569	1.49	0.50

The teachers indicated that they were highly dissatisfied ( $m = 1.64$ ) in the job factor of working conditions and work environment. The lowest levels of job



satisfaction were recorded in the sub-items of the space in the staff room ( $m = 1.59$ ) and how this made them feel ( $m = 1.59$ ). For proper preparation for teaching it is important that teachers have enough space and a comfortable working space in the staffroom.

The availability of material and resources for teaching ( $m = 1.66$ ) and how this affected their work ( $m = 1.49$ ) also recorded low means. Teachers complained of their work being unsatisfactory and both inefficient and ineffective due to the lack of teaching materials like chalk were not available. Lack of housing made the teachers dissatisfied with the sub-item of provision of a house ( $m = 1.79$ ) recording a low mean. This really made the teachers feel inconvenienced ( $m = 1.69$ ). Teachers complained of distance from school where some teachers have to travel across town to their schools. Most of the times they get to school tired and de-motivated due to the hustle of public transport in Nairobi today.

**Table 6: Sub-items in the job factor of interpersonal relations, Number of Respondents, Mean Scores and Standard Deviations.**

<b>SUB-ITEMS IN THE JOB FACTOR OF</b>			
<b>INTERPERSONAL RELATION</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
My relations with fellow teachers	569	3.26	1.43
My relations with the supervisor	569	2.99	1.03
My relations with the non-teaching staff	569	3.31	1.17
My relations with the students	569	3.56	1.17
My relations with parents	569	3.08	1.18

The level of job satisfaction among the graduate teachers in the job factor of interpersonal relations in Table 1 was ( $m = 3.24$ ), which indicated that the teachers were satisfied in this job factor. In the sub level of my relations with the Supervisor ( $m = 2.99$ ), the teachers were slightly satisfied. This was the lowest level of job satisfaction recorded among the teachers in this job factor. The other levels, my relation with parents ( $m = 3.08$ ) was satisfying to the teachers but it was the lowest as compared to my relations with fellow teachers ( $m = 3.26$ ) and my relations with the non-teaching staff ( $m = 3.31$ ). Once again, the teachers felt that their relationship with students was satisfying ( $m = 3.56$ ) and this sub-level item recorded the highest mean.

**Table 7: Sub-items in the job factor of job security, Number of Respondents, Mean Scores and Standard Deviations.**

<b>SUB-ITEMS IN THE JOB FACTOR OF JOB SECURITY</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
Protection by TSC or employer	<b>569</b>	<b>1.94</b>	<b>1.14</b>
Protection by my Supervisor	<b>569</b>	<b>2.27</b>	<b>1.07</b>
Protection of tenure of my teaching post	<b>569</b>	<b>2.27</b>	<b>1.11</b>

The level of job satisfaction recorded among the teachers in the job factor of security in Table 1 show that they were slightly satisfied ( $m = 2.15$ ). The sub item 'protection by TSC or employee' recorded the lowest level of job satisfaction in the job factor of security' ( $m = 1.94$ ). The teachers were dissatisfied with this sub-item. Teachers' felt that the TSC or their employees are not viewed as being important when it came to their professional protection and security.

The levels of job satisfaction recorded in the sub-items of protection by my Supervisor ( $m = 2.27$ ) were also low. These low levels could be attributed to the fact that other professionals do not receive teaching, as a secure profession therefore creating a negative attitude towards the security this profession has to offer.

**Table 8: Sub-items in the job factor of Supervision, Number of Respondents, Mean Scores and Standard Deviations.**

**SIJB-ITEMS IN THE JOB**

<b>EACTOR OE SUPERVISION</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>
Supportive supervisor	569	2.39	1.13
Co-operative supervisor	569	2.46	1.03
Quality of communication	569	2.42	0.99
The way my work is supervised	569	2.39	1.03

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The level of job satisfaction among graduate teachers in the job factor of supervision in Table 1 was ( $m = 2.47$ ) which shows that the teachers were slightly dissatisfied. As shown in Table 8, the lowest level of job satisfaction in this job factor was supportive supervisor ( $m = 2.39$ ) and the way my work is supervised ( $m = 2.39$ ). It appears that the teachers were slightly dissatisfied with the way the supervisor supervised their work and their (supervisor) supportiveness towards the teacher. The sub-levels of quality of communication ( $m = 2.42$ ) and co-operative supervisor ( $m = 2.46$ ) also appeared to slightly dissatisfy the teachers. This can be taken to mean that leadership in secondary school is not as democratic as the teachers would like it to be and thus a source of dissatisfaction among the teachers.

**Part two****The relationship between the levels of job satisfaction among the teachers and the independent variable.**

In this section, two tailed t-tests and one analysis of variance were carried out to determine whether there were any relationships. The null hypotheses were stated for each independent variable and the level of significance was set at 0.05.

**Hypothesis one****Age Variable**

H<sub>0</sub>: There is no significant relationship between job satisfaction among teachers and their age.

Table 9 shows a summary of the one-way analysis of variance for age and the levels of job satisfaction among the graduate teachers in the job factor of remuneration. Table 10 shows age, number of respondents, mean scores, standard deviations and standard errors of the graduate teachers in the job factor of remuneration

**Table 9: Analysis of variance for age and the levels of job satisfaction in the job factor of remuneration.**

Source of variation	DF	Sum of Squares	Mean Squares	F Ratio	F Probability
Between groups	5	9.939	2.485	0.592	0.669
Within groups	563	1477.035	4.196		
Total	568	1486.975			

\* F Significant at 0.05 levels

The F probability obtained in Table 9 is more than the significant value of 0.05. The null hypothesis is therefore rejected and the alternative hypothesis is accepted, that there is a significant relationship between job satisfaction among teachers and their age in the job factor of remuneration.

**Table 10: Age, number of respondents, mean score, standard deviation and standard error in the job factor of remuneration.**

Age in Years	N	Mean	S.D	S.E
21 - 25	15	1.69	0.61	0.56
26 - 30	149	1.59	2.06	0.21
31 - 35	136	1.62	0.86	0.16
36 - 40	145	1.81	0.74	0.32
41 - 45	85	1.92	0.52	0.29
46 - 50	39	1.25	0.62	0.21
Total	569	1.69	0.92	0.04

There being a significant relationship in this job factor, Table 10 shows us that job satisfaction increases with age in the job factor of remuneration. The means indicate that the teachers are highly dissatisfied but the older the teacher, the higher the mean. When a person joins the teaching profession, they go into it with a lot of expectations but as the years go by, the teacher gets used to the terms of service and therefore needs a change. This could explain the increase of the means in this job factor.

Table 11 shows a summary of the one-way analysis of variance for age and the level of job satisfaction among the graduate teachers in the job factor of promotion. Table 12 shows the age, number of respondents, mean scores, standard deviations and standard errors for the job factor of promotion.

**Table 11: Analysis of variance for age and the levels of job satisfaction in the job factor promotion.**

<b>Source of Variation</b>	<b>DF</b>	<b>Sum of Squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	5	42.995	10.749	2.888	0.022*
Within groups	563	1310.002	3.722		
Total	568	1352.997			

\*F Significant at 0.05 levels

The F Probability obtained in Table 11 indicates that there is no significant relationship between job satisfaction among teachers in the job factor of promotion. The null hypothesis is thus accepted in this job factor.

**Table 12: Age, number of respondents, mean score, standard deviation and standard error in the job factor of promotion.**

<b>Age in Years</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
<b>21 -25</b>	<b>15</b>	<b>2.13</b>	<b>0.67</b>	<b>0.59</b>
<b>26-30</b>	<b>149</b>	<b>1.39</b>	<b>0.96</b>	<b>0.20</b>
<b>31-35</b>	<b>136</b>	<b>1.57</b>	<b>0.95</b>	<b>0.15</b>
<b>36-40</b>	<b>145</b>	<b>2.01</b>	<b>1.07</b>	<b>0.32</b>
<b>41 -45</b>	<b>85</b>	<b>2.17</b>	<b>0.55</b>	<b>0.27</b>
<b>46-50</b>	<b>39</b>	<b>1.29</b>	<b>0.95</b>	<b>0.22</b>
<b>Total</b>	<b>569</b>	<b>1.76</b>	<b>0.88</b>	<b>0.10</b>

The absence of a significant relationship between levels of job satisfaction and age among the teachers shows there are appreciable rewards which the teachers receive as they become older in the profession.

Table 12 shows that when teachers are new in the profession, they have expectations and therefore exhibit higher means in the job factor of promotion. But as the years progress, they find themselves in the same spot up to the ages of 35. The older teachers seemed to exhibit higher means because they received rewards and promotions although minimal. This could explain the increase in mean although the means still remained low.

Table 13 shows a summary of the one-way analysis of variance for age and the levels of job satisfaction among the graduate teachers in the job factor of recognition.



Table 14 shows the age, number of respondents, mean scores, standard deviations and standard errors in the job factor of promotion.

**Table 13: Analysis of variance for age and the levels of job satisfaction in the job factor of recognition.**

<b>Source of Variation</b>	<b>DF</b>	<b>Sum of Squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	5	9.636	2.409	0.644	0.632
Within groups	563	1310.002	3.741		
Total	568	1352.997			

\*F Significant at 0.05 levels

The F probability obtained in Table 13 indicates that there is a significant relationship between job satisfaction among teachers in the job factor of recognition. The null hypothesis is thus rejected in this job factor.

**Table 14: Age, number of respondents, mean score, standard deviations and standard errors in the job factor of recognition.**

<b>Age in Years</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
21 -25	15	2.50	1.00	0.71
26-30	149	2.95	1.08	0.21
31 -35	136	2.92	1.03	0.15
36-40	145	2.70	1.06	0.25
41 -45	85	2.72	1.08	0.31
46-50	39	2.71	1.05	0.10
Total	569	2.77	1.17	0.10

Table 14 shows that the teachers in all the age group were slightly dissatisfied in this job factor. The teachers exhibited almost similar means in all the age groups.

Table 15 shows a summary of the one-way analysis of variance for age and the level of job satisfaction among the graduate teachers in the job factor of work and working conditions. Table 16 shows the age, number of respondents, mean scores, standard deviations and standard errors in the job factor of work and working conditions.

**Table 15: Analysis of variance for age and the levels of job satisfaction in the job factor of working conditions and working environment.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean squares</b>	<b>F Ratio</b>	<b>F probability</b>
Between groups	~4	11.908	2.977	0.842	0.499
Within groups	554	1237.557	3.536		
Total	558	1249.465			

\*F significant at 0.05 level

The F probability obtained in Table 15 shows that there was a significant relationship between job satisfaction among teachers in the job factor of work environment and working conditions. The null hypothesis is thus rejected and the alternative accepted.

**Table 16: Age, number of respondents, mean scores standard deviations and standard error in the job factor of working conditions and work environment.**

Age in years	N	MEAN	S.D	S.E
21 - 25	15	1.25	0.19	0.77
26 - 30	149	1.93	0.89	0.19
31 - 35	136	1.24	0.51	0.14
36 - 40	145	1.56	0.29	0.27
41 - 45	85	1.75	0.17	0.38
46 - 50	39	1.90	0.96	0.17
Total	569	1.61	0.51	0.09

Teachers of all ages were highly dissatisfied with this job factor of working conditions and work environment. The work environment should be comfortable; to allow one to feel relaxed. Many teachers complained of crowded staff rooms that made them feel uncomfortable. This suggests the low mean exhibited in Table 16. According to table one this job factor had the lowest level of job satisfaction.

Table 17 shows a summary of the one-way analysis of various for age and the level of job satisfaction among the graduate teachers in the job factor of work environment and working conditions. Table 18 shows the age, number of respondents, mean scores, standard deviations and standard errors in the job factor of work environment and working condition.

**Table 17: Analysis of variance for age and the level of job satisfaction in the job factor of interpersonal relations**

Source of variation	DF	Sum of squares	Mean squares	F Ratio	F probability
Between groups	5	22.283	5.571	1.306	0.267
Within groups	553	1496.806	4.264		
Total	558	1519.090			

\*F significant at 0.05 level

The F probability obtained in Table 17 indicates that there was a significant relationship between job satisfaction among teachers in the job factor of interpersonal relations. The null hypothesis is thus rejected.

**Table 18: Age, number of respondent, mean scores standard deviations and standard errors in the job factor of interpersonal relations.**

Age in years	N	MEAN	S.D	S.E
21 - 25	15	3.00	1.04	0.79
26 - 30	149	3.10	1.28	0.20
31 - 35	136	3.01	1.29	0.15
36 - 40	145	3.41	1.17	0.32
41 - 45	85	3.51	1.07	0.39
46 - 50	39	3.57	1.24	0.22
Total	569	3.26	1.18	0.11

Table 18 shows that teachers were satisfied with this job factor of interpersonal relations. This is the only job factor that teachers felt satisfied with, although there is a significant relationship. Table 18 shows that with age, the teachers mean increased as their years increased. This is how the older teachers enjoyed better interpersonal relations with other people within the teaching profession. This could be attributed to the fact that the older one is, the better other people around you relate to you. This shows why teachers between the ages of 46 -50 enjoyed the highest mean in this job factor.

Table 19 shows a summary of the one-way analysis of variance for age and the level of job satisfaction in the job factor of job security. Table 20 shows the age, number of respondents, mean scores, standard deviations and standard errors in the job factor of job security.

**Table 19: Analysis of variance for age and the levels of job satisfaction in the job factor of job security.**

Source of variation	DF	Sum of squares	Mean squares	F Ratio	F probability
Between groups	5	22.283	5.571	1.306	0.267
Within groups	553	1496.806	4.264		
Total	558	1519.090			

•F significant at 0.05 levels

The F probability obtained in Table 19 indicates that there was a significant relationship between job satisfaction among teachers in the job factor of job security. The null hypothesis is thus rejected in this job factor.

**Table 20: Age, number of respondent, mean scores, standard deviations and standard errors in the job factor of job security.**

Age in years	N	MEAN	S.D	S.E
21 - 25	15	2.43	0.7	0.177
26 - 30	149	2.15	1.07	0.21
31 - 35	136	2.14	1.08	0.16
36 - 40	145	2.26	1.08	0.32
41 - 45	85	2.24	1.50	0.33
46 - 50	39	2.28	1.43	0.22
Total	569	2.1	1.22	

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There is a significant relationship between job satisfaction among teachers in the job factor of job security, Table 20 shows us that job satisfaction increase with age in the job factor of job security. Although the means show us that the teachers were slightly dissatisfied, the older teachers seemed to exhibit higher means than the younger teachers. This could be attributed to the fact that the older teachers have been in the profession long while the younger ones were new into the profession. The younger ones seemed to have a lot of uncertainty regarding their jobs.

Table 21 shows a summary of the one-way analysis of variance for age and the levels of job satisfaction in the job factor of supervision. Table 22 shows the age, number of respondents, mean scores, standard deviations and standard errors in the job factor of supervision.

**Table 21: Analysis of variance for age and the levels of job satisfaction in the job factor of supervision**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean squares</b>	<b>F Ratio</b>	<b>F probability</b>
Between groups	5	12.540	3.135	0.727	0.574
Within groups	553	1518.222	4.313		
Total	558	1530.762			

\* F significant at 0.05 levels

The F probability obtained in Table 21 indicates that there was a significant relationship between job satisfactions among teachers in the job factor of job supervision. The null hypothesis is thus rejected in this job factor.

**Table 22: Age, number of respondent, mean scores, standard deviations and standard errors in the job factor of job supervision.**

Age in years	N	MEAN	S.D	S.E
21 - 25	15	2.00	1.20	0.78
26 - 30	149	2.08	0.99	0.20
31 - 35	136	2.16	1.08	0.16
36 - 40	145	2.33	1.16	0.33
41 - 45	85	3.07	1.51	0.38
46 - 50	39	3.16	1.03	0.11
Total	569	2.47	1.10	0.11

Table 22 shows that the teacher were slightly dissatisfied with this job factors, but the teachers above the age of 40 seemed to be satisfied. Job satisfaction seemed to increase with age in this job factor of supervision.

## **Hypothesis two**

### **Gender Variable**

H<sub>0</sub>: There is no significant relationship between job satisfaction among teachers and their gender

Table 23 shows the gender of the teachers, number of respondents, mean scores, standard deviation, standard error, F and t values in the seven job factors.



**Table 23: t -test for the levels of job satisfaction and gender of the respondents**

JOB FACTOR	MALE				FEMALE				t	DF	
	N	M	S. I)	S.E	N	M	S.D	S.E			
Remuneration	326	1.29	2.01	0.15	243	2.09	2.08	0.16	1.22	-0.70	567
Promotion	326	1.46	1.94	0.14	243	2.08	1.96	0.15	0.12	-0.77	567
Recognition	326	1.60	1.98	0.14	243	3.94	1.88	0.14	1.76	-0.55	567
Working conditions and environment	326	1.23	1.90	0.14	243	2.05	1.86	0.14	0.59	-1.26	567
Interpersonal relations	326	3.4	2.09	0.15	243	3.08	1.94	0.15	1.22	1.06	567
Job security	326	2.19	2.09	0.15	243	2.13	2.05	0.16	0.63	0.80	567
Supervision	326	2.75	1.94	0.14	243	2.16	2.21	0.17	0.81	0.62	567

The t values obtained in Table 23 show that there are significant relationships between the levels of job satisfaction among secondary school teachers and their gender. The null hypothesis is thus rejected. It is therefore appropriate to conclude that sex does determine the level of job satisfaction among secondary school teachers. Although the t values indicate significant relationships between the levels of job satisfaction and gender, the male teachers exhibited slightly lower levels of job satisfaction than the female teachers in all job factors, except in interpersonal relations, job security and supervision.

### **Hypothesis three**

#### **Marital Status Variable**

Ho: There is not significant relationship between job satisfaction among teachers and their marital status.

Table 24 shows the marital status of the teachers, number of respondents, mean scores, standard deviations, standard error, F and t values in the seven job factors.

**Table 24: t- tests for the levels of job satisfaction and marital status of the respondents.**

JOB FACTOR	MARRIED				UNMARRIED				F	t	DF
	N	M	S.D	S.E	N	M	S.D	S.E			
Remuneration	376	1.99	0.84	0.14	193	1.4	0.99	0.18	1.56	0.42	357
Promotion	376	1.44	0.92	0.13	193	1.55	1.05	0.18	0.81	-0.17	357
Recognition	376	2.69	0.47	0.12	193	2.85	1.85	0.19	3.44	0.03*	357
Working conditions and environment	376	1.43	0.82	0.13	193	1.84	0.2	0.16	0.79	-1.09	357
Interpersonal relations	376	3.32	1.01	0.13	193	3.16	1.382	0.18	1.01	-1.34	357
Job security	376	2.03	1.19	0.14	193	2.275	1.02	0.18	0.36	0.04*	357
Supervision	376	2.68	1.03	0.14	193	2.23	1.06	0.19	0.13	1.75	357

The analysis of relationships between the levels of job satisfaction among teachers and their marital status in Table 24 show that there are significant relationships in most of the job factors, except for the job factors of job security and recognition.

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Although the statistical analysis shows that there were significant relationship between the levels of job satisfaction and marital status in most of the job factors, married teachers exhibited higher means than the unmarried teachers. These findings are in agreement with those of Okumbe (1992).

### Hypothesis four

#### Category of school variable

H<sub>0</sub>: There is no significant relationship between job satisfaction among teachers and the category of school.

Table 25 shows the category of school, number of respondents, mean scores, standard deviations, standard errors, f and t value in the seven job factors.

**Table 25: t - tests for the level of job satisfaction and the category of the school by respondents.**

JOB FACTOR	PRIVATE				PUBLIC				F	t	DF
	N	M	S.D	S.E	N	M	S.D	S.E			
Remuneration	307	1.88	1.12	0.15	262	1.51	0.71	0.16	2.807	1.22	357
Promotion	307	1.80	0.91	0.15	262	1.74	0.85	0.14	1.025	-2.43	357
Recognition	307	2.76	1.40	0.15	262	2.78	0.92	0.14	0.515	-1.07	357
Working conditions and environment	307	2.24	1.92	0.14	262	1.04	0.10	0.14	0.524	1.29	357
Interpersonal relations	307	3.17	1.13	0.15	262	3.31	1.26	0.15	0.121	1.79	357
Job security	307	2.05	1.16	0.16	262	2.27	1.05	0.15	0.234	0.01*	357
Supervision	307	2.04	1.10	0.16	262	2.89	1.04	0.15	0.111	-1.82	357

The t-value obtained in table 25 indicates that there is no significant relationship between the levels of job satisfaction among teachers and the category of their school in the job factor of job security. The null hypothesis is

thus accepted in this job factors. There is no however, significant relationships in the job factors of recognition, work environment and working conditions, interpersonal relations, job security and supervision. This means show that the teachers in private schools were more satisfied than their counterparts in the job factors of remuneration, promotion, working environment and working conditions.

Table 26 shows the category of school (private), number of respondents, mean, standard deviations of the teachers in the seven job factors.

**Table 26: Category of school, Number of Respondents, Mean, and Standard Deviations.**

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JOB FACTOR	PRIVATE HIGH COST				PRIVATE LOW COST			
	N	MEAN	S.D	S.E	N	MEAN	S.D	S.E
Remuneration	161	1.05	1.00	0.22	136	0.83	0.93	0.02
Promotion	161	0.95	0.89	0.02	146	0.85	0.01	0.02
Recognition	161	1.42	1.59	0.22	146	1.34	1.40	0.20
Work , conditions and working environment	161	1.24	0.87	0.21	146	1.0	0.81	0.19
Interpersonal Relations	161	1.61	0.91	0.22	146	1.56	1.13	0.22
Job security	161	0.92	1.11	0.24	146	1.03	1.09	0.22
Supervision	161	1.03	1.21	0.25	146	1.01	1.00	0.21

Table 26 shows that the teachers in private high cost schools are more satisfied than those in the private low cost. Many private low cost schools are found mainly in the city center. There is no availability of space because the schools are housed in the buildings in the middle of the town. Therefore there can be no expansion of classrooms or the staff room. Teachers in these schools exhibit low levels of job satisfaction in all the job factors apart from interpersonal relations where they are satisfied. Teachers in the private high cost enjoy better remuneration and recognition as well as better supervision than those teachers found in the private low cost schools.

Table 27 shows the category of school (public), number, mean, standard deviations in the seven job factors.

**Table 27: Category of school, Number, Mean, and Standard Deviations.**

<b>JOB FACTOR</b>	<b>PUBLIC HIGH COST</b>				<b>PUBLIC LOW COST</b>			
	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Remuneration	77	0.81	0.850	0.31	185	0.70	0.9834	0.18
Promotion	77	0.82	0.8	0.28	183	0.92	0.96	0.16
Recognition	77	1.29	1.19	0.32	183	1.49	1.13	0.16
Work environment and working condition	77	0.62	0.88	0.34	185	0.42	0.14	0.16
Interpersonal Relations	77	1.66	2.20	0.36	185	1.65	1.95	0.16
Job security	77	1.02	1.07	0.34	185	1.25	1.03	0.17
Supervision	77	1.32	1.07	0.34	185	1.57	1.03	0.17

Table 27 shows that teachers in public high cost and these of public low cost schools exhibit almost similar means. This could be attributed to the fact that both categories of teachers are under one employer and the terms of service will be the same everywhere. Teachers in both categories of schools exhibited low means in the job factor of remuneration and working environment and working conditions.

### **Hypothesis five**

#### **Type of school variable**

H<sub>0</sub>: There is no significant relationship between job satisfaction among teachers and the type of school.

Table 28 shows a summary of one-way analysis of variance for type of school and the levels of job satisfaction in the job factor of remuneration. Table 29 shows the type of school, number of respondents, mean scores, standard deviations and standard error in the job factor of remuneration.

**Table 28: Analysis of variance for type of school and the levels of job satisfaction in the job factor of remuneration.**

Source of variation	DF	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	2	1.413	0.707	0.168	0.845
Within groups	566	1485.562	4.197		
Total	568	1486.975			

\*F Significant at 0.05

The F probability obtained in Table 28 shows that there is a significant relationship between the levels of job satisfaction among the teachers and the type of school in the job factor of remuneration. The null hypothesis is thus rejected for this job factor.



**Table 29: Type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of remuneration.**

Type of school	N	MEAN	<i>SD</i>	S.E
Boys	161	1.64	0.92	0.20
Girls	185	1.66	0.99	0.20
Mixed	223	1.75	0.87	0.17
Total	569	1.69	0.93	0.11

Table 29 indicates that teachers in mixed schools had a higher mean than those in the boys and girls schools. This could be attributed to the fact that teachers in mixed schools are from mainly high cost private schools where their remuneration is quite high. All the same, the means exhibit a low level of satisfaction among teachers in all the three types of schools.

Table 30 shows a summary of the one-way analysis of variance for the type of school and the level of job satisfaction among the graduate teachers in the job factor of promotion. Table 31 shows the types of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of promotion.

**Table 30: Analysis of variance for type of school and the levels of job satisfaction in the job factor of promotion.**

Source of variation	DF	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	2	1.413	0.707	0.168	0.845
Within groups	356	1485.562	4.197		
Total	358	1486.975			

\*F Significant at 0.05

The F probability obtained in Table 30 indicates that there is a significant relationship between job satisfaction among teachers and the type of school in the job factor of promotion. The null hypothesis is this rejected for this job factor.

**Table 31: Type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of promotion.**

Type of school	N	MEAN	S.D	S.E
Boys	161	1.65	0.07	0.02
Girls	185	1.67	0.09	0.02
Mixed	223	1.77	0.78	0.01
Total	569	1.69	0.95	0.10

In terms of promotion, teachers in all the three types of schools were highly dissatisfied with the job factor of promotion. This is shown in table 31 where the means are very low.

Table 32 shows a summary of the one-way analysis of variance for the type of school and the level of job satisfaction in the job factor of recognition. Table 33 shows the type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of recognition.

**Table 32: Analysis of variance for type of school and the levels of job satisfaction in the factor of recognition.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	2	3.151	1.575	0.421	0.656
Within groups	566	1323.426	3.738		
Total	568	1326.577			

\*F Significant at 0.05

The F probability in Table 32 shows that there is a significant relationship between job satisfaction among teachers and the type of school in the job factor of recognition. The null hypothesis is thus rejected for this job factor.

**Table 33: Type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of recognition.**

Type of school	N	MEAN	sTd	S.E
Boys	161	2.97	0.87	0.18
Girls	185	2.95	0.92	0.18
Mixed	223	2.11	1.00	0.17
Total	569	2.11	0.93	0.10

Table 33 shows us that teachers in girls' schools exhibited higher means than those teachers in boys or mixed schools. Teachers in girls' schools seemed more satisfied than their counterparts and this could be attributed to the fact that girls schools seem to recognize their teachers than those in boys schools. Teachers in boys' schools had the lowest mean of the three types of schools.

Table 34 shows one-way analysis of variance for type of school and the level of satisfaction in the job factor of working environment/ working condition.

Table 35 shows the type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of working environment and working condition

**Table 34: Analysis of variance for type of school and the levels of job satisfaction in the job factor of work environment and working conditions.**

Source of variation	DF	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	2	3.151	10.769	3.087	0.47
Within groups	356	1227.926	3.488		
Total	358	1249.465			

\*F Significant at 0.05

The F probability obtained in table 34 indicates that there is a significant relationship between job satisfaction among teachers and the type of school in the job factor of working environment/ working conditions. The null hypothesis is thus rejected for this job factor.

**Table 35: Type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of work environment/ working conditions.**

Type of school	N	MEAN	S.D	S.E
Boys	161	1.44	0.85	0.18
Girls	185	1.95	0.85	0.17
Mixed	223	1.64	0.89	0.19
Total	569	1.67	0.88	9.97E.02

There being a significant relationship between job satisfaction among teachers and the type of school in the job factor of work environment and working conditions, table 35 shows us that teachers were still highly dissatisfied in this job factor. Once again teachers in girls' schools exhibited a higher mean than their counterparts. Teachers in boys' schools had the lowest mean of the three.

Table 36 shows a summary of one-way analysis of variance for the type of school and the level of job satisfaction in the job factor of interpersonal relations. Table 37 shows the type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of interpersonal relations.

**Table 36: Analysis of variance for the type of school and the levels of satisfaction in the job factor of interpersonal relations.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	2	6.407	3.203	0.783	0.457
Within groups	356	1441.313	4.083		
Total	358	1447.719			

\*F Significant at 0.05

The F probability obtained in Table 36 shows that there is a significant relationship between job satisfaction among teachers and the type of school in the job factor of interpersonal relations. The null hypothesis is thus rejected for this job factor.

**Table 37: Type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of interpersonal relations.**

<b>Type of school</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Boys	161	<b>2.93</b>	0.99	0.19
Girls	185	3.82	0.91	0.18
Mixed	223	3.13	1.13	0.18
Total	569	<b>3.29</b>	1.02	0.11

Table 37 shows us that teachers in both girls and mixed schools were satisfied in the job factor of interpersonal relations. Teachers in boys' schools exhibited a low mean of slightly dissatisfied. Once again, the teachers in boys' schools exhibited a lower mean than their counterparts.

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Table 38 shows a summary of one-way analysis of variance for the type of school and the levels of job satisfaction in the job factor of job security. Table 39 shows type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of job security.

**Table 38: Analysis of variance for the type of school and the levels of job satisfaction in the job factor of job security.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	2	13.945	6.972	1.633	0.196
Within groups	366	1505.145	4.262		
Total	368	1519.090			

\*F Significant at 0.05

The F probability indicated in Table 38 shows that there is a significant relationship between job satisfaction among teachers and the type of school in the job factor of job security. The null hypothesis is thus rejected for this job factor.

**Table 39: Type of school, number of respondents, mean score, standard deviations and standard errors in the job factor of job security.**

<b>Type of school</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Boys	161	2.06	1.09	0.21
Girls	185	2.36	1.05	0.19
Mixed	223	2.10	1.06	0.18
Total	569	2.17	1.07	0.11



Table 39 shows that the teachers were slightly dissatisfied with this job factor. Teachers in all the three types of schools seemed to exhibit almost similar means. Teachers in all the three types of schools felt that there was no enough assurance of job security. This can be an explanation as to why the teachers exhibited a low job satisfaction.

Table 40 shows a summary of one-way analysis of variance for type of school and the levels of job satisfaction in the job factor of supervision. Table 41 shows type of school, number of respondents, mean scores, standard deviations and standard errors in the job factor of supervision.

**Table 40: Analysis of variance for type of school and the levels of job satisfaction in the job factor of supervision.**

Source of variation	DF	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	2	17.181	8.591	2.009	0.139
Within groups	366	1513.581	4.276		
Total	368	1530.762			

\*F Significant at 0.05

The F probability obtained in table 40 shows that there is a significant relationship between job satisfaction among teachers and the type of school in the job factor of supervision. The null hypothesis is thus rejected for this job factor.

**Table 41: Type of school, number of respondents, means scores, standard deviations and standard errors in the job factor of supervision.**

<b>Type of school</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Boys	<b>161</b>	<b>2.41</b>	<b>0.99</b>	<b>0.20</b>
Girls	<b>185</b>	<b>2.07</b>	<b>1.05</b>	<b>0.19</b>
Mixed	<b>223</b>	<b>2.88</b>	<b>1.14</b>	<b>0.18</b>
Total	<b>569</b>	<b>2.45</b>	<b>1.06</b>	0.11

There is a significant relationship between job satisfaction among teachers and the type of school in the job factor of supervision, table 41 shows us that the teachers were slightly dissatisfied. Teachers in mixed schools exhibited a higher mean than the teachers from the boys and girls schools. Teachers in girls' schools had a lower mean than their counterparts.

### **Hypothesis six**

#### **Professional qualification variable**

I To: There is no significant relationship between job satisfaction among teachers and their professional qualification.

Table 42 shows a summary of one-way analysis of variance for professional qualification and the levels of job satisfaction in the job factor of remuneration. Table 43 shows professional qualification, number of respondents, mean scores, standard deviations and standard errors in the job factor of remuneration.

**Table 42: Analysis of variance for professional qualification and the levels of job satisfaction in the job factor of remuneration.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	48.131	8.022	1.965	0.070
Within groups	352	1420.641	4.082		
Total	358	1468.712			

\*F Significant at 0.05

The F probability obtained in table 42 shows that there is a significant relationship between job satisfaction among the teachers and their professional qualification in the job factor of remuneration. The null hypothesis is thus rejected for this job factor.

**Table 43: Professional qualification, number of respondents, means scores, standard deviation and standard error in the job factor remuneration.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	230	CL49	047
B.Ed	230	1.21	0.47	0.20
B.A, Dip.Ed	87	1.08	1.03	0.21
B.Sc, Dip.Ed	51	1.44	1.02	0.28
B.A, PGDE	40	1.93	0.83	0.35
B.Sc, PGDE	70	1.74	1.26	0.47
Dip.Ed	81	2.26	1.15	0.33
Total	569	<i>M</i>	<i>(196</i>	<i>oTT</i>

Table 43 shows that teachers with first degrees were highly dissatisfied with their remuneration. Teachers with diploma in education were slightly dissatisfied while those with masters degrees were also slightly dissatisfied with their remuneration. Teachers with masters degrees exhibited the highest means and this could be attributed to the fact that most of the teachers with masters degrees were found in the high cost private schools, which paid them well. There being a significant relationship between job satisfaction among the teachers and their professional qualification in the job factor of remuneration, teachers with first degrees exhibited low means than the teachers with diploma in education and masters degrees.

Table 44 shows a summary of one-way analysis of variance for professional qualification and the level of job satisfaction in the job factor of promotion.

Table 45 shows professional qualifications, number of respondents, mean scores, standard deviations and standard errors in the job factor of promotion.

**Table 44: Analysis of variance for professional qualification and the levels of job satisfaction in the job factor of promotion.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	42.254	7.042	1.884	0.83
Within groups	352	1300.675	3.738		
Total	358	1342.930			

\*F Significant at 0.05 levels

The F probability obtained in table 44 shows that there is a significant relationship between job satisfaction among the teachers and their professional qualification in the job factor of promotion. The null hypothesis is thus rejected for this job factor.

**Table 45: Professional qualifications, number of respondents, mean scores, standard deviations and standard errors in the job factor of promotion.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	2.60	1.22	0.70
B.Ed	230	1.82	0.85	0.18
B.A, Dip.Ed	87	1.03	1.06	0.21
B.Sc, Dip.Ed	51	1.22	1.01	0.28
B.A, PGDF	40	1.50	0.84	0.35
B.Sc, PGDE	70	1.70	0.64	0.34
Dip.Ed	81	2.37	0.84	0.28
Total	569	1.74	0.95	0.10

Table 45 shows that the teachers with master's degree had a higher mean than those with first degrees and Diploma in education. Most teachers with master's degrees were heading a department. Teachers with Diploma in education also exhibited higher means than teachers with first degrees.

Table 46 shows a summary of one-way analysis of variance for professional qualification and the level of job satisfaction in the job factor of recognition.

Table 47 shows professional qualification, number of respondents, mean scores, standard deviations and standard errors in the job factor of recognition.

**Table 46: Analysis of variance for professional qualification and the level of job satisfaction in the job factor of recognition.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	35.282	5.880	1.601	0.146
Within groups	352	1278.013	3.672		
Total	358	1313.296			

\*F Significant at 0.05 levels

The F probability indicated in Table 46 shows that there is a significant relationship between job satisfaction among teachers and professional qualification in the job factor of recognition. The null hypothesis is thus rejected for this job factor.

**Table 47: Professional qualifications, number of respondents, mean scores, standard deviations and standard errors in the job factor of recognition.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	1.90	0.02	0.64
B.Ed	230	2.57	0.90	0.19
B.A, Dip.Ed	87	3.21	1.87	0.19
B.Sc, Dip.Ed	51	3.06	1.96	0.27
B.A, PGDE	40	2.64	1.11	0.40
B.Sc, PGDE	70	2.74	0.48	0.31
Dip.Ed	81	3.05	1.05	0.31
<b>Total</b>	<b>569</b>	<b>2.73</b>	<b>1.05</b>	<b>0.10</b>

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According to table 47, teachers with master's degree exhibited the lowest mean in this job factor of recognition. The teachers felt that ever though they had a master's degree, they were not recognized as much as they would have liked to. Teachers with diploma in education recorded the highest mean. This could be attributed to the fact that teachers with diploma felt recognized as teachers regardless of possessing a diploma unlike their counterparts with degrees.

Table 48 shows a summary of one-way analysis of variance for professional qualification and the levels of job satisfaction in the job factor of work environment and working conditions. Table 49 shows professional



qualification, number of respondents, mean score, standard deviations and standard errors in the job factor of work environment and working condition.

**Table 48: Analysis of variance for professional qualification and the levels of job satisfaction in the job factor of work environment and working conditions.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	17.756	2.959	0.832	0.546
Within groups	552	1230.862	3.557		
Total	558	1248.618			

\*F Significant at 0.05 levels

The F probability obtained in table 48 shows that there is a there is no significant relationship between job satisfaction among teachers and their professional qualification in the job factor of work environment and working conditions. The null hypothesis is thus rejected in this job factor.

**Table 49: Professional qualification, number of respondents, mean scores, standard deviations and standard errors in the job factor of work environment and working conditions.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	1.70	0.42	0.05
B.Ed	230	1.97	0.92	0.02
B.A, Dip.Ed	87	1.17	0.88	0.02
B.Sc, Dip.Ed	51	1.63	0.83	0.03
B.A, PGDE	40	1.75	0.94	0.04
B.Sc, PGDE	70	1.43	0.02	0.04
Dip.Ed	81	1.98	0.87	0.03
Total	569	1.66	0.69	0.03

According to table 49, teachers in study recorded low means in this job factor of work Environment and working conditions. Teachers were not satisfied with the working conditions and the work environment provided by the schools they teach. Public schools and private low cost schools did not provide a good work environment for the teachers in these schools.

Table 50 shows a summary of one-way analysis of variance for professional qualification and levels of job satisfaction in the job factor of interpersonal relations. Table 51 shows professional qualification, number of respondents, mean scores, standard deviations and standard errors in the job factor of interpersonal relations.

**Table 50: Analysis of variance for professional and levels of job satisfaction in the job factor of interpersonal relations.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	32.837	5.473	1.343	0.237
Within groups	552	1413.935	4.075		
Total	558	1446.771			

\*F Significant at 0.05 levels

The F probability obtained in table 50 shows that there is a significant relationship between job satisfaction among teachers and their professional qualification in the job factor of interpersonal relations. The null hypothesis is thus rejected in this factor.

**Table 51: Professional qualifications, number of respondents, mean score, standard deviations, and standard in the job factor of interpersonal relations.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	4.10	2.85	0.59
B.Ed	230	2.97	0.06	0.20
B.A, Dip.Ed	87	3.08	1.02	0.20
B.Sc, Dip.Ed	51	3.10	0.98	0.28
B.A, PGDE	40	2.90	0.12	0.40
B.Sc, PGDE	70	2.99	1.14	0.45
Dip.Ed	81	3.42	0.85	0.28
<b>Total</b>	<b>569</b>	<b>3.22</b>	<b>1.15</b>	<b>0.11</b>

Table 51 shows that teachers with master's degrees exhibited the highest level of job satisfaction in this job factor. Teachers here were slightly satisfied while those with diploma in education were satisfied. Those with an education degree and a first degree and a postgraduate diploma in education were slightly dissatisfied.

Table 52 shows a summary of one-way analysis of variance for professional qualification and the levels of job satisfaction in the job factor of security.

Table 53 shows professional qualification, number of respondents, mean scores, standard deviations and standard errors in the job factor of job security.

**Table 52: Analysis of variance for professional qualification and the levels of job satisfaction in the job factor of job security.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	31.905	5.317	1.247	0.281
Within groups	552	1479.180	4.263		
Total	558	1511.085			

\*F Significant at 0.05 levels

The F probability obtained in table 52 shows that there is a significant relationship between job satisfaction among teachers and their professional qualification in the job factor of job security. The null hypothesis is thus rejected in this job factor.

**Table S3: Professional qualifications, number of respondents, mean sores, standard deviations and standard errors in the job factor of job security.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	2.99	1.85	0.59
B.Ed	230	2.20	1.12	0.22
B.A, Dip.Ed	87	2.38	1.07	0.21
B.Sc, Dip.Ed	51	2.33	0.97	0.28
B.A, PGDE	40	2.49	1.06	0.39
B.Sc, PGDE	70	2.42	1.02	0.42
Dip.Ed	81	1.26	0.98	0.30
Total	569	2.21	1.15	0.11

According to Table 53 teachers with diploma in education exhibited the lowest mean. They were highly dissatisfied with this job factor because they felt threatened by those teachers with first degrees. They did not feel secure in their jobs because they felt that they did not have enough qualification to feel secure in their job. The other teachers had equally low means, but those with master's degrees exhibited higher than the rest. They felt that their qualification helped them feel secure in their jobs.

Table 54 shows a summary of analysis of variance for professional qualification and the levels of job satisfaction in the factor of supervision. Table 55 shows professional qualification, number of respondents, mean scores, standard deviations and standard errors in the job factor of supervision.

**Table 54: Analysis of variance for professional qualification and the levels of job satisfaction in the job factor of supervision.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	6	11.136	1.56	0.426	0.861
Within groups	552	1515.157	4.354		
Total	558	1526.293			

\*F Significant at 0.05 levels

The F probability indicated in Table 54 shows that there is a significant relationship between job satisfaction among teachers and their professional qualification in the job factor of supervision. The null hypothesis is thus rejected in this job factor of supervision.

**Table 55: Professional qualifications, number of respondents, mean scores, standard deviations and standard errors in the job factor of supervision.**

<b>Professional qualification</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
Masters degree	10	2.30	1.36	0.75
B.Ed	230	2.20	1.01	0.20
B.A, Dip.Ed	87	2.96	1.08	0.21
B.Sc, Dip.Ed	51	2.88	1.27	0.32
B.A, PGDE	40	2.36	0.99	0.38
B.Sc, PGDE	70	2.13	1.24	0.47
Dip.Ed	81	2.12	0.95	0.30
Total	569	2.42	1.08	0.11

According to table 55, the teachers recorded low means. They were slightly dissatisfied in this job factor of supervision. Teachers with first degrees and diploma in education exhibited almost similar means.

### **Hypothesis seven**

#### **Teaching experience variable**

Ho: There is no significant relationship between job satisfaction among teachers and their teaching experience.

Table 56 a summary of one-way analysis of variance for teaching experience and the levels of job satisfaction in the job factor of remuneration. Table 57 shows teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of remuneration.

**Table 56: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of remuneration.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	4	4.370	1.093	0.259	0.904
Within groups	554	1478.627	4.213		
Total	558	1482.997			

\*F Significant at 0.05 levels

F probability obtained in table 56 shows that there is a significant relationship between job satisfaction among teachers and their teaching experience in the



job factor of remuneration. The null hypothesis is thus rejected for the job factor.

**Table 57: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of**

**remuneration.**

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<b>Teaching experience</b>				
<b>(in years)</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
1-5	101	1.96	1.19	0.22
6-10	187	1.86	0.98	0.18
11-15	176	1.30	1.06	0.22
16-20	98	1.23	1.09	0.35
21-25	7	1.86	0.56	0.38
Total	569	1.66	0.98	0.11

According to table 57, the teachers exhibited very low means in this job factor of remuneration. Teachers with less than five years experience exhibited the highest level then as they continue being in the profession, their means continue getting lower. However, teachers with more than twenty-one years of experience had exhibited a higher level of job satisfaction.

Table 58 shows a summary of one-way analysis of variance for teaching experience and the levels of job satisfaction in the job factor of promotion.

Table 59 shows teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of promotion.

**Table S8: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of promotion.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	4	23.212	5.803	1.536	0.191
Within groups	554	1325.785	3.777		
Total	558	1348.997			

\*F Significant at 0.05 levels

The F probability obtained in the table indicates that there is a significant relationship between job satisfaction among teachers and their teaching experience in the job factor of promotion. The null hypothesis is thus rejected in this job factor.

**Table 59: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor promotion.**

<b>Teaching experience</b>				
<b>(in years)</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
1-5	101	1.96	0.83	0.19
6-10	187	1.91	0.96	0.18
11-15	176	1.92	1.13	0.23
16-20	98	1.66	0.80	0.30
21-25	7	1.53	0.70	0.41
Total	569	1.78	0.88	0.10

Table 59 indicates that the teachers were also highly dissatisfied with the job level of promotion. All the teachers in the different teaching experience categories felt that there were minimal chances of personal growths in the job. This may explain why the teachers exhibited a low level of job satisfaction in this study.

Table 60 shows one-way analysis of variance for teaching experience and the levels of job satisfaction in the job factor of recognition. Table 61 shows teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of recognition.

**Table 60: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of recognition.**

Source of variation	DF	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	4	17.168	4.292	1.151	0.332
Within groups	554	1308.638	3.728		
Total	558	1325.806			

\*F Significant at 0.05 levels

The F probability obtained in this table show that there is a significant relationship between job satisfaction among teachers and their teaching experience in the job factor of recognition. The null hypothesis is thus rejected in this job factor.

**Table 61: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of recognition.**

Teaching experience (in years)	N	MEAN	S.D	S.E
1-5	101	2.75	0.97	0.20
6-10	187	3.18	1.24	0.19
11-15	176	2.72	1.08	0.19
16-20	98	2.74	0.84	0.31
21-25	7	2.59	0.73	0.42
Total	569	2.79	1.19	0.10

According to table 61, teachers with between six and ten years in the profession, were satisfied with this job factor of recognition. The rest were of the teachers were highly dissatisfied in this job factor. All the same the means were almost similar.

Table 62 shows a summary of the one-way analysis of variance for teaching experience and the levels satisfaction in the job factor of work environment and working conditions. Table 63 shows teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of work environment and working conditions.

**Table 62: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of work environment and working conditions.**

Source of variation	Df	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	4	11.801	2.950	0.833	0.505
Within groups	554	1236.485	3.543		
Total	558	1248.285			

\*F Significant at 0.05 levels

The F probability obtained in this table shows that there is a significant relationship between job satisfaction among teachers and their teaching

experience in the job factor of work environment and working conditions. The null hypothesis is thus rejected in this job factor.

**Table 63: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of work environment and working conditions.**

<b>Teaching experience (in years)</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
1-5	101	1.85	0.94	0.20
6-10	187	1.08	0.86	0.17
11-15	176	1.94	0.78	0.19
16-20	98	1.43	0.18	0.32
21-25	7	1.94	0.16	0.52
Total	569	1.64	0.58	0.09

Table 63 indicates that all the teachers indicated the work environment and working conditions as highly dissatisfying. Teachers with less than live years in the profession had a higher level but those with between six and ten years had a very low mean. This although was not the case with those with over eleven years in the profession. This could be as a result of teachers, getting used to the type of work environment and working conditions this profession has to offer.

Table 64 shows a summary of the one-way analysis of variance for teaching experience and the levels of job satisfaction in the job factor of interpersonal

relations. Table 65 shows teaching experience, number of respondents, mean score, standard deviations and standard errors in the job factor of interpersonal relations.

**Table 64: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of interpersonal relations.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	4	14.228	3.572	0.878	0.477
Within groups	554	1424.236	4.069		
Total	558	1438.524			

\*F Significant at 0.05 levels

The F probability obtained in table 64 shows that there is a significant relationship between job satisfaction among teachers and their teaching experience in the job factor of interpersonal relations. The null hypothesis is thus rejected in this job factor.

**Table 65: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of interpersonal relations.**

<b>Teaching experience</b>				
<b>(in years)</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
1-5	101	3.13	1.04	0.20
6-10	187	3.20	1.02	0.18
11-15	176	3.34	1.14	0.22
16-20	98	3.47	1.19	0.37
21-25	7	3.35	1.12	0.56
<b>Total</b>	<b>569</b>	<b>3.31</b>	<b>1.10</b>	<b>0.11</b>

Table 65 shows us that level of job satisfaction increases with the length of teaching experience. This could be attributed to the fact that when one stays in an organization for a longer time, their interpersonal relations becomes better than when they first started out. This could explain the high levels of job satisfaction in this job factor of interpersonal relations.

Table 66 shows a summary of the one-way analysis of variance for teaching experience and the levels of job satisfaction in the job factor of job security.

Table 67 shows teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of job security.



**Table 66: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of job security.**

Source of variation	DF	Sum of squares	Mean Squares	F Ratio	F Probability
Between groups	4	13.208	3.302	0.767	0.547
Within groups	554	1505.880	4.303		
Total	558	1519.087			

\*F Significant at 0.05 levels

The F probability obtained in table 66 shows that there is a significant relationship between job satisfaction among teachers and their teaching experience in the job factor of job security. The null hypothesis is thus rejected in this job factor.

**Table 67: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of job security.**

Teaching experience (in years)	N	MEAN	S.D	S.E
1-5	101	2.02	1.06	0.21
6-10	187	2.02	1.06	0.19
11-15	176	2.23	1.16	0.23
16-20	98	2.17	0.92	0.32
21-25	7	2.29	1.05	0.50
Total	569	2.15	1.1	0.11

Teaching experience had no significant relationship among the teachers and this explains the low means indicated in table 67. Job security is an important job factor because when one is insecure in their jobs they tend to exhibit low levels of job satisfaction and the teachers are no exception.

Table 68 shows a summary of the one-way analysis of variance for teaching experience and the levels of job satisfaction in the job factor of supervision.

Table 69 shows teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of supervision.

**Table 68: Analysis of variance for teaching experience and the levels of job satisfaction in the job factor of supervision.**

<b>Source of variation</b>	<b>DF</b>	<b>Sum of squares</b>	<b>Mean Squares</b>	<b>F Ratio</b>	<b>F Probability</b>
Between groups	4	4.279	1.070	0.248	0.911
Within groups	554	1516.876	4.322		
Total	558	1521.154			

\*F Significant at 0.05 levels

The F probability obtained in this table shows that there is a significant relationship between job satisfaction among teachers and their teaching experience in the job factor of supervision. The null hypothesis is thus rejected in this job factor.

**Table 69: Teaching experience, number of respondents, mean scores, standard deviations and standard errors in the job factor of supervision.**

<b>Teaching experience</b>				
<b>(in years)</b>	<b>N</b>	<b>MEAN</b>	<b>S.D</b>	<b>S.E</b>
1-5	101	2.23	1.01	0.20
6-10	187	2.12	1.05	0.20
11-15	176	2.81	1.01	0.21
16-20	98	2.89	1.15	0.36
21-25	7	2.24	1.19	0.53
Total	569	2.45	1.08	0.11

According to table 69, the teachers were slightly dissatisfied with the job level of supervision. All the teachers seemed to exhibit almost similar means in this job factor.

### Part three

#### Overall satisfaction with the present job.

The graduate teachers were asked to indicate their overall satisfaction with their present job. These data is presented in table 70.

Table 70 shows the overall job satisfaction level, value, and number of respondents, percentage, valid percentage and cumulative percentage of the teaching.

**Table 70: Overall job satisfaction level, value, number of respondents, percentage, valid percentage and cumulative percentage of the teachers.**

<b>Overall job satisfaction level</b>	<b>N</b>	<b>Percentage</b>	<b>Valid Percentage</b>	<b>Cumulative Percentage</b>
Highly dissatisfied	130	22.85	22.85	22.85
Slightly dissatisfied	190	33.39	33.39	56.24
Satisfied	152	26.71	26.71	82.95
Slightly satisfied	97	17.05	17.05	100.00
Highly satisfied	0			
<b>Total</b>	<b>569</b>	<b>100.00</b>	<b>100.00</b>	

The mean obtained was 2.31, standard deviation was 0.95 and the standard error was 5.00H-02. The mean obtained for the overall job satisfaction among secondary school teachers in Nairobi shows that these teachers were slightly

dissatisfied with their present job. The overall level is low and is a matter of concern.

### **Ranking of the job factors**

The teachers were asked to rank the seven job factors in order of least importance to the teachers. The ranks ranged from one to seven, with rank one the least important and rank seven the most important job factor. The rankings, the frequencies, percentage, valid percentage and cumulative percentages in each job factor were obtained. From there, the mean ranks, standard deviations and standard errors were obtained for each job factor. The larger the mean rank, the more important the job factor was to the teachers.

Table 71 shows a summary of the rankings of the seven job factors by the teachers in order of most important to the teachers.

**Table 71: Job factor, mean rank, mean scores, standard deviations and standard errors.**

<b>JOB FACTOR</b>	<b>MEAN RANK</b>	<b>S.D</b>	<b>S.E</b>
Supervision	4.10	2.07	0.11
Job security	4.05	2.07	0.11
Remuneration	4.01	2.04	0.11
Promotion	4.00	1.95	0.10
Interpersonal relations	3.97	2.02	0.11
Work environment/ Working conditions	3.92	1.88	0.09
Recognition	3.88	1.93	0.10

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Mean ranks obtained in table 71 show that supervision was the most important job factor followed by job security, remuneration, promotion, interpersonal relations, work environment and working conditions and the least important was recognition.

From the data, it is evident that teachers felt the need for better supervision because this affects how they carry on with their job. According to table 1, the teachers were slightly dissatisfied in this job factor. This means that in order for the teachers to feel satisfied; they needed an effective management and supervision that encouraged their efforts.

The second important job factor was job security. Job security is paramount to the teachers because they value the security of their jobs because a secure job ensures that one can earn a livelihood without any threat of dismissal in the future. The means obtained in table 1 show that the teachers were slightly dissatisfied.

The third important job factor was remuneration. The teachers view remuneration as an important job factor but their level of job satisfaction in this job factor was low according to table 1 ( $m=1.69$ ). This shows why teachers showed very low overall level of job satisfaction with their job.

The fourth important job factor was promotion yet this is a job factor where the teachers showed the third lowest level of satisfaction. This again is a show of why teachers are dissatisfied with their present jobs.

The fifth important job factor was interpersonal relations. Interpersonal relations are the only job factor where teachers felt satisfied. This means that once other important job factors are met, it creates a conducive environment for interpersonal relations.

The sixth important job factor was work environment and working conditions. A teaching job should provide better and conducive working conditions and work environment. Whereas the teachers view this job factor as the sixth most important, the means obtained in table 1 show that the teachers were highly

dissatisfied in this job factor. Although this job factor is ranked sixth, the working conditions and work environment in the teaching profession do not seem to meet the teachers' expectations.

The seventh and the least important job factor is recognition. Although in table 1, the mean obtained was 2.77 showing that they were slightly dissatisfied with this job factor. All the same, the teachers felt that all the preceding job factors had to be satisfied first before the job factor of recognition is considered.

### **Summary of the research findings in the chapter**

The lowest level of job satisfaction among the graduate teachers was recorded in the job factor of work environment and working conditions. The mean score was at 1.64, which indicates that the teachers were highly dissatisfied in this job factor. The lowest means obtained in the sub-items of this affect your work (m=1.49). The lack of teaching materials and resources, which recorded a mean of 1.66, affected the teachers' work negatively. Other low means recorded was in the sub-items of; is the staffroom spacious enough (m=1.59) and, how does it make you feel (m=1.59). The teachers felt crowded and uncomfortable in most staff rooms because they were not spacious enough. The sub-item of; does the school provide you with a house recorded a mean of 1.79 while; how does it inconvenience you recorded a mean of 1.69.



The second lowest level of job satisfaction among the teachers was recorded in the job factor of remuneration. The mean score of 1.69 shows that the teachers were also highly dissatisfied in this job factor. All the sub-items recorded a highly dissatisfied mean with my present fringe benefits are good being the lowest with a mean of 1.62.

The third lowest level of job satisfaction among the teachers was in the job factor of promotion with a mean of 1.77. The lowest means were obtained in the sub-items of opportunities for personal growth (m=1.84), opportunities for promotion or mobility (m=1.89) and fairness in the present promotion scheme based on students' performance in exams (m=1.95). The teachers were highly dissatisfied in the above sub-items of promotion.

The fourth level of job satisfaction among the teachers was in the job factor of job security. The mean score was 2.16, which shows that the teachers were slightly dissatisfied in this job factor. The lowest mean was obtained in the sub-item of protection by the Teachers Service Commission (TSC) or employer (m=1.94).

The fifth level of job satisfaction among the teachers was recorded in the job factor of supervision. The mean score 2.46 showed that the teachers were slightly dissatisfied in this job factor. The lowest means were recorded in the sub-items of supportive supervisor (m=2.39), quality of communication (m=2.42) and co-operative supervisor (m=2.46).

The sixth level of job satisfaction among the teachers was recorded in the job factor recognition, which had a mean score of 2.77. The teachers were slightly dissatisfied in this job factor. The lowest means were obtained in the sub-items of my supervisor recognizes my work ( $m=2.26$ ) and other professionals recognize my work ( $m=2.45$ ).

The seventh and highest level of job satisfaction among teachers was in the job factor of interpersonal relations. The means score of 3.24 showed that the teachers were satisfied with this job factor. The lowest mean was recorded in the sub-item of my relations with the supervisor ( $m=2.29$ ).

The hypothesis testing for the relationship between job satisfaction among teachers and their age showed that there was no significant relationship in the job factor of promotion. The levels of job satisfaction increased with age in this job factor. There were significant relationships in the job factors of remuneration, recognition, work environment and working conditions, interpersonal relations, job security and supervision. The levels of job satisfaction also tended to increase with age in these job factors except for recognition. Levels of job satisfaction in the job factor of recognition decreased with age.

The hypothesis testing for the relationship between the levels of job satisfaction among teachers and their gender showed that there were significant relationships in all the job factors. The male teachers exhibited

slightly lower levels of job satisfaction than their female counterparts. Female teachers showed high levels of job satisfaction than male teachers in the job factors of remuneration, promotion, work environment and working conditions and recognition.

In most of the job factors except in interpersonal relations, job security and supervision, the levels of job satisfaction also tended to increase with age in these job factors except for recognition. Levels of job satisfaction in the job factor of recognition decreased with age.

Hypothesis testing for the relationship between the levels of job satisfaction among the teachers and their marital status showed that there were no significant relationships in the job factor of recognition and job security. The analysis shows significant relationships in the job factor of remuneration, promotion, work environment and working conditions, interpersonal relations, job security and supervision. Married teachers exhibited higher means in the job factors of remuneration, recognition, supervision, promotion and interpersonal relations.

Hypothesis testing for the relationship between the levels of job satisfaction among the teachers and the category of school show that there were significant relationships in all the job factors. The teachers in private schools showed higher means than those in public schools with the job factors of remuneration, work environment and working conditions, interpersonal

relations and promotion. The teachers in public schools showed higher means in the job factors of recognition and job security. Teachers in the private schools in the high cost category exhibited higher means in all the job factors than those in the low cost schools. Teachers in public schools in the high cost category exhibited higher means in the job factors of remuneration, work environment and working conditions, than those in low cost schools. Teachers in public low cost schools indicated higher means in the job factors of promotion, recognition, job security, interpersonal relations and supervision.

Hypothesis testing for the relationship between the levels of job satisfaction among the teachers and the type of school showed that there was significant relationship in all the job factors. Teachers in mixed schools had a high level of job satisfaction in the job factors of remuneration, interpersonal relations and job security. Teachers in boys' schools on the other hand showed high levels of job satisfaction in the job factor of supervision only while those in girls' schools showed high levels in the job factors of promotion, recognition, work environment and working conditions only. Teachers in boys' and girls' schools tended to exhibit similar levels of job satisfaction in most of the job factors except for work environment and working conditions where teachers in girls' schools exhibited significantly higher levels.

The hypothesis testing for the relationship between the levels of job satisfaction among the teachers and their professional qualification showed significant relationships in all the job factors. Teachers with master's degrees

exhibited higher levels of job satisfaction in the job factor of remuneration, promotion and interpersonal relationships and a very low mean in the job factor of recognition. Teachers with a diploma in education exhibited lower means in the job factors of remuneration and promotion. Teachers with bachelor degrees exhibited similar levels of job satisfaction in all the job factors.

The hypothesis testing for the relationship between the levels of job satisfaction among the teachers and their teaching experience showed significant relationships in all the job factors. The levels of job satisfaction tended to increase in teaching experience above 20 in the job factor of job security and recognition.

The overall level of job satisfaction among the teachers obtained a high percentage of a mean of 2.31, which is slightly dissatisfied. A high percentage of teachers were either highly dissatisfied 22.85% or slightly dissatisfied 33.39%, making a total of 56.24% of the teachers in this study were dissatisfied. Of the remaining 43.76%, 26.71% were just satisfied leaving 17.03% slightly satisfied. No teacher was highly satisfied.

The ranking of the job factors in order of importance by the teachers show that; supervision was ranked first, job security second, remuneration was ranked third, while promotion was ranked fourth. Interpersonal relationships

was ranked fifth, work environment and working conditions sixth and recognition was ranked seventh.

The teachers also came up with other ways that would enhance their job satisfaction. All the ways that the teachers came up with fell under the job factors of remuneration, promotion, recognition, work environment and working conditions, interpersonal relations, job security and supervision. The first factor of enhancing job satisfaction was ways linked to remuneration. They wanted better pay and better fringe benefits. The second were factors linked to the job factor of work environment and working conditions. The teachers wanted an increase in the availability of materials and resources for teaching. They also wanted bigger staff-rooms and bigger and spacious classrooms in which they taught. They suggested provision of teachers' houses by the school.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### **Summary of the study**

The failure of the teaching profession to be attractive for teachers necessitated for this study. The purpose of this study as stated in Chapter one was: To investigate the factors contributing to teachers job satisfaction in private and public secondary schools in Nairobi; To compare the levels of satisfaction between teachers in private and public schools in Nairobi; To determine the relationship between job satisfaction among teachers and the seven independent variables of age, sex, marital status, category of school, type of school, professional qualification and teaching experience; to find out how the teachers ranked the seven job factors and to find out what the teachers need to enhance their job satisfaction.

The literature review in this study differentiated between motivation and job satisfaction. The study also looked at theories of job satisfaction, which are Maslow's Need Hierarchy, ERG Theory, Two Factor Theory, McClelland's Need Theory, McGregor's Human Theory, Equity Theory, Expectancy Theory among other needs that included Fulfilment Theory and Discrepancy Theory.

In this study, a questionnaire was used as the sole research instrument. The questionnaire was divided into three parts. Part one consisted of short questions on school and demographic variables. These formed the independent

variables. Part two of the questionnaire consisted of the seven main job factors. Each main job factor was sub-divided into a number of sub-items in which respondents were required to indicate their levels of job satisfaction on a five-point scale. In part three, the respondents were asked to indicate their overall level of job satisfaction and also average the seven job factors in their order of least importance. The respondents were also asked to list four other factors that would enhance their job satisfaction.

Three academic staff members from University of Nairobi, Faculty of Education, validated the research instrument. They all rated the instrument as very good. To find out the reliability of the instrument, a pilot study was conducted in the study area. The pilot study covered 100 teachers who were randomly selected from both private and public schools in Nairobi.

The questionnaire was then administered in 27 public and 37 private schools in Nairobi for the final data collection. The total number of teachers who completed and returned their questionnaires from these schools was 569; the questionnaire return rate was 91.6 percent.

The analysis of data consisted of two-tailed t-test and a one-way analysis of variance. The level of significance was established at .05 at which point the calculated t-value and F ratios were compared with their critical values for the rejection or acceptance of the null hypothesis. Seven null hypotheses were tested.



The overall ranking mean in each job factor was determined and the means were used to rank the seven job factors in their order of importance to the teachers. All the data analysis was done using the SPSS programme.

### **Conclusions of the study**

Many recommendations have been made to the government of Kenya to improve terms of service for the teaching profession in order to make it attractive and at the same time retain teachers in the profession. The scheme of service for the graduate and approved teachers (1988) had objectives which included provision for competent and effective teaching force for learning institutions; establishment of standards for recruitment and advancements of graduate approved teachers and encourage continuous training, appraisal and self development; provision of a career structure with prospects for advancements which will attract and retain suitably qualified personnel in the teaching profession.

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In this study the lowest level of job satisfaction among teachers was recorded in the job factor of work environment and working conditions. This low level of job satisfactions only indicates that the conditions under which the teachers work are poor. The lowest levels of job satisfaction among the teachers in this job factor were recorded in the sub-items " is the staff room spacious enough?". It is important that the teachers feel comfortable in a staff room because this is where they prepare whatever they are going to teach. Many of the private low cost schools are found in the city centre buildings making it

difficult for a school to have enough space for spacious staff rooms and adequate classes and libraries. Such a school cannot provide housing for teachers. With the introduction of paying rent for civil servants in government houses, teachers in public schools that are provided housing by the school have been left at the mercy of the school Board of Governors. It is such inadequacies that bring about dissatisfaction.

The teachers indicated the second lowest level of job satisfaction as remuneration in which they indicated they were dissatisfied. The lowest levels were indicated in my fringe benefits are good. Teachers perceive their fringe benefits being poor. Teachers felt that their low pay does not meet their daily expenses well. This causes teachers to engage on other businesses, for example, the "matatu" business or hawking goods and this leaves very little time for the teacher to prepare well for his or her lesson. The teachers end up spending most of their time chasing other means of bringing in quick money at the expense teaching.

The third lowest level was promotion where the teachers were still highly dissatisfied. Teachers see teaching as a profession where there are no opportunities for personal growth or mobility in terms of the profession. The lowest level was recorded in the sub-item of opportunities for personal growth. Opportunities for promotion mobility also recorded a low mean. Teachers felt that once you are a teacher, you shall remain a teacher until retirement. The only step one can take is to become a Mead of department. These low means

may cause the teachers to have only a negative attitude towards his or her job causing him or her a low level of satisfaction in the profession.

The fourth lowest level was the job factor of security where the teachers were slightly dissatisfied. The sub item of protection by teachers Service Commission (TSC) or employer recorded the lowest level of job satisfaction. The implication of this is that the teachers view their jobs as insecure causing low levels of satisfaction. The profession cannot therefore retain teachers if the employers cannot make the teachers feel secure in their jobs.

The fifth level was supervision, which the teachers rated as slightly dissatisfied. The lowest mean was recorded in the sub-item of supportive supervisor and how my work is supervised. The teachers felt that the management in most cases is out to victimise and harass them. The leadership has not reached the standards acceptable to the teachers. Most head teachers do not have a specific training in administration and management and this makes them manage schools with little or no training at all. This in turn inhibits dissatisfaction among the teachers.

The sixth level of job satisfaction was in the job factor of recognition. The teachers indicated that they were slightly dissatisfied. The lowest means were recorded in the sub-items of supervisor recognises my work and other professionals recognise my work. Teachers felt that it was important for the supervisor to recognise their work because it made them feel good about

themselves. The fact that teaching as a profession is not recognised by other professionals makes the teachers record a low level of job satisfaction. The low pay, few opportunities for self-development and promotion opportunities make teachers and other people not in the profession accord it low recognition.

The seventh level of job satisfaction was in the job factor of interpersonal relations. The teachers indicated that they were satisfied with this particular job factor. The highest mean was recorded in the sub-item of my relations with students. The high level of job satisfaction in this job factor could be attributed to the fact that the students and non-teaching staff is usually in constant work contact with the teachers.

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According to the tests of significance, age had no significant relationship in the job factor of promotion only. The older teachers exhibited higher means in the job factor of promotion, unlike the younger teachers. There were significant relationships in the job factor of remuneration although, job satisfaction increased with age. In the job factor of recognition, the teachers of all ages exhibited almost similar means. In the job factor of work environment and working conditions, the teachers were highly dissatisfied and this was unlike in the job factor of interpersonal relations, where all the teachers of all age groups were satisfied. The teachers' level of satisfaction in the job factor of job security increased with age although there were significant relationships in this particular job factor. Teachers were slightly dissatisfied in the job factor

of supervision although teachers above the age of 40 seemed to exhibit higher levels of job satisfaction.

There were significant relationships between job satisfaction among teachers and their gender. Although significant relationships were indicated, the male teachers had higher means in the job factors of interpersonal relations, job security and supervision. The female teachers had higher means in the job factor of remuneration, promotion, recognition and work environment and working conditions.

In the marital status variable, the study shows that there were no significant relationships between the levels of job satisfaction among the teachers and their marital status in the job factor of recognition and job security. There were significant relationships in all the other job factors of remuneration, promotion, working conditions and work environment, interpersonal relations, and supervision. Married teachers exhibited higher means than the unmarried teachers. This can be attributed to the fact that married persons seem to be contented with their status and their jobs and other responsibilities of married persons leaves them with little time to think about their levels of satisfaction with their jobs.

The t-values obtained in the category of school variable showed that there were significant relationships in all the job factors. The means showed that teachers from private schools were more satisfied than the teachers in public

schools in the job factors of remuneration, promotion, work environment and working conditions. The teachers in the private schools had a higher overall mean than those in the public schools. Teachers in the private high cost schools were more satisfied than those in the low cost schools. They enjoyed better remuneration packages, recognition and better work environments and working conditions. The same case applied to teachers in public high cost schools. Teachers in both categories of schools had almost similar means although those in public high cost schools exhibited slightly higher means. This could be as a result

There were significant relationships between job satisfaction among teachers and the type of school in all the job factors. Teachers in girl's schools exhibited the highest means than teachers in the boy's schools and mixed schools. Girls' schools tended to have better working conditions and work environment than boys' schools.

There were significant relationships between job satisfaction among teachers in all the job factors. Teachers with masters degrees had a higher mean than teachers with other qualification. Teachers with masters degrees had a higher means in the job factor of promotion, interpersonal relations and job security. Teachers with diploma in education also exhibited high means in the job factor of promotion, recognition, work environment and working conditions but they indicated significantly low levels in the job factor of job security.

The hypothesis testing for the relationship between the levels of job satisfaction among the teachers and their teaching experience, there were significant relationships in all the job factors. Teachers exhibited low levels of job satisfaction in the job factors of remuneration, promotion, recognition, work environment and working conditions, job security and supervision. The teachers were satisfied only in the job factor of interpersonal relations. Teachers with teaching experience of above fifteen years exhibited the highest means.

The teachers ranked the seven job factors from the most important to the seventh most important job factor. The first job factor that contributed most to the teachers' job satisfaction was supervision. The second job factor was job security, followed by remuneration and promotion. The fifth job factor was interpersonal relations and the sixth job factor was work environment and working conditions. The seventh and the least job factor was recognition.

In the overall level of satisfaction, the largest percentage teachers were slightly dissatisfied (33.4%). Teachers who were both highly and slightly dissatisfied constituted 56.2% of all the teachers. Only 26.7% were satisfied and 17% were slightly satisfied, which is not satisfactory at all. Educationists should ensure that the teaching profession should have more satisfied teachers and less dissatisfied ones so as to make the teaching profession attractive.

The teachers also came up with other ways that would enhance their job satisfaction. All the ways that the teachers came up with fell under the job

factors of remuneration, promotion, recognition, work environment and working conditions, interpersonal relations, job security and supervision. The first factor of enhancing job satisfaction was ways linked to remuneration. They wanted better pay and better fringe benefits. The second were factors linked to the job factor of work environment and working conditions. The teachers wanted an increase in the availability of materials and resources for teaching. They also wanted bigger staff-rooms and bigger classrooms. In which they taught. They suggested provision of teachers' houses by the school.

### **Recommendations**

The following recommendations are made from the findings and the conclusions of the study:

1. It is recommended that schools should try and provide housing for their teachers. From the research findings, it is clear that this job factor of work environment and working conditions had the lowest mean. Therefore schools should have comfortable and spacious staffrooms to allow a "breathing" space for the teacher. The teachers complained of congestion and discomfort wherever they were preparing for their next lessons. Its important that the inspectorate inspects a school's buildings before giving a license to operate to ensure that the classrooms are large enough and there are enough compounds to accommodate both students and teachers. This is because some private low cost schools



are housed in buildings found in the city center and these buildings were built for the purpose of offices and not schools. It is therefore recommended that such schools should operate when and only if the needs of the teachers and students are taken into consideration.

2. In this research study, it was found out that supervision had a negative effect on the teachers. Most head teachers did not supervise their teachers but were dictating around them. The supervisors were not supportive enough and there were communication problems between the supervisors and teachers. It is therefore recommended that the supervisors, in this case the head teachers, should be trained in education administration because it would be the only way such problems would be curbed.
3. It is recommended that the teachers' remuneration should be equitable in comparison to others with similar qualifications in other organizations and professions. This is only when the teachers and other professionals can perceive teaching as a prestigious profession and this in turn makes it attractive. Educationists should make sure that the teachers' remuneration is equitable to their jobs and this would definitely enhance job satisfaction.
4. Retaining teaches in the teaching profession is an uphill task and attracting them with a high remuneration may not be enough.

Individuals would like to improve themselves in their work and also acquire personal growth. This study found out that the teachers were highly dissatisfied with the job factor of promotion but their levels of job satisfaction increased with age. Opportunities for promotion for teachers should be increased and the promotion scheme should not only be based on academic qualification but also on professional competence, length of teaching experience and the teachers' output which can be measured with the students' performance in exams.

5. Employers should be able to protect the tenure of the teachers teaching post. Teachers in private schools were highly dissatisfied with the job factor of job security because one's services could be terminated without one's consent. Therefore, I recommend that teachers in private schools form a union that will ensure that termination of services follows the right channels.

### **Suggestions for further research**

The following research areas are suggested for further study.

1. The relationship between job satisfaction and performance in the teaching profession should be studied.
2. A study on the impact of supervision on the teachers' performance and levels of job satisfaction.

The supervisor's role on the overall job satisfaction of the teacher.

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**APPENDICES****APPENDIX A**

UNIVERSITY OF NAIROBI,  
COLLEGE OF EDUCATION AND  
EXTERNAL STUDIES,  
P.O. BOX 92,  
KIKUYIJ.

Dear,

I am a postgraduate student registered at the Department of Educational Administration and Planning, University of Nairobi. I am currently carrying out a study on Job Satisfaction and Dissatisfaction among Secondary School Teachers in Nairobi Province.

The questionnaire attached herewith is meant to gather information for this study from you. All responses will be confidentially treated. The results will be reported only in terms of entire populations. Therefore do not provide your name or the name of your school in this questionnaire. You are kindly requested to respond to all items in the questionnaire.

Your positive response will be highly appreciated.

Yours faithfully,

NJUE CATHERINE WANGAI  
M.Ed student Dept. of Ed. Admin, and Planning  
University of Nairobi.

**APPENDIX B****TEACHERS QUESTIONNAIRE (TQ)****INSTRUCTIONS**

This questionnaire is designed to gather general information about yourself, and your school for the use in the study of Job satisfaction among secondary school teachers in Nairobi. The questionnaire has three parts namely One, Two, Three. Kindly provide information to all questionnaire items by putting a (V) on one of the options. For the questions that require your own opinion or answer, please fill in the blanks.

FOR CONFIDENTIALITY, DO NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL.

**PART ONE**

1. Please indicate your age in the box provided below.

Male

Female

**APPENDIX B****TEACHERS QUESTIONNAIRE (TQ)****INSTRUCTIONS**

This questionnaire is designed to gather general information about yourself, and your school for the use in the study of Job satisfaction among secondary school teachers in Nairobi. The questionnaire has three parts namely One, Two, Three. Kindly provide information to all questionnaire items by putting a (V) on one of the options. For the questions that require your own opinion or answer, please fill in the blanks.

FOR CONFIDENTIALITY, DO NOT WRITE YOUR NAME OR THAT OF YOUR SCHOOL.

**PART ONE**

1. Please indicate your age in the box provided below.

2. By means of a (V) please indicate your gender.

**Male**

Female

3. By means of a tick (V) please indicate your marital status.

Married

Unmarried

4. By means of a tick (V) kindly indicate your academic qualification.

Doctorate degree

Masters degree

B.Ed

B.A, Dip. Ed

BSc, Dip. Ed

B.A, PGDE

BSc, PGDE

Dip.Ed

Other specify

5. By means of a tick (V) please indicate the category of your school.

Private  1  1

Public  \_\_\_\_\_  1

Is your school

High cost

Low cost

6. By means of a tick (✓) please indicate the type of your school.

Mixed

Boys

Girls

7. By means of a tick (✓) please indicate your teaching experience.

Between 1 and 5 years

Between 5 and 10 years

Between 10 and 15 years

Above 15 years

**PART TWO**

This part contains facet items related to your work and working conditions.

Please read each factor item carefully and then indicate with a (V) in the relevant column. The scale is:

- 1 = Highly dissatisfied
- 2 = Slightly dissatisfied
- 3 = Satisfied
- 4 = Slightly satisfied
- 5 = Highly satisfied

UNIVERSITY OF NAIROBI  
EAST AFRICANA COLLECTION

**N.B**

In this questionnaire supervisor\* refers to the headteacher.

## 1. Remuneration

	SCALE				
	1	2	3	4	5
My present salary meets my daily expenses well					
My present salary is fair and equitable as compared to others with similar qualifications in other organisations and professions.					
My fringe benefits are good.					
My present salary is equitable to my job.					

## 2. Promotion

	SCALE				
	1	2	3	4	5
Opportunities for promotion or mobility					
Rewards for my performance					
Fairness in my promotion scheme based on: - Academic qualification	JNIVE LAST	RSIT AFRICA	f OF NACO	NAIF LLEC	OBI 'ION
- Length of teaching experience					
- Professional competence					
- Students performance in exams					
Opportunities for personal growth i.e improvement of myself at work				/	



### 3. Recognition

	SCALE				
	1	2	3	4	5
My supervisor* recognises my work					
The students I teach recognise my work.					
Parents recognise my work					
Non teaching staff recognise my work					
Other professionals recognise my work					

**4. Work environment and working conditions**

1. Does the school provide you with a house?

2. If no how does it inconvenience you?

3 (a). Is the staffroom spacious enough?

(b). How does it make you feel?

5 (a). Is there availability of materials and resources for teaching?

(b) How does this affect your work?

### 5. Interpersonal relations

	SCALE				
	1	2	3	4	5
My relations with fellow teachers					
My relations with supervisor*					
My relations with the non teaching staff					
My relations with the students					
My relations with Parents					

## 6. Job security

	SCALE				
	1	2	3	4	5
Protection by TSC or employer					
Protection by supervisor*					
Protection of tenure of my teaching post					

## 7. Supervision

	SCALE				
	1	2	3	4	5
Supportive supervisor*					
Cooperative supervisor*					
Quality of communication					
The way my work is supervised					

**PART THREE**

1. List in order job factors of remuneration, promotion, recognition, work environment and working conditions, interpersonal relations, job security and supervision, that contribute MOST to your overall satisfaction in your job.

a)

b)

c)

d)

e)

f)

g)

2) By means of a tick (V) please indicate your overall level of satisfaction with your present job.

a) Highly dissatisfied

b) Slightly dissatisfied

c) Satisfied

d) Slightly satisfied

e) Highly satisfied

3) Suggest four ways of enhancing your job satisfaction.

a)

b)

c)

d)

**THE END**

THANK - YOU FOR YOUR CO-OPERATION AND PARTICIPATION

## APPENDIX C

### MINISTRY OF EDUCATION PROVINCIAL EDUCATION OFFICE

#### NAIROBI PROVINCE PRIVATE SCHOOLS

<u>NAME</u>	<u>TYPE</u>
1. STRATHMORE COLLEGE	BD
2. LORETO CONVENT MSONGARI	GD
3. LORETO CONVENT VALLEY RD.	GD
4. ST. MARY'S SCHOOL	BD
5. QUEEN OF APOSTLES SEMINARY	BB
6. SHARDA HIGH SCHOOL	GD
7. ARYA GIRLS	GD
8. C.G.H.U GIRLS	GD
9. OSHWAL BOYS	BD
10. KHALSA GIRLS	GD
11. DON BOSCO SECONDARY	MD
12. VISA OSHWAL GIRLS	GD
13. PAN AFRICA BOYS	BD
14. ST. EDWARD'S HIGH	MD
15. KENYAN COLLEGE	MD
16. RAVALS SECONDARY	MD
17. ST. SAVIOUS SCHOOL	MD
18. AGA KHAN ACADEMY	MD
19. ARYA BOYS SECONDARY	BD
20. S.S.D. GIRLS	GD
21. WAKULIMA SECONDARY	MD
22. R.G.S. SECONDARY	MD
23. KIANDA HIGH SCHOOL	GD
24. SHAURI MOYO HARAMBEE	MD
25. DEVONSHIRE SECONDARY	MD
26. ST. JOHN'S HIGH	MD
27. GURU NANAK	MD
28. KARURA S.D.A.	MB
29. BRAEBURN HIGH	MD



PRIVATE SCHOOLS CONT'D

<u>NAME</u>	^ ^
30. PREMIER ACADEMY	MD
31. HILLCREST ACADEMY	MD
32. BURUBURU HIGH	MD
33. RUSINGA SCHOOL	MD
34. ST. CHRISTOPHER'S	MD
35. KYUNA ACADEMY	GB
36. PARKVIEW ACADEMY	MD
37. KENYA MUSLIM ACADEMY	MD
38. ALMADRASSA	MD
39. RASULALAKRAM	BB
40. WOODLANDS ACADEMY	MD
41. INTERNATIONAL SCHOOL OF KENYA	MD
42. TREESIDE	MD
43. SUNSINE	BB
44. MAKINI ACADEMY	MD
45. ST. MARTIN'S KIBARAGUE	MD
46. AGUSTANA ACADEMY	MB
47. ST. CATHERINE MOUNTAIN VIEW ACADEMY	GB
48. LAUREATE ADVANCED LEVEL INSTITUTE	MD
49. KIWANI ACADEMY	MD
50. ABORETUM COLLEGE	MD
51. NAIROBI BIBLE INSTITUTE	MD
52. SHILIDA TRAINING SCHOOL	GD
53. APOSTOLIC CARMEL	GD
54. NGARA ACADEMY	MD
55. INTERNATIONAL SCHOOL OF EASTERN AFRICA	MD
56. PRINCETON ACADEMY	MD
57. ST. AUSTIN'S ACADEMY	MD
58. ROSSLYN ACADEMY	MD
59. NAIROBI WEST ACADEMY	MD
60. JAFFERY ACADEMY	GB

MINISTRY OF EDUCATION  
PROVINCIAL EDUCATION OFFICE

NAIROBI PROVINCE PUBLIC SCHOOLS

NAME	TYPE
1. LENANA SCHOOL	BB
2. NAIROBI SCHOOL	BB
3. KENYA HIGH	GD
4. STRAREHE BOYS CENTRE	BB
5. MOI FORCES ACADEMY	BB
6. AQUINAS HIGH SCHOOL	BD
7. DAGORETTI HIGH SCHOOL	BB
8. JAMHURI HIGH SCHOOL	BD
9. EASTLEIGH HIGH SCHOOL	BD
10. HIGHWAY SECONDARY SCHOOL	BD
11. PARKLANDS SECONDARY	BD
12. PUMWANI SECONDARY	BD
13. PANGANI GIRLS HIGH	GB
14. ST. TERESA'S BOYS	BD
15. UPPERHILL SCHOOL	BD
16. PARKLANDS ARYA GIRLS	GD
17. HURUMA GIRLS HIGH	GD
18. MUSLIM GIRLS SCHOOL	GD
19. MOI NAIROBI GIRLS	GB
20. NGARA GIRLS	GD
21. OUR LADY OF MERCY	GD
22. PRECIOUS BLOOD SECONDARY	GB
23. STATE HOUSE GIRLS	GB
24. ST. TERESA'S GIRLS	GD
25. H.H AGA KHAN HIGH	MD
26. OFAFA JERICHO SECONDARY	BD
27. LANGATA HIGH SCHOOL	MD
28. KANGEMI HIGH SCHOOL	MD
29. KAMITI HIGH SCHOOL	MD

## NAIROBI PROVINCE PUBLIC CONT'D

NAME	TYPE
30. RUTHIMITU SECONDARY SCHOOL	MD
31. HOSPITAL HILL SECONDARY	MB
32. BURUBURU GIRLS	GB "
33. ST. GEORGE'S SECONDARY	GB
34. NAIROBI MILIMANI	BD
35. RUARAKA SECONDARY	MD
36. NEMBU SECONDARY	MD
37. KAYOLE SECONDARY	MD
38. UHURUSECONDARY	BD
39. MAINA WANJIGI SECONDARY	MD
40. OUR LADY OF FATIMA	MD
41. DANDORA SECONDARY	MD
42. KABETE APPROVED	MD
43. KAMUKUNJI SECONDARY	MD
44. NILE ROAD SECONDARY	GD
45. MUTU-INI HIGH	MD
46. MUHURI MUCHIRI	MB
47. EMBAKASI GIRLS	GD

## KEY:

G - GIRLS

B - BOYS

D - DAY

M - MIXED

BB - BOYS BOARDING

GB - GIRLS BOARDING