

**DETERMINANTS OF JOB SATISFACTION AMONG PRIMARY
SCHOOL TEACHERS IN KEE DIVISION, MAKUENI DISTRICT
KENYA**

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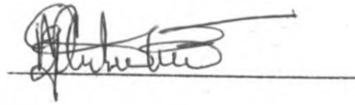
A Research Project Submitted in Partial Fulfillment of the Requirements for the
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DECLARATION

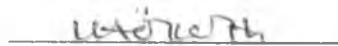
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This research project has been submitted for examination with our approval as the university supervisors:

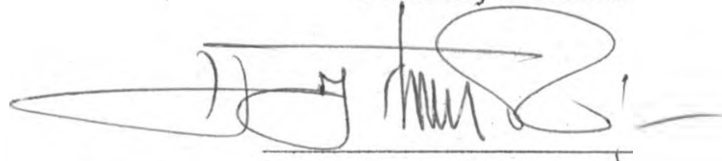


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DEDICATION

This research project is dedicated to my wife Janet Nthambi Muliko, our sons Brian Masila Mwau, Maurice Muliko Mwau, Ronald Mutua Mwau and daughter Ruth Wanzila Mwau.

ACKNOWLEDGEMENT

A number of people contributed to the completion of this work, I would like to take the opportunity to thank them all. First and foremost I appreciate the efforts made by my supervisors; Dr. Ursulla Okoth and Dr Jeremiah Kalai in guiding me as I undertook this study, sincerely had it not been for them this work could not have been completed. I would like also to acknowledge the cooperation I received from the head teachers and teachers of public primary schools in Kee division .I am particularly grateful to all head teachers and teachers who took time and provided data for this study.

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ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immune Deficiency syndrome
CEO	Chief Executive Officer
DC	District Commissioner
DEO	District Education Officer
e	Electronic
FPE	Free Primary Education
EO	Education Officer
ERG	Existence, Related and Growth needs
HIV	Human Immuno –Deficiency Virus
ICT	Information and Communication Technology
KCPE	Kenya Certificate Primary Examination
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
NCST	National Council of Science and Technology
QASO	Quality Assurance and Standards Officer
SMC	School Management Committee
SSR	Social Studies and Religion
TSC	Teachers Service Commission
TSCRC	Teacher Service Commission Remuneration Committee

ABSTRACT

The purpose of this study was to examine determinants of job satisfaction among public primary school teachers. The objectives were to; establish if teachers characteristics such as age, gender, professional level, experience and grade promotions influences job satisfaction in primary schools in Kee division, determine work related factors affecting teacher's job satisfaction in public schools in Kee division, determine if training in emerging issues in education influences job satisfaction of teachers, assess the extent to which existing compensation structures influence teachers' job satisfaction in primary schools in Kee division, identify intervention measures primary school teachers prefer to be initiated to alleviate job satisfaction.

The study used survey research design. The target population was 204 teachers in 23 primary schools. The sample consisted of 132 teachers and 19 head teachers. was used. Participants were selected by stratified random sampling. Data was gathered through responses from two instruments:- a questionnaire for teachers and interview schedule for head teachers; validity was achieved by pretesting the instruments with 13 teachers and 2 head teachers who made suggestions for improvement. The instrument was found to be reliable after being administered to the selected teachers. A research permit was obtained from NCST and clearance sought from the DC's and DEO'S offices to collect data.

Data was analyzed by frequency tables and percentages. SPSS was used in data analysis. The study found out that 100% of teachers below 25 years were dissatisfied by the teaching profession with 60% of teachers above 50 years being satisfied with the teaching job, 47% of the female teachers were satisfied with the teaching profession compared to 18% of their male counter parts. 62% of the PI teachers were dissatisfied with the teaching job while 98% of the graduate teachers were dissatisfied with being primary school teachers, 67% of the teachers with less than 5 years working experience were not satisfied with the teaching job while 58% of those above 20 years were not satisfied with the job. 68% of those with no promotion were dissatisfied with the teaching job compared to 56% of those who had 3 promotions being not satisfied.

Study concluded that job satisfaction is affected by age, gender, professional level, and number of grade promotions and the years of experience. Work related factors which involved teachers' workload, teacher per class policy and teaching all subject in the curriculum were found to dissatisfy teachers. From the findings 71% of the teachers were dissatisfied by teaching all subjects in the curriculum, 69%

90% of the teachers cited increase in pay as the major intervention measure to increase job satisfaction; on the other hand 100% of the head teachers cited increase in responsibility allowance as the main measure to job satisfaction.

Training in emerging issues was found to affect teachers' satisfaction. 77% of the teachers had undergone training in HIV/ AIDS making them satisfied with handling it. 81% of the teachers had no training in ICT and e- learning making 67% them dissatisfied in handling it. The study found out that over 90% of the teachers were dissatisfied with all the aspects of compensation

Among the intervention measures cited by teachers to increase job satisfaction were; 90% proposed increase in pay; 43% frequent promotions; 37% employing more teachers; 32% equipping stations. 100% of the head teachers proposed increase in responsibility allowance, 94% reducing workload, 69% their own scheme of service and 63% automatic promotions.

The study proposed review of the policy of teachers having to teach all subjects in the curriculum, proper training of teachers in issues before being introduced in the curriculum, constant review of pay and also recommended that measures should be put in place to retain teachers with higher qualification in the primary sector. The study suggested further studies to investigate teachers satisfaction in dealing with ICT and e-learning, graduate teachers satisfaction in teaching primary schools and the extent to which parents affect teachers' job satisfaction.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

“Education is a human right that every child must enjoy and has to be protected by law” This is one of the recommendations of the world conference on education for all, held in Jomtien, Thailand 1990 and the world education forum, held in Dakar, Senegal in 2000. A literate population is key to the overall development at any nation (MOEST 2003). The lives of the up surging numbers of the future generation were placed at the disposal of teachers. The teacher resource is a vital input to the education process as teachers were responsible for the delivery of the curriculum and hence were critical in determining the quality of education. (MOE,2006). For them to perform their duties effectively and efficiently they should be satisfied with their job.

Job satisfaction describes how content an individual is with his or her job. The happier people were within their job, the more satisfied they were said to be. People form attitudes towards their jobs by taking into account their feelings, beliefs and behaviors. ([http:// en.Wikipedia. Org/wiki/job-satisfaction](http://en.Wikipedia.Org/wiki/job-satisfaction), 15th March 2011). Okumbe (1998) outlines three dimensions of job satisfaction. The first dimensions is that it is an emotional response to a job situation, the second is that job satisfaction is determined by how well outcomes meet or exceed expectations and the third is that job satisfaction is represented by several

related attitudes. These attitudes were on important characteristics of the job like work itself, pay, promotion opportunities, supervision and co-workers. Job satisfaction is closely related to motivation. Scholars generally agree on at least three motivational patterns (Owens, 1998). One of the first indicators of motivation is the apparent pattern of choices that individuals make when confronted with an array of possible alternatives. The second cortical indicator is persistence with which one pursues the chose course of action. The last level is the intensity which may lead a person to work with high or less energy.

The Human Relations movement was concerned with people and their needs. It emphasized employee motivation and job satisfaction (Okumbe, 1998). One of the biggest preludes to the study of job satisfaction was the Hawthorne studies. These studies (1924-1933) primarily credited to Elton Mayo of the Harvard Business school showed that novel changes in work conditions temporary increases productivity .According to Mayo the organization with the most satisfied workers would be the most efficient(<http://en.Wikipedia.Org/wiki/job-satisfaction>, 15th March 2011).

The Scientific Management Movement also had a significant impact on the study of job satisfaction. Frederick Winslow Taylors 1911 book, *Principles of scientific management*, argued that there was a single best way to perform any given task. The initial use of the movement increased productivity because workers were forced to work at a faster pace. However, workers became exhausted and dissatisfied thus leaving researchers with new questions to answer

regarding job satisfaction. The movement used the principle of dehumanization whereby workers were regarded as products to be manipulated around and as machines compelled to work fast and be efficient at the sometime([http://en.Wikipedia.Org/wiki/ Job – satisfaction](http://en.Wikipedia.Org/wiki/Job_satisfaction) 15th March 2011).

Some people argue that Maslow's hierarchy of needs theory laid the foundation for job satisfaction theory. The theory explains that people seek to satisfy five specific needs in life: physiological needs, Safety needs, social needs, self-esteem needs and self- actualization. According to Fredrick Herzberg's two factor theory satisfaction and dissatisfaction were driven by achievement in work, recognition, promotion opportunities, pay, company policies, supervisory practices and other working conditions (Owens, 1998).

Free Primary Education (FPE) programme has seen increased enrollment in primary schools to 8.3 million children by 2009. The Government spending on the same programme up to the period indicated was Kshs 28,341,445,103 for Account one for purchase of teaching and learning materials and a further Kshs 20,66,284,320 for Account two to meet the cost of specified operational services (Ministry of Education,2009). A study on job satisfaction levels among primary school teachers is crucial due to the huge spending in education and increased enrollments. An important finding for organizations to note is that job satisfaction has a rather tenuous correlation to productivity on the job. The idea that satisfaction and job performance were directly related to one another is often cited in the media and some non- academic management literature ([3](http:// en.</p></div><div data-bbox=)

Wikipedia. Org/wiki /job –satisfaction).The study therefore seeks to identify determinants of job satisfaction among public primary school teachers in Kee Division.

The research is motivated by the Division’s continued dismal performance in the Kenya Certificate of Primary Education (KCPE) in Makueni District. Owens (1998) shows that job satisfaction leads to increased efforts and effectiveness however dissatisfaction reduces efforts leading to low academic standards in schools. The following table shows KCPE performance of Kee Division in relation to other Divisions in Makueni District for the last four years:-

Table 1. 1KCPE performance per division in Makueni District

Division	2007	2008	2009	2010
Wote	270.55	269.45	273.01	277.38
Kaiti	264.31	270.17	266.37	274.86
Kee	251.13	253.13	252.83	255.06

Makueni DEO’S circular 2008, 2009, 2010, and 2011

A review of literature shows that job satisfaction has been an area of concern to a number of researchers. Karugu (1980) established that no chance for advancement dissatisfied teachers. Kimengi (1983) concluded that teachers were dissatisfied with working conditions. Karanja (1984) noted that lack of recognition caused dissatisfaction among teachers. Ngalyuka (1985) concluded that teachers were dissatisfied by being overworked. Mbugua (1998) noted that

promotion was essential in enhancing job satisfaction. Mwangi (2002) established that work environment is an important factor in determining the work performance of teachers. Leikipaka (2006) indicated that remuneration is a dissatisfying aspect among teachers. Tetra Link Taylor and associates East Africa (2009) showed that treating teachers as objects was a constraint that makes teachers uncomfortable. The study seeks to go further to establish whether any changes in attitudes have occurred.

1.2 Statement of the problem

Although a number of researchers Ngalyula (1985), Karugu (1984), Okumbe (1992), Mbugua (1998), Mwangi (2002) and Wathituni (2006) have had a look at Job satisfaction, the studies were done in other parts of the country but not Kee Division which therefore fits a similar study. Most of the research has been centered on the secondary school section. This study however will focus on the primary sector. This is an area of concern as Okumbe (1998) stated that most primary school teachers have not met their basic needs and therefore educational managers at this level should concentrate on satisfaction of their needs. Therefore there is need to assess Primary school teachers' job satisfaction with a view of unearthing job facets which interfere with their satisfaction and performance levels in Kee division.

1.3 Purpose of the study

The purpose of this study was to examine determinants of job satisfaction among public primary school teachers.

1.4 Objectives of the study

The objectives of this study were to:-

- (i) Establish if teachers' characteristics such as age, gender professional level, experience and grade promotion influences teachers job satisfaction in primary schools in Kee division.
- (ii) Determine work – related factors affecting teachers' job satisfaction in public primary schools in Kee Division.
- (iii) To determine if training in emerging issues in education influences job satisfaction of teachers.
- (iv) Assess the extent to which existing compensation structures influence teachers' job satisfaction in primary schools in Kee Division.
- (v) Identify intervention measures primary schools teachers prefer to be initiated to alleviate job satisfaction.

1.5 Research questions

This study was guided by the following research questions:-

- (i) To what extent do the demographic variables of gender, age, professional status, experience and grade promotions influence job satisfaction among primary school teachers?
- (ii) Which work - related factors influence primary school teachers' job satisfaction?
- (iii) To what extent does training in emerging issues influence primary school teachers' job satisfaction?

- (iv) What is the effect of the existing compensation structures of primary school teachers' on their job satisfaction?
- (v) What intervention measures do primary school teachers prefer being initiated to raise the status of job satisfaction?

1.6 Significance of the study

The findings in this research may be used to formulate specific policies and sustainable ways of improving teacher management and satisfaction levels in the area under study. The Ministry of Education officials, Teachers Service Commission and stake holders may use the findings to rectify anomalies that influence primary school teachers' job satisfaction. In addition research findings may add to the field of knowledge and be a reference to future researchers.

1.7 Limitations of the study

Limitation of the study is like a disclaimer for the research. It tells the reader what you could not investigate, what problems hindered you on the way, or to what extent your findings can be generalized. (Walden.edu/social –psychology). In view of the definition some of the limitations of the study included: respondents had pre- determined ideas and may give socially acceptable answers. Assurance of confidentiality was promised to respondents to curb this situation.

1.8 Delimitations of the study

Delimitation involves a purposeful and research manageable aspect of research which renders them selves to delimitations. Delimitation includes the topic itself, the size of the population and geographical area where a study is done (Mwiria

and Wamahu, 1995). Some of the delimitation of the study was that the study will be conducted in Kee Division. It will focus on public primary schools and shall deal with teachers' job satisfaction.

1.9 Basic assumptions of the study

The study assumed the following:

1. That good working condition, availability of promotion opportunities, friendly supervision, proper compensation and cooperation of co-workers increases job satisfaction
2. That the respondents would have the information needed and would cooperate, be honest, objective and trust worthy.

1.10 Definition of significant terms

Determinants refer to demographic and job factors which influences teachers job satisfaction.

Emerging issues refers to HIV/AIDS, peace education, life skills and ICT and e-learning.

Job dissatisfaction refers to negative feelings and beliefs with which teachers view their work.

Job satisfaction refers to a collection of positive feelings and beliefs that teachers have about their job.

Motivation refers to the general state which influences teachers to be effective and efficient.

Public Primary Schools refers to a school maintained by funds from government partnering with communities delivering curriculum for the first cycle of 8-4-4 system of education with classes one up to class eight.

Teachers refer to instructors delivering curriculum in the primary schools.

Work related issues refer to work load, teacher per policy, teaching all subjects and teaching all levels in primary schools.

1.11 Organization of the study

This study was organized into five chapters. Chapter one dealt with introduction. It described the background, purpose of the study, research questions, significance of the study, limitations, delimitations, assumptions and definition of significant terms. Chapter two dealt with literature review. The chapter discussed organizational climate, emerging issues in education, compensation and staff development were discussed. Also highlighted were studies done on job satisfaction and motivation, summary of literature review, theoretical framework and conceptual framework. Chapter three discussed research methodology; research design, target population, sample size and sampling procedures, research instruments, validity, reliability, data collection procedures and data analysis techniques. Chapter four presented the findings of the study; results and discussion. Chapter five gave a summary of the study, conclusions, recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed effects of demographic factors on job satisfaction, effects of job factors on job satisfaction, theories of motivation and job satisfaction, job satisfaction and performance in schools, studies on job satisfaction, summary of the literature review, theoretical frame work and conceptual framework.

2.2 Effects of demographic factors on job satisfaction

2.2.1 Age and job satisfaction

Older workers tend to be slightly more satisfied with their jobs because of lower expectations and adjustment to their work conditions. The younger tend to be less satisfied because of their high expectations and less adjustment to the work situation (Davis 1981).Luthans(1992)status also that young workers were less satisfied with their jobs than their older counter parts because they come with such high expectations that cannot be fulfilled as jobs prove less challenging. The younger have a lot of enthusiasm and work hard with the hope of earning a promotion, but when such expectations were not met they loose interest in their job ,reduce their productivity and job dissatisfaction arises. older workers were therefore less likely to quit their jobs because they have fewer opportunities and were also afraid of the change they might find in other organization (Flipppo, 1984).A study in the United States entitled *job satisfaction struggles to recover to 2008 levels* concludes that in general job satisfaction

increases with age with the young the least satisfied (retrieved from www.gullup.com)

2.2.2 Gender and job satisfaction

Numerous studies have pointed to a gap in the job satisfaction between men and women. Women were found to be more satisfied in some jobs than men while men were more satisfied in other jobs than women.(www.insidebighered.com 12th March 2012)

2.2.3 Professional level and job satisfaction

Ngalyuka (1985) found that professional grades influence the teacher's perception of the factor that contributes to their job satisfaction or dissatisfaction. Professional level was found to significantly affect job satisfaction among technical teachers (retrieved from www.nnceonline.org 12th march 2012)

2.2.4 Working experience and job satisfaction

Age and experience on job usually brings greater competence, confidence, self esteem and high levels of responsibility because such a person is sure of the performance process which reduces time wastage and increases quality performance (Schultz and Schultz, 1986). Job satisfaction has been found by Okumbe to increase with the length of service (Okumbe, 1998).

2.2.5 Promotion and job satisfaction

Having received a promotion in the past two years leads to increase job satisfaction, even while controlling for worker's current wage, wage rank within peer group and wage growth in the next two years also report higher job satisfaction. Additionally, past promotions have a lingering but fading impact on job satisfaction (retrieved from b. kosleas@csuohio.edu 20th March 2012).

2.3. Effects of job factors on job satisfaction

2.3.1 Work related issues and job satisfaction

The Ministry of Education requires that primary school teachers should train in all subjects in primary school curriculum. The staffing establishment is pegged on a teacher per class (MOE, 2005). The implication is to teach any subject in the curriculum. Teachers were thus made a jack of all trades but a master of none. Teachers being made to teach subjects which they have no interest or which they performed poorly in school days may be embarrassing and this may affect their job satisfaction

2.3.2 Training of staff and job satisfaction

In Kenya there were emerging issues which all teachers should be versed with. The issues includes: education for self –reliance, education for liberation, education for peace, environmental issues in education, language and education, special education, HIV /AIDS, life skills, Drug and substance abuse, child right in education, technology and education early childhood education, Guidance and counseling, equity and equality issues in education. Most of

these issues have been incorporated in the primary school curriculum (Primary school syllabus, 2002).

Teachers need to be trained in emerging issues in order to avoid frustrations in handling them. What happens at the classroom level in terms of teacher practice appears to be important and can make significant contributions to school improvements. (Chapman 2005, citing Rynolds 1999) Training of teachers in the issues mentioned increases levels of satisfaction. Heath (1989) concurs by stating that training is the way of the staff developed aimed at increasing job satisfaction and developing potential for the future work. Training has been found to link with improving job satisfaction and employee intention to stay (retrieved from www.he.k.state.ed 12th April 2012)

2.3.3 Compensation and job satisfaction

Hanson quotes Katz and Kahn (1978) stating that organizational techniques must be responsive to three organizational needs. First people must be attracted to and be retained by the organization. Second people must be induced to conscientiously and effectively perform their tasks. Third, people must be spurred to engage in creative and innovative work –related actions that resolve problems in increasingly effective and efficient ways. To satisfy the above needs organization should step up good compensation strategies. A satisfying compensation structure is perceived to be just and fair matching the level of work and capacity of the individual to do work. (Okumbe, 1998) Teacher's performance depends on their expectations that increased efforts will lead to

increase rewards. Satisfaction is highest when the rewards were in line with their efforts and skills.

2.3.4 Organizational factors and job satisfaction

Owens (1998) defines organizational climate as the characteristics of the total environment in a school building. He further quotes Renato Taquiri as having described the total environment in an organization that is the organizational climate as being composed of four dimensions. The first dimension was ecology. Ecology refers to the physical and material factors in the organization. For example: - size, age, design of facilities and condition of the building and buildings.

Taquiri gave the second aspect as Milieu. Milieu is the social dimension in the organization. This includes virtually everything relating to the people in the organization. For example; how many there were and what they were like. It includes race and ethnicity, salary levels of teachers, the morale and motivation of adults and students who inhabit the school, level of job satisfaction and a host of other characteristics of the people in the organization.

Social system was Taquiri's third aspect. It refers to organizational and administrative structure of the organization. It includes how the school is organized the ways in which decisions were made and who is involved in making them, the communication among people and what work groups were there. The final aspect was culture. It refers values, beliefs systems, norms and

ways of thinking that were characteristic of the people in the organization. Owens (1998) further stated that much of the organization dimension of climate arises from factors that administrators control directly or strongly influence. The notion of job satisfaction is usually closely associated with the concept of the organizational climate.

2.3.5 Supervision and job satisfaction

Okumbe (1998) quotes Goldhammer (1980) having defined clinical supervision (instructional supervision) as that phase of instructional supervision which draws its data from first hand observation of actual teaching events and involves face to face (and other interaction between the supervisor and the teacher in the analysis of teaching behaviors and activities for instructional improvement. Supervision and performance appraisal have connotations of being judgmental, critical, threatening and implications of sanctions. If any of these connotations were covertly or overtly part of practice then the result will be alienation, conflict, mistrust, defensiveness and hostility. How people feel is crucial for growth or resistance to growth.

The supervision relationship needs to be one of increasing openness, honesty and willingness to explore, if it is to avoid the pitfalls of the negative feelings (Heath, 1989). Teachers need regular opportunities to explore the demands and stresses which they experience, they need to feel valued as people, as colleagues and as teachers. Being valued has two aspects: Teachers believing that what they were doing professionally is valued, credible and worthwhile. In addition what they were doing is valued by others whose views were respected

and needed (employers, colleagues, students, parents). Heath proposes that teachers suffer from a lack of supportive professional supervision and states that if the proposal were to be adopted there would be obvious cost implications in financial terms. The costs of not providing support are also evident in terms of breakdown, burn out and absenteeism, low morale, depression, opting for other jobs, premature retirement, anger, frustration, stress symptoms, a general dislike of children and the job.

If negative feelings in supervision were not resolved then the mistrust and insecurity will continue to undermine attempt to improve professional practice. Heath (1989) quotes Handy (1984) having said "Guilt can be the legacy of confused criteria". Ryan and Stiller state that even if well intended, when highly controlling strategies were used consistently enough to lead people to feel coerced intimidated and manipulated then members tend to lose interest and indeed to develop motivational goals and strategies of their own that resist those of the organization.

2.4 Theories of motivation and job satisfaction

2.4.1 The needs hierarchy theory

Barasa and Ngugi (1990) explain the needs hierarchy theory whose proponent was Abraham Maslow. Maslow came up with five needs which he said were considered to important to people. The five needs were physiological, safety, love, esteem, and self actualization. Maslow studies in human motivation led him to place physiological needs which were basic for survival at the bottom of

the hierarchy. These include food, air, water, shelter, sleep and sex. An individual wants assurance of job security and protection from physical danger. The person wants self preservation and becomes concerned about the future. This is the second level of hierarchy.

Social need implies social company. Workers spend most of their working hours in their working environment so they need love, belonging, affection and affiliation. Once social needs were satisfied people need to be respected therefore self esteem, self respect and achievements. The highest level then is the self actualization. It is the desire to acquire competence in ones profession. According to Maslow satisfaction of a lower need leads to movement to the next level in the ladder.

Okumbe (1998) states that Maslow,s needs hierarchy implies that educational management has a responsibility to create a work climate in which teachers can satisfy their needs enabling work environment should provide opportunities for greater variety in teaching methodologies autonomy in work schedules and increased responsibility.

2.4.2 Existence Relatedness and Growth theory (ERG)

Okumbe (1998) gives an account of ERG theory and its implications. He states that ERG was a modification of Maslow's theory. Clayton P. Alderfer came up with three groups of core needs:- Existence needs, Related needs and Growth needs hence ERG theory. The existence needs were concerned with sustaining human existence. This includes the physiological and safety needs. The relatedness needs were concerned with how people relate to their

surrounding social environment. This includes the need for meaningful social and interpersonal relationships. The growth needs relate to the self actualization. The growth needs were the higher level needs. The theory suggests that there is also a frustration regression process in addition to satisfaction progression process.

2.4.3 Porter and Lawler's expectancy model.

Beard well and Holden (2001) tries to explain the expectancy theory. He said that porter and Lawler (1968) Modified and built upon Vroom's (1964) expectancy and Adams (1963) equity theories of motivation. These theories can be termed as process theories of motivation as they consider the dynamic relationship between efforts, performance- reward for each individual. Porter and Lawler came up with five factors in their model. The first factor was intrinsic and extrinsic reward. The second factor was perceived value of rewards. The third factor was perceived probability that performance will result in desired reward. The fourth factor was a role perception that is perception of demands of job and most expedient way of doing job and the ability factor. The fifth factor was perceived equity of rewards.

Intrinsic rewards were less tangible and originate from the person or job itself and reflect Herzberg's motivators. Extrinsic rewards result from the action of others such as supervisions and were more easily controlled by managers through pay, fringe benefits, praise and promotion. Managers were able to control employee behavior by linking the occurrence of the desired behavior to

some form of reward therefore ensuring predictability of behavior. Beardwell et al (2001) goes further to show the implications of the theory .The implications were that employees must value the rewards. They should put more efforts if they belief that good performance will lead to the achievement of the desired. Greater performance will result in greater rewards. Employees must have the opportunity, ability, resources and effective management to carry out tasks and must believe that their quality of their work and hence reward is directly related to and reflects the effort they put into the job. If these conditions do not exist then employees will not believe that working hard will lead to the required level of performance and the link between performance and desired rewards will be broken. Employees link reward and performance. They make comparisons with other sectors.

2.4.4 Equity theory of job satisfaction

Equity theory argues that employees will sub consciously formulate a ratio between their inputs and outcomes and compare it with the perceived ratios of inputs and outcomes of other people in the same or a similar situation (Beard well, 2001). Beardwell quotes Blau (1994) having referred to five possible pay referent categories. The first was social which includes family, friends and relatives. The second category is the extent to which ones current income meets one's current financial needs. The third is historical comparison where current income is compared to income received in the past. The fourth is pay comparison within the company or organization. The fifth is pay comparison outside the organization.

The disparity leads to promotion, rationalizing differences and change of reference group. Behaviors associated with organization pay dissatisfaction include reduced efforts, complaints, union activity and intra-occupational turn over. In education scene managers should be aware of the social comparison processes among the teachers themselves and also between them and those working outside the teaching profession. For example in Kenya teachers compare their salaries and allowances with those of civil service and the private sector. Efforts should be made to ensure equitability is maintained both within the teaching profession and other comparable professions.

2.5 Job satisfaction and performance in schools

Motivating people who work in schools is not a simple matter. However, Owens (1998) proposes an intelligent holistic approach to the issue. To guide in achieving motivation, Owen outlines five pragmatic principles:-Individuals are neither motivated only by their own internal perceptions, needs and characteristics nor only by external demands, expectations and environmental conditions, but by an interaction of the two.

An educational administrator is an important part of the organizational environment with which the organizations members interact and therefore by definition important in determining the nature and quality of their motivation. Short term behavioral changes can often be achieved by highly controlling strategies such as threats of serious punishments, promises of meaningful

rewards and forced competition but these should not be confused with motivation among teachers.

To induce and sustain long- term evolution motivation of organization, members requires a facilitative approach one that encourages and support members in their efforts to grow and developing their ways of perceiving the environment they work in, their personal goals, feeling and beliefs. One strategy for developing a facilitative approach of motivation in educational organization is to change the environmental factor that is to create growth- enhancing environments. In schools dissatisfaction among teachers may lead to reduced efforts and hence low academic standards. Teachers need advancement to better positions in terms of more skills, responsibilities, status and remuneration. This will make them more satisfied and translate to better performance in schools.

2.6 Studies on job satisfaction

Ngalyuka (1985) did a study on teachers' job satisfaction in Kilome Division of Machakos District. His sample consisted of 243 teachers from 23 primary schools, randomly sampled from 55 primary school. Data was collected from questionnaire divided into two sections. Section A had question on sex, marital status, experience and professional qualifications. Section B had 30 items measuring the altitude of the teachers towards certain aspects of their teaching job. In addition, two open-ended items required the respondents to name any two aspect of their job in each case that made then feel very satisfied and very dissatisfied with their job. He found that some of the satisfying factors were

working near home, cooperation with other teachers and some good conditions of the teaching service. The dissatisfying factors were little salary, being overworked, unfair means of promotion, poor supply of school equipments, and lack of recognition for teachers and poor school buildings. He concluded that through statistical data that the older and more experienced teachers found teaching more satisfying, gender and professional grades were found to influence the teachers' perception of the factor that contribute to their job satisfaction or dissatisfaction.

Okumbe (1992) researched on levels of job satisfaction among graduate in Siaya and Kisumu District. He sampled 254 teachers. He used a questionnaire as the only instrument of collecting data. Part one of the questionnaire had demographic factors of age, gender, school category, experience, marital status and professional qualifications. Part two required respondents to indicate their degree of satisfaction using a five point Likert's scale on some eight selected job factors. Part three required the respondents to arrange the eight job factors in part two in order of importance. There were also two open- ended did questions. According to Okumbe graduate teachers were satisfied in the job factor of interpersonal relationship only. Married teachers were more satisfied than unmarried ones. Levels of job satisfaction increased with teachers' age, teaching experience and profession grade level.

Wathituni (2006) Investigated job satisfaction of deputy teacher in teachers in public secondary schools of Mathira Division Nyeri District, with the main

objective being to determine whether there was any relationship between job satisfaction and the independent variables of age, gender, marital status academic qualifications, teaching experience and the category of schools in which they taught. It aimed at identifying the job factors which the deputies were satisfied with. The Researcher used a questionnaire presented to 27 respondents who were deputy head teachers of public schools in Mathira Division. The findings of the study were that 48.2 percent of the respondents were not satisfied while 51.8 percent of the respondents were satisfied with their job as deputy head teachers. In addition certain job factors were found to be very important to these teachers. The factors included salary, job security and autonomy in decision making, reasonable workload, working conditions and interpersonal relations. These job factors influenced job performance and hence determined their levels of job satisfaction.

Lekipaika (2006) carried a study to determine the levels of satisfaction of client to Teachers service commission (TSC) secretariat. The survey was conducted in Nairobi province and it focused on both internal and external clients to the TSC. The sample consisted 30 primary head teachers, 60 primary school teachers, 20 principals of secondary schools, 40 secondary school teachers, 7 tertiary institution principals, 14 lecturers in the tertiary institutions, Director of city Education and the provincial Director of Education. A sample of 80 respondents visiting the TSC on daily basis was used. The survey employed four questionnaires as the instrument of data collected. The four categories of questionnaires were for employees of the secretariat, head of institutions,

Ministry of Education officials, teachers lectures and teachers seeking service at the secretariat. The results analyzed using descriptive statistics. The study findings indicated both internal and external clients to TSC were dissatisfied in aspects of promoting, recognition and remuneration. External clients were particularly dissatisfied with the access to personal files and lack of computerization of the TSC's services. However, they were satisfied with the check off system that they have successfully being using to pay loans. The researcher recommended that a study be conducted to determine the levels of satisfaction of clients to TSC to other services and replica in rural areas.

Leikipaika (2006) recommended a study to be carried in a rural setting to establish the levels of job satisfaction among clients of Teachers service commission hence this research in Kee Division. This research is therefore necessary to establish whether his findings concur with those of a rural area. Form facts, most of these studies have been keen on studying job satisfaction on secondary school teachers. This study sought to look at job satisfaction of primary school teachers in rural area.

2.7 Summary of literature review

The literature review has indicated that scholars have made relentless efforts in addressing job satisfaction in order to increase workers productivity. Job satisfaction has become an important attribute which is frequently measured by organizations. In Kenya a number of scholars among them Ngalyuka (1985) Okumbe (1992) Wathituni (2006) and Leikipaika (2006) researched on levels of job satisfaction among teachers. The literature review has pointed out that

teachers have been satisfied and dissatisfied with some of the job facets. This study looks at job satisfaction of primary schools teachers because most scholars have looked at job satisfaction among secondary school teachers. The theoretical basis of the study is on the theories of motivation and job satisfaction. The theory selected to guide the study is dual factor theory. This study aims at establishing determinants of job satisfaction among Public Primary school teachers in Kee Division.

2.8 Theoretical framework

A theory is a well- substantiated explanation of some aspect of the natural world; an organized system of accepted knowledge that applies in a variety of circumstances to explain a specific set of phenomena (wordnetweb. Princeton. Ed/perl/webwin 15th March 2011). In view of the definition, the theoretical framework of this research is based on the dual factor theory. Owens (1998) describes Herzberg's dual- factor theory. Herzberg's two factor theory of motivation posits that motivation is not a single dimension describable as a hierarchy of needs but that it is composed of two separate independent factors. Motivational factors which can lead to job satisfaction and maintenance factors to come into play and when not sufficiently present can block motivation and can lead to job dissatisfaction.

The motivators (Hygiene factors) were those which describe people's environment. According to Herzberg when people feel dissatisfied with their jobs they get concerned about the environment in which they work. Environment

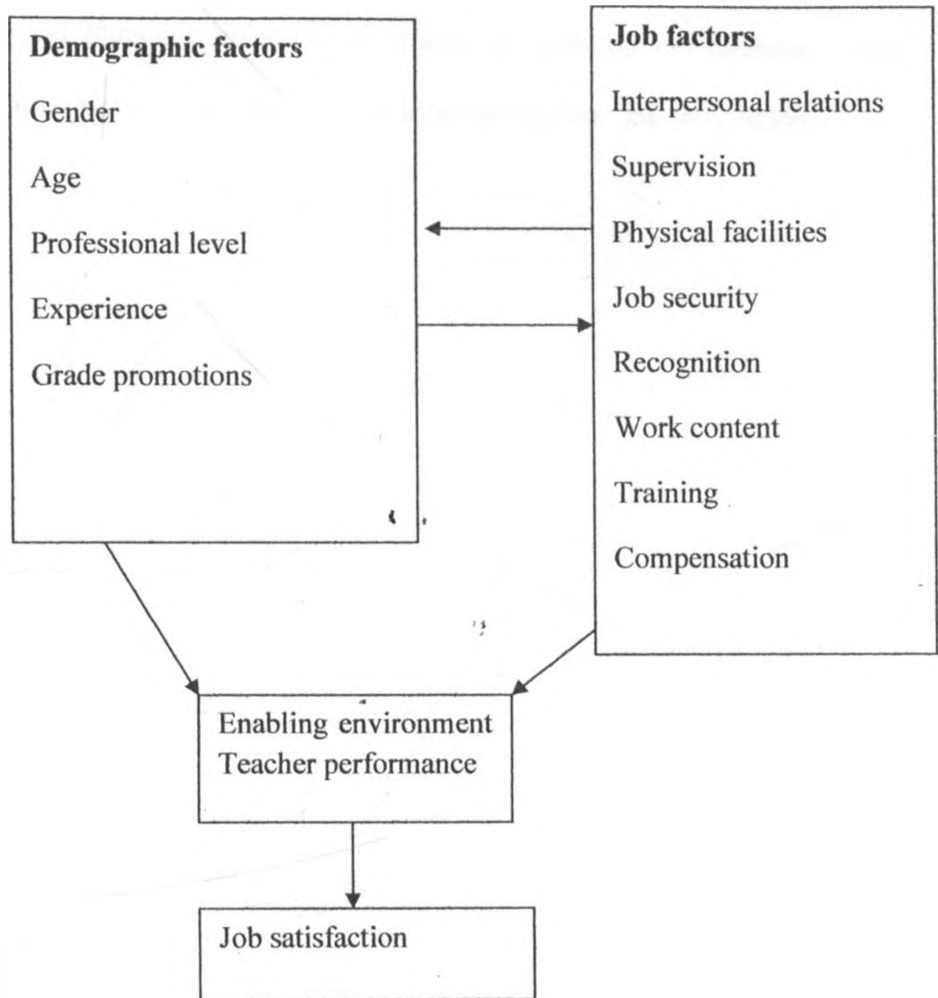
includes factors like:- Interpersonal relations, Supervisors, Colleague and associates, Subordinates, District policy and administration, Job security, Technical competence of supervision, Working conditions and Salary and benefits. The motivation factors were the most valuable since they spur workers to achievement. The motivators include:-status, recognition, advancement, achievement, possibility of growth and work itself.

The theory fits in this research because it highlights the determinants of job satisfaction and dissatisfaction which were the concerns of this research. This research seeks to assess the extent to which the factors contribute positively or negatively towards teachers job satisfaction.

2.9 Conceptual framework

A conceptual framework is a tool researchers use to guide their inquiry ; it is a set of ideas used to structure the research; a sort of map (<http://wikipedia> 15th March 2011). According to this, figure 2.1 shows the diagrammatic representation which guides this research.

Figure 2. 1 Relations between demographic factors, job factors and job satisfaction



The conceptual framework shows determinants of this study which forms the independent variables and includes the demographic factors and the job factors. The study assumes that job satisfaction increases with gender, age, professional level, experience and promotion. According to Ngalyuka (1985) these influence teachers' perception of the factors that contribute to their job satisfaction or dissatisfaction. As discussed in the literature review; good inter

personal relations, friendly supervision attractive physical environment, a feeling of job security, recognition of works done by teachers, right workload, proper training and attractive enumeration creates an enabling environment. This translates to increased performance levels hence teachers' job satisfaction.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focused on the research design, target population, sample and sampling procedures, research instruments validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

A research design is a frame work or blue print for conducting the research project. It details the procedures necessary for obtaining information needed (wiki pedia 20th march 2011). This research used the survey design. The procedure of survey design is characterized by systematic collection of data from members of a given population through questionnaires and interviews therefore fitting well in this study because the research used questionnaires and interview schedule.

3.3 Target population

The target population is a set of individuals, cases or objects to which a researcher wants to generalize the results of a study (Mugenda and Mugenda, 1999). The research targeted 23 public primary schools with a population of 204 teachers in the Kee Division, Makueni District (statistics in EO'S office)

3.4 Sample size and sampling procedures

Keya, Makau Mani and Omari (1989) stated that sampling is a procedure by which some elements of the population were selected as representative of the total population. The sample size was formed by 132 teachers and 19 Head teachers as per table of Krejcie and Morgan (1970) which shows a sample size of 132 and 19 for a population of 200 and 20 respectively. This research used stratified random sampling procedure so as to achieve representation from each gender. Male teachers were 62 with female teachers being 70 achieved by computing percentages from a population of 95 and 109 teachers respectively. Each school was assigned a maximum of 3 male and 3 female teachers attained by dividing their numbers by 23 schools. Members from each strata were selected by simple random sampling where all teachers were assigned numbers and picked at random.

3.5 Research instrument

A research instrument is a testing device for measuring a given phenomenon (wiki pedia 15th May 2011). Therefore the research instruments to be used were a questionnaire and interview schedule. A questionnaire was preferred because questionnaires consists of many items when combined produce more reliable measures of constructs than would any single item (Dooley, 2004). An interview schedule is one of the instruments used in survey design. Both the questionnaire and interview schedule are divided into three parts; Part A was seeking demographic data such as gender, professional status, experience, promotions and age. Part B obtained data on job satisfying factors: work content,

remuneration, interpersonal relations, supervision, working conditions, job security, recognition, promotion and career aspiration. Part C collected data on aspects making primary teachers like and dislike the profession with a question for them to suggest ways of making the job more enjoyable and fulfilling.

3.6 Validity of the instrument

Validity is the accuracy and meaningfulness of inferences, which were based on the research results. In other words, validity is the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity therefore has to do with how accurately the data obtained in the study represents the variable of the study (Mugenda & Mugenda, 1999).

Validity of the instruments was achieved by appraisal from the lecturers Department of Educational Administration and Planning, University of Nairobi. In addition it was pretested. Pretest sample is normally 1% to 10% (Mugenda and Mugenda, 1999) the instruments were administered to 13 teachers and 2 Head teachers who were not included in the sample. This is 10% of 132 and 19 respectively. These were asked to make comments and suggestions for improvement of the instrument. The instruments were found to bring out the information needed for the study. However some respondent tended to leave some question on qualitative data blank. This made the investor to request respondents to provide responses to every question during the day of administration of the questionnaires.

3.7 Reliability of the instruments

Mugenda and Mugenda (1999) state that reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability was achieved by test – retest technique. The research instrument was administered to the selected respondents twice with a time lapse of one week. The scores from both tests were recorded and then the coefficient of reliability was calculated to determine the level of test-retest reliability. The correlation coefficient was found to be 0.01% making the instrument fit for the study.

3.8 Data collection procedures

An introductory letter was sought from the Department of Educational Administration and Planning University of Nairobi and then a permit to carry out the research was obtained from the National Council of Science and Technology (N.C.S.T), District Commissioner, Education Officer and the Werea Education officer. Liaison with the District Education officer and Area Education officer was made and the investigator went ahead to book appointments with heads of institutions to issue research instruments. Questionnaires for teachers were collected on the day of administration as soon as they were filled in. Head teachers who kept to their appointments provided information on the interview schedule on the day of visit.

3.9 Data analysis techniques

Data analysis techniques were statistical methods used to analyze data so that it can be interpreted (Kerlinger, 1992). For quantitative data, data was coded and summarized using descriptive statistics that is Frequency tables and percentages.

For quantitative data, Percentages were mainly preferred to other methods in analyzing the responses on altitude items of the Likert scale involving:-very satisfied, undecided, not satisfied and very dissatisfied in accordance with Best and Kahn's argument that the simple best way to describe opinion is to indicate percentage responses for each statement response of agree, undecided and disagree.

Qualitative data was organized into thematic areas for easy coding and interpretation. Best and Kahn(2004)says that challenges of the qualitative data analysis is to make sense of the massive amount of data, reduce the volume of information, identify significant patterns and construct a frame work for communicating the existence of what the data reveal .In line with this, each response fell under one of the categories formulated. The frequencies of the response were filled and the results were tabulated by counting the number of entries in each category. In this way data for these sections were therefore quantified.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter contains data analysis of both the teachers' questionnaires and the head teachers interviewed schedule. It was organized into four sections. Section one was on response rate, two was about data on teachers, three presents data on head teachers interview schedule and four highlighted the findings.

4.2 Response rate

The study sampled 62 male teachers 70 female teachers and 19 head teachers.

Table 4.1 shows the response rate:

Table 4.1 Response rate

Sample components	No. in sample	No. of responses received	Response rate %
Male teachers	62	38	61.29
Female teachers	70	43	61.43
Head teachers	19	16	84.21

The study achieved a return rate of 61.29% of the sampled male teachers 61.43% of the female teachers and 84.21% of the head teachers. The high percentage of return for head teachers was attained because this was an on spot interview. The lower percentage of return for teachers was because some of them requested to be given more time to fill in the questionnaires never to return them. The return rate was thus sufficient for reliable findings.

Teachers were asked to indicate their gender. Table 4.2 shows classification of teachers by gender :-

4.3 Data on teachers

Table 4.2 Classification of teachers by their gender

Category	Frequency	Percentage
Male	38	47
Female	43	53
Total	81	100

The table shows that 47 Percent of the respondents were male while 53 were female. The number of women out numbers those of men. This means that there were more women than men in the teaching profession. The higher numbers of women could be that they were more satisfied with the teaching profession than men.

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Table 4.3 Teachers classification by their academic and professional qualifications.

Category	Frequency	Percentage
P 1	39	48
ATS	20	24
Diploma	11	14
Graduate	11	14
Any other? Specify?	0	0
No response	0	0
Total	81	100

The table shows that many of primary teachers were at the grade of P1 comprising 48 Percent. The study sought to establish the level of education of primary school teachers with the aim of checking whether these affect teachers' job satisfaction. According to these findings P1 teachers seem to be almost half of the teaching force. This could be work against job satisfaction and imply reduced performance levels in the teaching profession since they have no scheme of service.

Teachers were asked to indicate the years of service in their present grade.

Table 4.4 shows the years they have served in their present grades.

Table 4 .4. Teachers classified by service in their present grade.

Category	Frequency	Percentage
1 – 3 years	29	36
4 – 6 years	11	13
7 – 10 years	17	21
Above 10 years	24	30
No response	0	0
Total	81	100

The above table shows that 36 percent of teachers were in their present grade for up to 3 years while 30 percentages have stagnated in the same grade for more than 10 years. The study sought to explore years teachers have served in their present grade so as to compare how they affect job satisfaction. From the findings of the majority of teachers representing 64% have been in their present grade for more than three years. This grade stagnation may affect their job satisfaction since they feel they were not being motivated enough. Expectancy of a promotion in the next few years seems to increase job satisfaction.

The study sought to classify, teachers by their working experience. Table 4.5 shows teachers categorization by experience:-

Table 4.5 Classification of teachers by their working experience

Category	Frequency	Percentage
1 – 5 years	3	4
6 – 10 years	17	21
11 –15 years	10	12
16 – 20 years	15	19
Above 20 years	36	44
No response	0	0
Total	81	100

The table shows that 44 percent of teachers sampled have worked for more than 20 years being the majority. The study sought to look at working experience and the extent to which it influence job satisfaction. As stated earlier job satisfaction was found to increase with experience this study sought to find if it concurs with this statement. Presence of many experienced teachers would indicate teachers being more satisfied. According to the findings as many as 75% of the teachers had worked for more than 10 years.

The study asked teachers to indicate the number of grade promotions they have attained. Table 4.6 shows teachers categorized by number of grade promotions they have achieved:-

Table 4.6 Categorization of teachers by the number of grade promotions they have attained

Category	Frequency	Percentage
None	27	33
1	20	25
2	22	27
3	9	11
4	3	4
No response	0	0
Total	81	100

The study sought to classify teachers according to the number of promotion with view of comparing this with job satisfaction. From the finding 33% have had no promotion while 67% have had at least a promotion. With promotion found by Nyalyuka (1985) as dictating job satisfaction and dissatisfaction, teachers who had no promotion maybe dissatisfied with their teaching job and hence need to be considered for promotion.

Teachers were asked to indicate their age. Table 4.7 shows teachers classified by their age:-

Table 4.7 Classification of teachers by their age brackets

Category	Frequency	Percentage
Up to 25 years	1	1
26 – 35 years	18	22
36 – 45 years	30	37
46 – 54 years	22	27
Above 55 years	10	13
No response	0	0
Total	81	100

The table shows 37 percent of the teachers were in the category of 36 – 45 years. The study sought to find out the age brackets of teachers so as to tie it with job satisfaction. Presence of many teachers who were young would be an indicator of dissatisfaction of teachers while high percentages of older teachers would indicate job satisfaction. From the finding 33% of the teachers were below 35 years and can be termed as young. Majority comprising 67% teachers were above 35 years and could be more satisfied than the young teachers, since job satisfaction increases with age.

The study sought to find if there was a relationship between age and job satisfaction. The table 4.8 shows the relationship between age and job satisfaction:-

4.8 Relationship between age and job satisfaction

Age	Not satisfied	percentage	Satisfied	percentage
Up to 25 years	1	1	0	0
26 –35 years	16	89	2	11
36 – 45 years	21	70	9	30
46 – 54 years	12	5	10	45
Above 55 years	4	40	6	60

The study sought to find whether age impacts on job satisfaction. According to the findings teachers below 25 years of age were totally dissatisfied with the teaching job, 11% of those who were 26-35 years were satisfied, 30% of those in category of 36-45 years were satisfied, and 45% of 46-54 years age category is satisfied while 60% of above 55 years age category were satisfied. The findings show that job satisfaction increases with age. The younger teachers have high expectations as they enter the teaching profession. They hope to get promotions but get dissatisfaction if promotions were not awarded to them. The dissatisfaction of the younger generation show that they can jump out of the

job when opportunity arises. The older generations of teachers were satisfied and therefore can work to the maximum as they await their retirement.

The study wanted to determine whether there was a relationship between gender and job satisfaction. Table 4.9 shows the relationship between gender and job satisfaction.

Table 4.9 Relationship between gender and job satisfaction

Gender	Not Satisfied	Percentage	Satisfied	Percentage
Female	23	53	20	47
Male	31	82	7	18

The study sought to find whether job satisfaction is affected by gender. According to the findings, 82% of the male respondents were dissatisfied with the teaching job while 53% of the lady teachers were dissatisfied with the teaching profession. This therefore suggests that in teaching female teachers were more satisfied than male teachers. From the finding lady teachers seem to be more comfortable with working as teachers. This maybe because of the opportunity to work near their homes and to take care of their families, it may also be because they find they can compete equally with male teachers since they don't find the jobs challenging. Male teachers seem to shy off from the profession may be due to looking at it as a feminine job.

The study wanted to establish whether the professional level affected job satisfaction. Table 4.10 shows the relationship between professional level and job satisfaction.

Table 4.10 Relationship between professional level and job Satisfaction.

Professional level	Not Satisfied	Percentage	Satisfied	Percentage
P 1	24	62	15	38
ATS	11	55	9	45
Diploma	8	73	3	27
Graduate	10	98	1	2
Any other? Specify?	0	0	0	0

The study sought to find whether professional level has a bearing on job satisfaction. According to the findings those with P1 and ATS having 38% and 45% were more satisfied than those with diploma and degree a certificate comprising of 27% and 2% respectively. This shows that teachers with higher professional certificates were dissatisfied being primary school teachers. Job satisfaction therefore is affected by professional level. The dissatisfaction level of P1 teachers is higher than the dissatisfaction level of ATS teachers. This could be because majority of ATS have a scheme of service while P1 teachers do not have. The dissatisfaction percentages for Diploma and graduate teachers were higher than those of other P1 teachers or ATS teachers. They may be

viewing teaching in primary schools belittling them. It may also be that that they feel they were not being recognized in their places of work. If recognition is not accorded to these teachers then this may affect their job satisfaction as Karanja (1984) noted that lack of recognition caused dissatisfaction among teachers.

The study sought to find whether experience affects job satisfaction. Table 4.11 shows the relationship between experience and job satisfaction.

4.11 Relationship between experience and job satisfaction.

Category	Not satisfied	Percentage	satisfied	percentage
1 – 5 years	2	67	1	33
6 – 10 years	12	71	5	29
11 – 15 years	6	60	4	40
16 – 20 years	19	60	6	40
Above 20 years	15	58	11	42

The study sought to find whether experience affects job satisfaction .According to the study 42% of teachers above 20 years were satisfied with their job and 33% of those between 1-5 years were satisfied. The findings show those with higher age levels in experience were slightly satisfied than those with lower age levels. Presence of many experienced teachers indicates that more teachers

were satisfied with the teaching job as Okumbe (1998) puts it that job satisfaction has been found to increase with the length of service.

The study sought to find if promotions affect job satisfaction. Table 4.12 shows relationship between promotions and job satisfaction.

4.12 Relationship between promotions and job satisfaction

Category	Not satisfied	Percentage	Satisfied	Percentage
None	19	68	9	32
1	11	55	9	45
2	14	64	8	36
3	5	56	4	44
4	2	67	1	33

The study sought to find if grade promotions affects job satisfaction. According to the findings, 68% of the teachers with no promotions were dissatisfied with the job forming the majority as compared to percentage of those who had promotion. 60% of those who had a promotion were dissatisfied with the teaching profession. Lack of promotion points to dissatisfaction as Karugu (1980) concluded that no chance for advancement dissatisfied teachers.

4.4 Job Satisfying factors

Key: 1. Very satisfied 2. Satisfied 3. Undecided 4. Not satisfied 5. Very dissatisfied.

Teachers were asked to indicate their level of job satisfaction as concerns interpersonal relations. Table 4.13 shows relationship between interpersonal relations and job satisfaction.

Table 4.13 Interpersonal relations and job satisfaction.

	1	2	3	4	5	No response
Head teacher	16	54	1	6	4	0
	20 %	67 %	1 %	7%	5%	0
Fellow teachers	22	4	1	4	0	0
	27%	67 %	1%	5%	0	
School management	8	52	9	10	1	1
	10 %	64%	11 %	12%	1%	1%
Parents	7	51	7	12	3	1
	9%	63 %	9%	15%	4%	1%

The table shows that teachers were satisfied with interpersonal relations with head teachers 87 percent, fellow teachers 94 percent, school management

committee 74 percent and parents 72 percent. From the findings teachers were satisfied with the aspect of interpersonal relations as per the conclusions of Okumbe (1998). The job factor is therefore likely to increase job satisfaction among primary school teachers in Kee division.

Teachers were asked to indicate their satisfaction with supervision. Table 4.14 shows the relationship between supervision and job satisfaction.

Table 4.14 Supervision and job satisfaction

	1	2	3	4	5
Head teacher	15 19%	53 65 %	2 2%	8 10%	3 4%
School management Committee	6 7%	47 58%	9 11%	17 21%	2 2%
Parents	3 4 %	49 60 %	5 6 %	22 27 %	2 2%
QASO	9 11%	60 74 %	5 6%	6 7 %	1 1%

The table shows that teachers were satisfied with supervisory activities of the Head teacher 74 percent, School Management Committee 65 percent, Parents 64 percent and QASO 85 percent. The findings show that primary school teachers in Kee division were satisfied in the job factor and supervision this shows that the teachers have opportunities to explore their demands as supportive professional supervision prevails. This in turn increases their satisfaction level.

Teachers were asked to indicate their satisfaction with physical facilities. Table 4.15 shows relationship between physical facilities and teachers job satisfaction

Table 4.15 Physical facilities and job satisfaction

	1	2	3	4	5	No response
Location of School	17 21%	46 57%	5 6%	10 12%	2 2%	1 1%
School appearance	6 7%	36 44 %	1 1 %	36 44 %	2 2%	0 0%
Staffroom facilities	2 2%	18 22 %	2 2 %	47 58 %	12 15%	0 0%
Classroom facilities	3 4%	29 36%	0 0%	41 51%	7 9%	1 1%
Teachers toilets	6 7 %	38 47%	1 1%	32 40%	4 5%	0 0%
Pupils toilets	3 4%	29 36%	1 1%	34 42%	13 16%	1 1%

The table shows that teachers were satisfied with location of their school 78%, school appearance 51 percent and teacher's toilets 44%. However they were dissatisfied with, staffroom facilities 73 percent, classroom facilities 60 percent and pupil's toilets 58 percent. From the findings, teachers were not satisfied with staffroom facilities, classroom facilities, teachers' toilets and pupils' toilets. These factors were important in creating and enabling environment for teachers. This should be improved in primary schools in kee division as Mwangi (2002) states that work environment is an important factor in determining the work performance of teachers. This concurs with Ngalyuka (1985) who stated that poor school buildings were dissatisfying factor among teachers.

Teachers were asked to indicate their satisfaction with security of their job.

Table 4.16 shows teachers satisfaction with security of the job.

Table 4.16 Security and Job satisfaction.

	1	2	3	4	5	No response
Head teacher	20	53	0	4	2	2
	25%	65%	0	5%	2 %	2%
School management	6	48	8	14	4	1
Committee	7%	59%	10%	17%	5%	1%
Trade union	11	51	7	8	3	1
	14%	63%	9%	10%	4 %	0%
Teachers	10	59	4	8	0	0
	12 %	73%	5%	10%	0%	0%
Parents	3	33	6	24	5	0
	4%	41 %	7 %	30%	6%	0%

The table shows that teachers were satisfied with security of job as protected by head teachers 90 percent, school management committee 66 percent, trade union 77 percent and fellow teachers 85 percent. Those satisfied by security of job as protected by parents were only 45 percent. From the findings teachers

were satisfied with security of their job as protected by head teacher, SMC, Trade Union and their fellow teachers. However they were dissatisfied with security of the job as protected by parents. Kee primary school teachers therefore seems to be threatened by parents. This leads to job dissatisfaction and hence low performance in their duties.

Teachers were asked to indicate their satisfaction with recognition of their work. Table 4.17 shows teachers rate of recognition.

Table 4.17 Recognition and job satisfaction

	1	2	3	4	
Head teacher	15	52	2	10	2
	19 %	64 %	2 %	12%	2%
Fellow teacher	16	52	2	10	1
	20%	64%	2 %	12%	1%
Parents	7	54	6	14	0
	9%	67%	7%	17%	0%
School management	7	55	5	13	0
Committee	9 %	68%	6%	16%	1%
Employer	12	49	3	13	4
	15 %	60 %	4 %	16%	5%

The table shows that teachers were satisfied with recognition of their work by the head teacher 83 percent fellow teachers 84 percent, parents 76 percent, School Management Committee 77 percent and Employer 75 percent. From the findings, majority of primary school teachers in Kee division were satisfied in

the aspect of recognition. This is important in increasing satisfaction as Karanja (1984) noted that recognition was a source of dissatisfaction among teachers.

Teachers were asked to show their satisfaction with various work related issues. Table 4.18 shows teachers rate of satisfaction with various work issues.

Table 4.18 Work- related issues and job satisfaction

	1	2	3	4	5	No response
Work load	2	22	1	44	12	0
	2 %	27%	1%	54%	15%	0%
Teacher per class	5	20	2	47	7	0
	6 %	25 %	2 %	58%	9%	0%
Teaching all subjects in the curriculum	6	6	2	45	12	0
	7 %	20 %	2%	56%	15%	0%
Teaching all levels	5	36	4	29	6	1
	6%	44%	5 %	36%	7%	1%
Abilities of children	3	43	1	32	2	0
	14 %	53%	1%	40 %	2%	0%

The table shows that teachers were not satisfied with the work load 69 percent, teacher per class policy 67 percent and teaching all subjects in the curriculum 71 percent. However they were satisfied with teaching all levels 50 percent

and abilities of their children 57 percent. From the findings teachers were dissatisfied with work load, teacher per class policy and teaching all subjects in the primary school curriculum. However they were satisfied with teaching all levels and abilities of the children they teach. These work related issues were important to teachers. Dissatisfaction to these factors works against job satisfaction. These issues should be reviewed as Ngalyuka (1985) stated that teachers were dissatisfied by being overworked.

Teachers were asked to indicate the number of times they had attended training in emerging issues. Table 4.19 shows the number of times teachers had attended training in HIV/AIDS, Peace education, Life skills, ICT and e-learning.

Table 4.19 Emerging issues.

No. of times	4	3	2	1	Never
HIV/AIDS	5	6	13	37	19
	6%	7%	16 %	46%	23%
Peace education	1	0	6	8	66
	1%	0%	7%	10 %	81%
Life skills	1	5	10	9	56
	1%	6%	12%	11%	69%
ICT and e-learning	0	2	0	11	66
	0%	2%	0%	17%	81%

The table shows that only 23 percent of the teachers have had no training HIV/AIDS while those who had no training in peace education was 81 percent. life skills 69 percent and ICT and e-learning 81 percent. From the findings, majority of teachers have had training in HIV while the majority had no

training in peace educative, life skills and ICT and e-learning. This could affect satisfaction of teachers in handling issues not trained. This could lower job satisfaction as Heath (1989) stated that training increases job satisfaction.

The study sought to find whether training in emerging issues affected job satisfaction. Table 4.20 shows relationship between training in emerging issues and job satisfaction

Table 4.20. Emerging issues and job satisfaction

	1	2	3	4	5
HIV/AIDS	6	38	7	29	1
	7%	47%	9%	36%	1%
Peace education	6	30	16	21	8
	7%	37%	20%	26%	10%
Life skills	7	36	10	22	6
	9%	44%	12%	27%	7%
ICT and E-learning	2	16	17	27	19
	2%	20%	21%	33%	23%

The table shows that 54 percent of the sampled teachers were satisfied in dealing with HIV/Aids, 53 percent in dealing with life skills and only 44% in

handling peace education 56% were dissatisfied in handling ICT and e learning. From the findings teachers were dissatisfied in handling ICT and e-learning. This does not augur well as Kenya is currently undergoing a revolution in the ICT sector which is designed to change the way schools conduct their business. ICT is a factor if not addressed can lower job satisfaction of teachers.

The study sought to find whether compensation structures affected job satisfaction. Table 4.21 shows teachers satisfaction with various compensation structures.

Table 4.21 Compensation structures and job satisfaction

	1	2	3	4	5
Salary as compensation	0	6	0	44	31
of your work	0%	7%	0%	54%	38%
Salary in meeting financial	0	5	2	42	32
Commitment	0%	6%	2%	52%	40%
Salary having surplus for savings	0	3	2	41	35
	0%	4%	2%	51%	43%
House allowance	0	9	1	43	28
	0%	11%	1%	53%	35%
Commuter allowance	0	6	1	42	32
	0%	7%	1%	52%	40%
Medical allowance	0	5	0	4	35
	0%	6%	0%	49%	43%

The table shows that teachers were dissatisfied with all aspects of pay each with dissatisfaction of over 90%. The study sought to determine if compensation structures influence teachers job satisfaction, from the findings teachers were dissatisfied with TSC compensation structures. The dissatisfaction may be due to inflation and cost of living. Prices of goods and services in Kenya keep on being hiked now and then. The commercial banks have structured the loaning facility beyond reach of the low income earners, because of their high interest rates on loans. Adjustment of compensation levels in line with consumer price index is not being applied. Teachers then do not lead a decent life since they don't meet their basic needs. This leads to frustrations while in job which translates to low academic performance. If compensation of teachers is tied to cost of living then they will be satisfied and increase effort towards making pupils attain quality grades. The findings ties with those of Leikipaika who found that remuneration was a dissatisfying aspect among teachers. The compensation should be reviewed as they affect job satisfaction.

Teachers were asked to indicate their satisfaction with promotion and promotion procedures. Table 4.22 shows teachers satisfaction with promotions.

Table 4.22 Promotion and Promotion Procedures

	1	2	3	4	5	Total
Frequency	1	11	4	39	26	81
Percentage	1	14	5	48	32	100

From the findings 65 Percent of the teachers were dissatisfied with promotion and promotion procedures. The study sought to find teachers satisfaction with promotion and promotion procedures. The majority of teachers were dissatisfied with these factors this could be due to the TSC policies on promotion procedures. This policy should be reviewed as they lower job satisfaction of teachers. The findings concur with those of Ngalyuka (1985) who identified unfair means of promotion as among the dissatisfying factors among teachers.

Teachers were asked to show their career aspiration. Table 4.23 shows teachers classified by their career aspirations⁴

Table 4.23 Teachers classified by their career aspiration

Category	Frequency	Percentage
Join higher education	59	73
Join TPC	10	13
Wait for retirement	6	7
Wait for automatic promotion	6	7
Total	81	100

The table shows that majority of the teachers 73 Percent aspire to join higher education. The study sought to categorize teachers according to their career aspirations. From the findings majority of teachers were ready to join higher education. This could have been due to lack of promotion. Joining higher

education could have been as a sure way of attaining a promotion. This implies that a majority of teachers were dissatisfied with their present job group status.

Teachers were asked to indicate whether they were ready or not to switch to another job given the opportunity. Table 4.24 shows categorization of teachers by those ready to switch to another job and those not ready to switch to another job.

Table 4.24 Teachers classified by those ready to switch job or not ready given the opportunity

Category	Frequency	Percentage
Ready to switch job	54	67
Not ready to switch job	27	33
Total	81	100

The table shows that 67 Percent of the teachers would change their job given the chance. The study sought to identify those teachers who were ready to switch jobs and those who were not ready to switch job given the opportunity. From the findings majority of teachers would switch to another job given the opportunity. This shows that working conditions and compensation structures were playing major role in teachers' job dissatisfaction. Work itself and possibility of professional growth which should work towards job satisfaction lead to job dissatisfaction.

4.3.4 Teachers feelings about job

Teachers were asked to suggest aspects of liking the teaching profession.

Table 4.25 shows aspects liked by teachers in the teaching job.

4.25 Job aspects liked by the teachers

Aspect	Frequency	Percentage
Dealing with young children	43	53.1
Working near home	25	30.9
Holidays and study	14	17.3
Maternity and paternity leaves,		
Monthly income	12	14.8
Promotion after further education	10	12.3
Job security	7	8.6
Being informed and enlightened	7	8.6
Pension	3	3.7
Scheme of service	3	3.7
Ability to secure loans by salary	3	3.7
Leadership opportunity	2	2.5

The study sought to find job aspects liked by teachers. According to the findings, 53.1% indicated they liked dealing with young children, 30.9% indicated working near home and 17.3% indicated holidays and study leaves. From the findings, teachers enjoy dealing with young children which gives them some kind of satisfaction. Having to work near home could be viewed as an advantage due to chances of personal development and saving of the meager salary. Leaves of absence from the duty also satisfy teachers. The monthly income aspect is crucial to teachers as source of income to cater for their needs. Attention should be paid to these so that they could be used to increase teachers' job satisfaction.

Teachers were asked to suggest aspects they dislike as teachers in the teaching profession. Table 4.26 shows aspects disliked by teachers in the teaching profession.

4.26 Job aspects disliked by teachers.

Aspect	Frequency	Percentage
Low pay package	60	74.1
Mockery and dislike by community	40	49.4
Heavy work load and High pupil teacher ratio	40	49.4
Stagnation in one grade	20	24.7
Poor working conditions	11	13.6
Lack of appreciation	8	9.9
Harsh administrators	8	9.9
Lack of specialization	5	6.2
Lack of scheme of service for P1 teachers	5	6.2
Lack of respect from other professionals	5	6.2
Working in remote areas	4	4.9
Lack of compensation for out of station duties	3	3.7
Biased promotions	2	2.5

The study sought to find reasons for dislike of teaching job. According to the findings, 74.1% of the teachers sampled indicated that they disliked the teaching profession because of low pay package, 49.4% indicated that they disliked heavy workload and high pupil teachers ratio. 49.4% indicated they disliked mockery by the community and 24.7 indicated that they dislike it because of stagnation in one grade. Pay, workload, stagnation in one grade and working conditions continues to be among major dissatisfying factors among teachers. This should be reviewed in order to increase job satisfaction.

Teachers were asked to suggest measures of making teaching more enjoyable and fulfilling. Table 4.27 shows measures suggested by teachers.

4.27 Measures of making teaching more enjoyable and fulfilling

Aspect	Frequency	Percentage
Increase of pay and allowances	73	90.1
Frequent, automatic, Promotions and revising promotion policy	35	43.2
Employ more teachers	30	37.0
Equip stations	26	32.1
Sensitize community on their roles	11	13.6
Reduce work load and more than a teacher per class	10	12.3
Specialize in subjects	9	11.1
Organizing refresher courses, workshops and seminars	8	9.9
Scheme of service for P1 teachers	6	7.4
Selecting right people to manage institutions	4	4.9
Assistance for further studies	3	3.7
Retrain administrators	3	3.7

The study sought to find the measures of making teaching more enjoyable and fulfilling. From the findings 90.1% of the teachers indicated that the increase of pay, 43.2% indicated frequent automatic promotions and 37.0% employing more teachers. From the findings, increase in remuneration, promotion, employment of more teachers and equipping schools were the core factors for making teachers more satisfied. The TSC and the MOE should look at this so as to increase teachers' job satisfaction.

4.4 Head teachers Demographic, job factors and feelings about job.

Head teachers were asked to mention the professional level. Table 4.28 shows categorization of head teachers by their professional grades.

Table 4.28 Classification of Head teachers by academic and professional qualifications

Category	Frequency	Percentage
PI	1	6
ATS	10	63
Diploma	5	31
Graduate	0	0
Any other? Specify	0	0
Total	16	100

The table shows that majority of Head teachers 63 percentages is approved teachers. Head teachers should have higher qualifications than other teachers so that they do not feel inferior when carrying out their administrative duties, inferiority complex can lead to dissatisfaction. As earlier noted the majority of teachers were PI teachers which mean most heads would be comfortable in dealing with them. However the study has reviewed that 14% of the teachers were graduate teachers while no head teacher has a degree certificate. This may create a situation where there were conflicts between heads of institutions and these teachers. Conflicts can cause job dissatisfaction on either side.

Head teachers were asked to mention the years they had worked as administrators. Table 4.29 shows head teachers categorized by their years of administrative experience

Table 4.29 Classification of Head teachers by years of administrative experience

Category	Frequency	Percentage
1 – 3 years	2	13
4 – 6 years	4	25
7 -10 years	6	38
Above 10 years	4	25
Total	16	100

The table shows that 38 percent of the majority of the Head teachers were in the post for between 7 – 10 years. The study sought to classify head teachers according to their administrative experience in order to establish their satisfaction in handling their tasks. From the findings, 63% of the head teachers have worked in their position for more than 6 years. This shows that majority of head teachers were experienced enough to carry their duties.

Head teachers were asked to mention their working experience. Table 4.30 shows head teachers classified by their years of service.

Table 4.30 Classification of Head teachers by their working experience.

Category	Frequency	Percentage
1 – 5 years	0	0
6 – 10 years	0	0
11 – 15	0	0
16 – 20 years	3	19
Above 20 years	13	81
Total	16	100

The table shows that majority of Head teachers comprising 81 Percent had worked for more than 20 years. From the findings all the head teachers had

worked for more than 15 years an indication that they were likely to be satisfied with their job as experience has been found to affect job satisfaction.

The study sought to find the number of year's head teachers had worked in their present grades. Table 4.31 shows head teachers classified by the number of years they had been in their present grade.

Table 4.31 Classification of Head teachers by their number of years they have worked in their present grade

Category	Frequency	Percentage
1 – 3 years	9	56
4 – 6 years	4	25
7 – 10 years	2	13
Above 10 years	1	6
Total	16	100

The table shows that majority of Head teachers 56 percent were in their present grade in the category of between 1 – 3 years. From the findings only 44% of the head teachers had stagnated in the same grade. The majority of them were within the 3 years bracket needed by TSC for one to proceed to the next job group. Majority of the head teachers were likely to be satisfied in handling their duties.

The study sought to determine the number of promotions head teachers had attained. Table 4.32 shows head teachers categorized by the number of promotions they had attained.

Table 4.32 Classification of Head teachers by the number of grade promotion they have attained

Category	Frequency	Percentage
None	1	6
1	5	31
2	5	31
3	4	26
4	0	0
5	1	6
Total	16	100

The table shows that 62 percent of the Haedteachers had 1 – 2 grade promotions. From the findings only 6% of the head teachers had no promotions. Majority of head teachers having attained a promotion is an indicator that they were likely to be satisfied with their job as Mbugua (1998) found that promotion was essential in enhancing job satisfaction.

Head teachers were asked to name their age group. Table 4.33 shows head teachers classified by their age brackets.

Table 4.33 Classification of Head teachers by age bracket

Category	Frequency	Percentage
Up to 25 years	0	0%
26 -35 years	0	0%
36 – 45 years	3	18%
46 - 54 years	11	69%
Above 55 years	2	13%
Total	16	100

The table shows majority of Head teachers 69 percent were between ages of 46 – 54 years. From the findings all head teachers have worked for more than 35 years. This shows that majority of the head teachers were older and were likely to be satisfied with their job as Davis (1981) found that older workers tend to be slightly more satisfied with their jobs because of lower expectations and adjustments to their work conditions.

4.4.2 Job Satisfying Factors.

Key : 1. Very satisfied 2. Satisfied 3. Undecided 4. Not satisfied 5. Very dissatisfied.

Head teachers were asked to mention their state of satisfaction with promotion and promotion procedures. Table 4.34 shows head teachers' extent of satisfaction with promotions.

Table 4.34 Promotion and Promotion Procedures

	1	2	3	4	5
Frequency	0	2	0	11	3
Percentage	0	13	0	69	19

The table shows that 69 percent of the Head teachers were dissatisfied with the issue of promotions. From the findings majority of head teachers were dissatisfied with promotion and promotion procedures. This affects satisfaction as promotion is seen to lead to increased job satisfaction.

The study sought to find head teachers satisfaction with interpersonal relations.

Table 4.35 shows head teachers' satisfaction with interpersonal relations.

Table 4.35 Interpersonal relations

	1	2	3	4	5
Frequency	2	13	0	1	0
Percentage	13	81	0	6	0

The table shows that 94 percent of Head teachers were satisfied with interpersonal relations. From the findings, majority of head teachers were satisfied with job factor of interpersonal relations. This is important in enhancing job satisfaction as teachers would be more satisfied if what they were doing is valued by others whose views were respected and needed.

The study sought to find the satisfaction of head teachers by supervision of parents. Table 4.36 shows satisfaction of head teachers by supervision of parents.

Table 4.36 Supervision by Parents

	1	2	3	4	5
Frequency	0	9	0	5	2
Percentage	0	56	0	31	13

The table shows that 56 percent of the Head teachers were satisfied with supervision by parents. From the findings, majority of head teachers felt threatened by supervision of their work by parents. This may lead to head teachers losing interest in working to the maximum in a achieving institutional goals and objectives.

The study sought to find head teachers' satisfaction with the physical environment of the school. Table 4.37 shows head teachers' satisfaction with the physical environment.

Table 4.37 Physical environment and job satisfaction

	1	2	3	4	5
Frequency	0	6	2	8	0
Percentage	0	38	12	50	0

The table below shows that 50 percent of the head teachers were dissatisfied with the physical environment of the school. From the findings, only 38% of the head teachers were satisfied with the physical environment of the school. If the physical environment dissatisfies teachers job satisfaction decreases and teachers job performance would be affected. Owens (1998) states that the notion of job satisfaction is associated with the environment.

The study sought to find head teachers satisfaction with job security. Table 4.38 shows head teachers' satisfaction with job security.

Table 4.38 Job Security and job satisfaction

	1	2	3	4	5
Frequency	0	6	0	10	0
Percentage	0	38	0	62	0

The table shows that Head teachers were dissatisfied by their job security at 62 percentage level. From the findings, majority of the head teachers were dissatisfied with the job factor of job security. This state creates negative feelings about job and would undermine attempt to improve professional practice.

Head teachers were asked to state their satisfaction with recognition of the work they do. Table 4.39 shows satisfaction of head teachers with recognition of their work.

Table 4.39 Recognition of work and job satisfaction

	1	2	3	4	5
Frequency	0	6	0	8	2
Percentage	0	37	0	50	13

The table shows that 73% Head teachers were dissatisfied with recognition of their work. From the findings, majority of head teachers felt they were not being recognized in what they were doing in their institution. Lack of recognition leads to dissatisfaction which would lower their performance level in their institutions. Heath (1989) states that teachers would be satisfied if they believe they were being valued for what they were doing.

The study sought to find head teachers satisfaction with combining class work with administrative tasks. Table 4.40 shows their satisfaction in carrying out the two duties.

Table 4.40 Combining class work and administrative tasks and job satisfaction

	1	2	3	4	5
Frequency	0	1	0	7	8
Percentage	0	6	0	44	50

The study sought to find influence of head teacher combining class work administrative task and job satisfaction. From the findings 94% of the head teachers were dissatisfied. The findings show that they were over worked. This situation would lower their job satisfaction because of too much work

Head teachers were asked to state their satisfaction in handling emerging issues. Table 4.41 shows head teachers' satisfaction with handling listed emerging issues.

Table 4.41 Emerging issues and job satisfaction

	1	2	3	4	5
Frequency	0	1	3	8	4
Percentage	0	6	19	50	25

The table shows that 75% of Head teachers were dissatisfied in handling emerging issues. From the findings majority of head teachers were dissatisfied with handling of emerging issues. The dissatisfaction would lower job satisfaction and performance levels. Teachers should be well trained in emerging issues before being introduced in the curriculum as training has been found to link with improving job satisfaction and employee intention to stay.

Head teachers were asked to state their satisfaction with salary and responsibility allowance. Table 4.42 shows their satisfaction with these aspects of pay.

Table 4.42 Salary and responsibility allowance and job satisfaction

Frequency	1	2	3	4	5
Frequency	0	1	0	4	11
Percentage	0	6	0	25	69

The table shows that 94% Head teachers were dissatisfied with salary and responsibility allowance. From the findings majority of head teachers were dissatisfied with the aspect of compensation. If head teachers were not satisfied with compensation structures then they would be dissatisfied with their job and hence not work for improved performance .

Head teachers were asked to state whether they were ready to switch job. Table 4. 43 shows categorization of head teachers by those who were ready or not to switch to another job.

Table 4.43 Categorization of Head teachers by those wishing to switch to other jobs and those not ready to switch other job

Category	Frequency	Percentage
Head teachers ready to switch job	11	69
Head teachers not ready to switch job	5	31
Total	16	100

The study wanted to find whether head teachers were ready or not to switch their jobs. From the findings 69% of the head teachers were ready to change their job given the opportunity which shows their rate of dissatisfaction with the job. Majority of head teachers were dissatisfied with factors of salary and allowance. This shows that this is a crucial factor to them and would quit for greater pastures. Okumbe (1998) said that an effective compensation programme should attract, retain and motivate its employees.

4.4.3 Head teachers' feelings about their job for higher offices

Head teachers were asked to state their aspirations. Table 4.44 shows head teachers' aspirations to higher offices.

Table 4.44 Aspiration of Head teachers

	Frequency	percentage
Head teacher aspiring for higher office	12	75
Head teacher not aspiring for higher office	4	2
Total	16	100

The study sought to classify head teachers according to whether or not they aspired for higher offices from the findings 75% of the head teacher aspired for higher offices with only 25% not aspiring for any office. The study concludes that majority of head teachers were ambitious to attaining higher administration posts. This shows that head teacher would be more satisfied if they were promoted to higher posts.

Head teachers were asked to state the posts they aspired. Table 4.45 shows posts aspired by head teachers.

Table 4.45 Posts aspired by head teachers

Post aspired	frequency	percentage
TAC	6	50
QASO	4	33
DEO'S Officer	2	17
Total	12	100

The study sought to find whether head teachers aspired for higher office .According to the findings .The majority of head teachers comprising of 50%aspired to be TAC tutors and 17%aspired to work in the DEO'S office. From the finding most head teacher aspired for higher posts because they believed the offices had less work and they also felt the offices were more prestigious than the post they held.

Head teachers were asked to name aspects they like as head teachers. Table 4.46 shows aspects liked by head teachers.

Table 4.46 Aspects of liking headship

Aspect	frequency	percentage
Being the CEO of the institution	14	87.5
Organizing parents, teachers and pupils on education matters	10	62.5
Attending educational meetings, seminars and conferences	8	50.0
Interacting with senior government officers and leaders	6	37.50

The study sought to find aspects of liking headship. According to the findings 87.5% indicated being CEOs in their institutions and 50.0% cited privileges in attending educational meetings, seminars and conferences. From the finding, head teachers liked headship because of being the overall decision makers.

Head teachers were asked to suggest aspects which would make headship more fulfilling and enjoyable. Table 4.47 shows suggestions by head teachers for making headship more fulfilling and enjoyable.

Table 4.47 Aspects for making headship more fulfilling and enjoyable

Aspect	frequency	percentage
Increase responsibility allowance	16	100
Reduce workload	15	93.8
Own scheme of service	11	68.8
Automatic promotions	10	62.5
Exclude from class work	8	50.0
Give scholarship	4	25.0
Employ support staff	4	25.0
Easy time from higher officers	2	12.5

The study sought to find the measures for making leadership more enjoyable and fulfilling. From the findings, 100% of the head teachers cited increase in responsibility allowances, 93.8% cited reduction of workload while 68.8% indicated that head teachers should have their own scheme of service. The study sought to find factors which could increase job satisfaction among head teachers. As cited the major factors were; increase in responsibility allowance, reduction of work load, head teachers own scheme of service and automatic promotions to the next job groups. Head teachers felt that they were being overworked with little allowances which do not correlate with such work. Their

feeling was that more allowances and constant promotion were seen as major alleviating factors for job satisfaction.

Head teachers were asked to suggest aspects they dislike as head teachers.

Table 4.48 shows head teachers aspects of disliking headship.

Table 4.48 Aspects leading to dislike of headship

Aspect	frequency	percentage
Inadequate responsibility allowance	15	93.8
Overworking with office and class work	1	81.3
Uncooperative parents and communities	12	75.0
Interference from politicians and provincial administrators	7	43.8
Uncooperative education officers	5	31.3
Lack of proper training in accounting	3	18.8

The study sought to find reasons for disliking headship. According to the study findings 93.8% cited inadequate responsibility allowance 81.3% indicated being overworked with class work and office work, 75% indicated uncooperative parents and communities. According to the findings, cited by head teachers the major dissatisfying was responsibility allowance. Workload continues to be an important issue to the administrators. The two factors were found by Wathithuni (2006) as sources of dissatisfaction which should be reviewed to enhance job satisfaction.

4.5 Findings of the study

4.5.1 To what extent do the demographic variables of gender, age, professional status, experience and great promotions influence job satisfaction among primary school teachers?

The study sought to find the effect of demographic factors of teachers on job satisfaction. The findings were that: -

- (i) Majority of teachers were between 36 to 45 years old.
- (ii) Majority of head teachers were between 46 – 54 years of age.
- (iii) Majority of teachers were female.
- (iv) Majority of teachers had PI certificates.
- (v) Majority of head teachers had ATS professional grade.
- (vi) Majority of teachers have worked more than 20 years.
- (vii) Majority of head teachers have worked more than 20 years.
- (viii) Majority of head teachers have had administrative experience of 7 – 10 years.
- (ix) Majority of teachers have had no promotion.
- (x) Majority of head teachers have had grade promotion.

The study found that 100% of teachers below 25 years were dissatisfied with the teaching profession while 60% of those above 55 years being satisfied being satisfied. The study concluded that job satisfaction increases with age. According to the findings 82% of the male teachers were dissatisfied with the teaching profession as compared to 53% female teachers who were dissatisfied. According to this statistics gender affects job satisfaction of teachers. The dissatisfaction levels of PI (62%) and ATS(55%) teachers were lower than

those of diploma (73%) and graduate (98%). 71% of teachers with 6 – 10 years were dissatisfied with the teaching profession compared to 58% of those who have worked for above 20 years. 68% who have had no promotions were dissatisfied with job compared to 60% of those who had a promotion. From the findings, the study concludes that job satisfaction is affected by gender, age, promotion, professional status, and experience.

4.5.2 Which work related factors influence primary school teachers job satisfaction?

The study sought to identify which work related factors affect teachers' job satisfaction. The findings were that:-

- (i) 69% of teachers were dissatisfied with work load.
- (ii) 71% of the teachers were dissatisfied with teaching all subjects in the primary school curriculum.
- (iii) 67% of the teachers were dissatisfied with teacher per class policy.
- (iv) 50% of the teachers were satisfied with teaching all levels in primary schools.
- (v) 57% of the teachers were satisfied with the abilities of the children they teach.

From this findings teachers' job satisfaction was influenced by workload, teacher per class policy and teaching all subjects in the primary school curriculum.

4.5.3 To what extent does training in emerging issues influence primary school teachers' job satisfaction?

The study sought to assess teachers' preparedness in handling emerging issues in education. The findings were that:-

- (i) 77% of teachers were trained in HIV/AIDS
- (ii) 31% of teachers were trained on life skills
- (iii) 19% of the teachers were trained in ICT and peace education

From these findings teachers were not well prepared to handle peace education, life skills and ICT and e-learning this affected their satisfaction.

4.5.4 What is the effect of existing compensation structures of primary school teacher on their job satisfaction?

The study sought to find whether aspects of pay influence teachers' job satisfaction.

The findings were that:-

- (i) 92% were dissatisfied with salary as compensation of their work
- (ii) 92% were dissatisfied with salary meeting their financial commitments
- (iii) 94% were dissatisfied with salary having surplus for savings.
- (iv) 88% were dissatisfied with house allowance
- (v) 92% were dissatisfied with commuter allowance
- (vi) 91% were dissatisfied with medical allowance

The study concluded that compensation structures were sources of dissatisfaction. This affects job satisfaction of teachers in primary schools.

They should be reviewed with an aim of attracting and retaining teachers in the primary school sector.

4.5.5 What intervention measures do primary school teachers prefer being initiated to raise the status of job satisfaction?

The study sought to find ways of making teachers more satisfied with their job.

The key findings were that :-

- (i) 90% of teachers proposed increase in pay and allowances
- (ii) 43% of teachers cited promotions
- (iii) 37% of the teachers proposed employment of more teachers
- (iv) 32% of the teachers proposed equipping stations
- (v) 13% of the teachers proposed sensitizing communities on their roles.
- (vi) 12% of the teacher proposed reduction of work load and
- (vii) 11% of the teachers proposed teacher to be allowed to specialize in subject in the curriculum

From these findings the major factors of making teachers more satisfied with their teaching job were to increase remuneration, promotions, employment of more teachers and provision of more teaching facilities.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, findings of the study, conclusions, recommendations of the study and suggestions for further studies.

5.2 Summary

The purpose of this study was to examine determinants of school teachers.

The objectives of the study were to:-

- I. Establish if teachers characteristics such as age, gender, professional level, experience and grade promotions influences job satisfaction in primary schools in Kee division.
- II. Determine work related factors affecting teacher's job satisfaction in public schools in Kee division
- III. Determine if training in emerging issues in education influences job satisfaction of teachers.
- IV. Assess if there is relationship between existing compensation structures and teachers job satisfaction in primary schools in Kee division.
- V. Identify intervention measures primary school teachers prefer to be initiated to alleviate job satisfaction.

The literature surveyed for the study established beyond doubt that job satisfaction is closely related to theories of motivation and job satisfaction.

The demographic profile of teachers and the selected job facts constituted the

independent variable of the study. The study identified job factors which lead to job satisfaction as work itself, pay, promotion, supervision and co-workers. Earlier studies had shown that job facets:- personal interpersonal relations, supervision, physical facilities, job security, recognition, work content, training and compensation were useful in promotion of job satisfaction. The variables of gender, age, professional level, experience and promotions had been investigated making the revelation that they affect job satisfaction.

The study used the survey design. The target population was 204 teachers distributed in 23 public schools. The sample size was 132 teachers and 19 head teachers. Participants of the sample were selected by stratified random sampling. The instruments used were: - a questionnaire for teachers and interview schedule for head teachers. Validity of the instrument was achieved by appraisal from supervisors of this project and pre testing of the instrument with 13 teachers and 2 head teachers. The test retest technique was used to check the reliability of the instruments A research permit was obtained from N.C.S.T and clearance was sought from Makueni DC and D.E.O The investigator made appointments with heads of primary schools and proceeded to visit schools to issue research instruments and gather data from the interview schedules. Some of the questionnaires were collected after they were filled in. Head teachers available during the visits were interviewed on the day of visit. The return rate of the filled and completed instruments was 61, 36% for teachers questionnaires and 84.21 for head teacher interviewed.

Data was analyzed by use of frequency tables and percentages. The findings of the study were

- I. Teachers characteristics such as age, gender, professional level, experience and grade promotion influences teachers job satisfaction
- II. Work related factors like work load teaching all subjects in the curriculum and teacher per class policy affect teachers' job satisfaction.
- III. Training in emerging issues in education influences job satisfaction of teachers.
- IV. Existing compensation structures influence teachers job satisfaction
- V. Primary school teachers prefer increase in pay package while head teachers prefer increase in responsibility allowances as the main measures of alleviating job satisfaction among other measures.

5.3 Findings of the study

5.3.1 To what extent do the demographic variables of gender, age, profession status, experience and promotion influence job satisfaction among primary school teachers?

The study sought to find the influence of demographic variables on teachers' job satisfaction. The findings were that:- 100% of teachers below 25 years were dissatisfied with the teaching job. 89% of those teachers between 26 -35 years were dissatisfied. 55% of those between 46 -54 years were dissatisfied and 60% of those teachers above 55 years were

satisfied. From these findings younger teachers were dissatisfied with teaching job while the older teachers were more satisfied with the teaching job. The study found out that: - 53% of the female teachers were dissatisfied with the teaching profession while as many as 82% of the male teachers were dissatisfied with the teaching profession. The findings show that female teachers were more satisfied being primary school teachers than the male teachers. This study therefore concludes that gender influences job satisfaction among primary school teachers.

As concerns professional level the findings were that 62% of P1 teachers were dissatisfied with the teaching profession 55% of ATS teachers were dissatisfied, 73% of the diploma teachers were dissatisfied and 98% of the graduate teachers were dissatisfied with teaching in primary schools. More P1 teachers were dissatisfied than ATS teachers may be due to lack of scheme of service for them. Those with diploma and degree certificate were dissatisfied may be due to having options to fit elsewhere. This study finds that teachers having higher qualification become more dissatisfied than those with lower qualification. The study concludes that professional level influences job satisfaction of primary school teachers.

On experience this study found out that:- 67% of teachers having worked for between 1 – 5 years were dissatisfied with teaching, 71% of those between 6 – 10 years were dissatisfied, 60% of those between 11 – 15 years were dissatisfied, 60% of those who have worked for 16 – 20 years were

dissatisfied and 58% of those who have worked for above 20 years were dissatisfied. According to these findings those who have worked for lesser years were more dissatisfied than those who have worked for more years. Experience is seen by these studies to influence teachers' satisfaction.

This study found out:- 68% of those teachers who had no promotions were dissatisfied with the teaching job while 60% of those who had promotions were dissatisfied with being teachers. This shows that more teachers were dissatisfied having no promotions than with promotions. The study therefore concludes promotion affects job satisfaction

5.3.2 Which work – related factors influence primary school teachers job satisfaction?

This study sought to find if workload, teachers per class policy teaching all subject in the curriculum teaching all levels in primary schools, and abilities of children have an impact on teachers job satisfaction the findings were that:- 69% of the teachers were dissatisfied with workload, 67% were dissatisfied with teachers per class policy, 71% were dissatisfied with teaching all subject in the primary school curriculum, 50% were satisfied with teaching all levels in primary school and 57% of the teachers were satisfied with the abilities of the children they teach. 94% of the head teachers were dissatisfied with combining class work and administrative tasks. The study found that work load, teachers per class policy and teaching all subjects in the curriculum affect teachers' job satisfaction

5.3.3 To what extent does training in emerging issues influence primary school job satisfaction?

The study sought to find whether training in HIV/AIDS, peace education life skills, ICT and e-learning influence job satisfaction of teachers.

The findings were that:-

- i) Majority of teachers (77%) were trained and satisfied with handling HIV/AIDS.
- ii) Teachers were not well trained in handling peace education life skills and ICT and e-learning which affects their job satisfaction

5.3.4 What is the effect of the existing compensation structures of primary school teachers on their job satisfaction?

The study sought to determine whether the various TSC compensation structures have an effect on teachers' job satisfaction. The findings of the study were:- 92% of the teachers with their salary as compensation of the work they do, 92% were dissatisfied with salary as meeting financial commitment, 94% were dissatisfied with salary having surplus for savings, 88% were dissatisfied with house allowance, 92% were dissatisfied with commuter allowance and 92% were dissatisfied with medical allowance. Head teachers comprising as many as 94% were dissatisfied with responsibility allowance. From these findings, teachers were dissatisfied with all aspect of compensation provided by TSC. Compensation attracts and maintains workers. The state of teachers

being dissatisfied with all aspects of pay means they can not work to the maximum. Teachers' job satisfaction is affected by compensation structures.

5.3.5 What intervention measure do primary school teacher prefers being in initiated and to raise the status of job satisfaction?

The study sought to find ways of making teachers and head teachers more satisfied with their job. Teachers were asked to suggest ways of making teaching more enjoyable and fulfilling. The findings were that: - 90% suggest increase of pay and allowances, 43% proposed frequent promotions, 37% employment of more teachers, 32% equipping stations, 13.6% sensitizing communities on their roles, 12.3% reducing workload, 11% specialization in subjects, 10% organization of refresher course, 7% a scheme of service for PI teachers, 5% selecting right people to manage institutions, 4% retraining administrators and 4% assistance for further studies

Head teacher were asked to suggest ways of making headship more enjoyable and fulfilling. The findings were that: - 100% proposed increased in responsibility allowance, 93.8% reduction of work load 68.8% head teachers should have their own scheme of service, 62.5% automatic promotions, 50% head teachers being excluded from class work, 25% head teachers to be give scholarship for further studies. 25% employment of support staff and 12.5% suggest that head teachers should be given easy time by education officers

5.4 Conclusions

In view of the objectives of this study and the research findings the following were the conclusion:-

- i) Older teachers were more satisfied than younger teachers, female teachers were more satisfied than male teachers, teachers attaining higher qualification were more dissatisfied than those with lower qualifications, teachers with more years of service were more satisfied than those with less years and teacher having had a promotion were more satisfied than those who had no promotion. The demographic factors determined teacher's jobs satisfaction.
- ii) Work related factors determined teacher's job satisfaction as teachers were dissatisfied with workload, teaching all subjects in the primary school curriculum, a teacher per class policy while head teachers were dissatisfied with combining class work with administrative tasks.
- iii) Teachers were dissatisfied in handling ICT and e- learning due to lack of training thus training was found to determine teacher's job satisfaction
- iv) Teachers were dissatisfied with salary, responsibility allowance, house allowance, commuter allowance and medical allowance. Compensation is therefore a determinant of teacher's job satisfaction.
- v) Among other measures teachers preferred increase in pay package promotions, employment of more teachers and equipping of stations as core in increasing job satisfaction while head teachers proffered increase in responsibility allowance as main intervention measure in making them more satisfied.

5.5 Recommendations of the study

5.5.1 Government

This study recommends the following to the government of Kenya:-

- i) Increased budgetary allocations to MOE to cater for FPE.
- ii) Increased yearly budgetary allocations to the TSC to cater for teachers welfare.

5.5.2 MOE

This study recommends the following for to MOE that:-

- i) It should increase funds for equipping educational institutions as suggested by teachers now and then
- ii) It should revise the policy of teacher per class and teachers having to teach all subject in the curriculum because of dissatisfaction of teachers
- iii) Train teachers before introduction of emerging issues in education because this study found that teachers were dissatisfied with handling ICT and e- learning
- iv) Sensitize communities in their roles in education because many teachers cited mockery by communities as a dissatisfying factor

5.5.3 TSC

This study recommends that the TSC should:-

- i) Constantly revise salary and allowances for teachers so as to be in tandem with the rising costs of living and inflation because this was a major dissatisfying factor among the teachers.

- ii) Scrutinize its promotions policy in view of making it transparent, with possibilities of frequent upward mobility because this was found to dissatisfy teachers.
- iii) Employ more teachers because teachers felt overworked.
- iv) Come up with motivation strategies to retain those teachers who attain higher qualification in primary schools because they were found to be dissatisfied in teaching in primary schools

5.6 Suggestion for further studies

The study recommends that;

- i. A study be carried out in another part of this country to investigate teachers' satisfaction in handling ICT and e-learning.
- ii. A study be done to assess the extent to which graduate teachers are satisfied in teaching in primary schools.
- iii. A study should be done to determine the extent to which parents affect teachers' job satisfaction.

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APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

University of Nairobi,
Department of Education,
Administration and Planning,
P.O Box 92,
Kikuyu.
14th May 2011.

The Head teacher

_____ school

Dear Sir/ Madam

Ref: Determinants of job satisfaction among public primary school teachers in Kee Division

I am a post graduate student at the University of Nairobi pursuing a Masters of Education Degree in Educational Administration. I am currently conducting a research in the werea cited above. This letter is to request you to assist in obtaining the required information for the study. The results of the study will be used for the purpose of this study and your identity will be kept confidential. Kindly respond to all items and do not write your name anywhere on the questionnaire.

Your co-operation will be highly appreciated.

Yours faithfully,

Nguluutu Sammy Mwau

APPENDIX 2

TEACHERS QUESTIONNAIRE

Kindly respond to all items. Do not write your name anywhere on this questionnaire.

Section A- Personal Information

1. What is your gender?

Male Female

2. What is your grade?

P I ATS Diploma Graduate

Any other? Specify.....

3. How long have you worked in your present grade?

1-3 years 4-6 Years 7-10 Years Above 10 years

4. How long have you been working as a teacher?

1-5 years 6-10years 11-15years 16-20 years Above 20years

5. By use of a tick (✓) indicate the number of grade promotions you have attained since you started working.

None 1 2 3 4

6. Please indicate your age category.

Up to 25 years 26-35years 36-45years 46-54years

Above 55 years

Section B Job satisfying factors

7. To what extent were you satisfied with your relations with the following:-

	Very satisfied	Satisfied	Undecided	Not satisfied	Very dissatisfied
Head teacher	[]	[]	[]	[]	[]
Teachers	[]	[]	[]	[]	[]
School management					
Committee	[]	[]	[]	[]	[]
Parents	[]	[]	[]	[]	[]

8. What is your satisfaction with supervisory activities of the following:-

	Very satisfied	Satisfied	Undecided	Not satisfied	Very dissatisfied
Head teacher	[]	[]	[]	[]	[]
School management					
Committee	[]	[]	[]	[]	[]
Parents	[]	[]	[]	[]	[]
QASO	[]	[]	[]	[]	[]

9. How satisfied were you with the following:-

	Very satisfied	Satisfied	Undecided	Not satisfied	Very dissatisfied
Location of your school	[]	[]	[]	[]	[]
School appearance	[]	[]	[]	[]	[]
Staff room facilities	[]	[]	[]	[]	[]
Classroom facilities	[]	[]	[]	[]	[]
Teachers toilets	[]	[]	[]	[]	[]

Pupil toilets [] [] [] [] []

10. How satisfied were you with Security of your job as protected by:-

Very satisfied Satisfied Undecided Not satisfied Very dissatisfied

Headteacher [] [] [] [] []

School management [] [] [] [] []

Committee

Trade Union [] [] [] [] []

Fellow teacher [] [] [] [] []

Parents [] [] [] [] []

11. What is your level of satisfaction of your work being recognized by:-

Very satisfied Satisfied Undecided Not satisfied Very dissatisfied

Head teacher [] [] [] [] []

Teachers [] [] [] [] []

Parents [] [] [] [] []

School Management

Committee [] [] [] [] []

Employer [] [] [] [] []

12. What is your level of satisfaction as concerns the following:-

	Very satisfied	Satisfied	Undecided	Not satisfied	Very dissatisfied
Work load	[]	[]	[]	[]	[]
Teacher per					
Class policy	[]	[]	[]	[]	[]
Teaching all subject					
in curriculum	[]	[]	[]	[]	[]
Teaching all levels					
(lower and upper)	[]	[]	[]	[]	[]
Abilities of your pupils	[]	[]	[]	[]	[]

13. a) How many times have you attended an in service course or seminars on:

No. of times	4	3	2	1	Never
HIV/AIDS	[]	[]	[]	[]	[]
Peace education	[]	[]	[]	[]	[]
Life skills	[]	[]	[]	[]	[]
ICT and e-Learning	[]	[]	[]	[]	[]

b) What is your extent of satisfaction in handling the following emerging issues:-

	Very satisfied	Satisfied	Undecided	Not satisfied	Very dissatisfied
HIV/AIDS	[]	[]	[]	[]	[]
Peace education	[]	[]	[]	[]	[]
[]					
Life skills	[]	[]	[]	[]	[]
[]					
ICT and e-Learning	[]	[]	[]	[]	[]
[]					

13. Indicate your state of satisfaction of the following aspects of pay.

	Very satisfied	satisfied	undecided	Not satisfied	Very dissatisfied
Salary as					
Compensation					
of your work	[]	[]	[]	[]	[]
Salary in meeting your					
financial commitments	[]	[]	[]	[]	[]
Salary having surplus for					
savings	[]	[]	[]	[]	[]
House allowance	[]	[]	[]	[]	[]
Commuter allowance	[]	[]	[]	[]	[]
Medical allowance	[]	[]	[]	[]	[]

14. State your satisfaction with promotion and promotion procedures.

Very satisfied satisfied undecided Not satisfied Very dissatisfied

[] [] [] [] []

16. What is your career aspiration?

Join higher Join TPC wait for wait for automatic
Education retirement promotion

[] [] [] []

17. Given chance and without losing the years you have worked, can you change

your job?

Yes [] No []

Section C Feelings about the teaching job

18. (a) List three aspects of your job that you like as a primary school teacher.

(b) Give reasons

19. (a) State three aspects that make you dislike being a primary school teacher?

(b) Give reasons

20. Suggest three things that can be done to make primary school teaching to be more enjoyable and fulfilling.

APPENDIX III

INTERVIEW SCHEDULE FOR HEAD TEACHERS

You were kindly requested to participate in this interview. Your response will be instrumental in assessing determinants of job satisfaction among primary school teachers in Kee Division. Your response will be used for the purpose of this study only.

Section A Personal details

1. What is your grade?

PI ATS

Diploma Graduate

Any Other Specify

2. How long have you worked as a head teacher?

1-3 4-6 7-10 above 10 years

3. How many years have you been working as a teacher?

1-5 6-10 11-15 16-20 above 20 years

4. How long have you worked in your present grade?

1-3 4-6 7-10 above 10 years

5. How many grade promotions have you attained since you started working?

None 1 2 3

6. What is your age category?

upto 25[] 26-35[] 36-45[] 46-54 years [] Above 55 years []

Section b job satisfying factors

Key

1. Very satisfied 2. Satisfied 3. Undecided 4. Not satisfied 5. Very dissatisfied

How satisfied were you with	1	2	3	4	5
7. Promotion and promotion procedures	[]	[]	[]	[]	[]
8. Interpersonal relations with people under you	[]	[]	[]	[]	[]
9. Supervision of your work by parents	[]	[]	[]	[]	[]
10. Physical appearance and location of your school	[]	[]	[]	[]	[]
11. Security of you job work	[]	[]	[]	[]	[]
12. Recognition of your work	[]	[]	[]	[]	[]
13. Combining class teaching with administrative tasks	[]	[]	[]	[]	[]
14. Handling emergent issues e.g. ICT and e-learning	[]	[]	[]	[]	[]
15. Salary and responsibility allowance	[]	[]	[]	[]	[]
16. Given chance and without losing the number of years you have worked can you switch to another job? Yes [] No []					

Section c feelings about headship

17. Do you aspire for higher office? _____

If so which one and why?

18. What things make you like being a head teacher? _____

19. What things can be done to make headship being more enjoyable and fulfilling? _____

20. What things discourages you being a head teacher? _____



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Website: www.ncst.go.ke

20th June, 2011
Date:

Nguluutu Sammy Mwau
University of Nairobi
P.O Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on **"Determinants of job satisfaction among primary school teachers in Kee Division, Makueni District, Kenya"** I am pleased to inform you that you have been authorized to undertake research in **Makueni District** for a period ending **31st August, 2011**.

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

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

P. N. NYAKUNDI
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
Makueni District

The District Education Officer
Makueni District

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss NGULUUTU SAMMY
MWAU

of (Address) UNIVERSITY OF NAIROBI
BOX 30197 NAIROBI

has been permitted to conduct research in

.....**Location,**

.....**MAKUENI**.....**District,**

.....**EASTERN**.....**Province,**

on the topic.....**DETERMINANTS OF JOB**.....

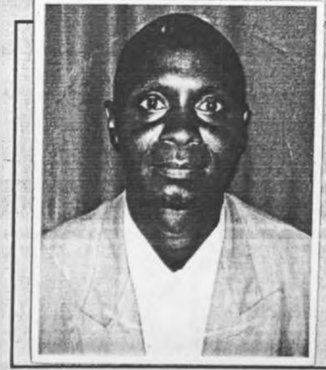
SATISFACTION AMONG PRIMARY SCHOOL
TEACHERS IN KEE DIVISION, MAKUENI
DISTRICT, KENYA.

.....
for a period ending.....**31ST AUGUST, 2011**.....

NCST/RRI/12/1/SS-011/797
Research Permit No......

Date of issue.....**20/6/2011**.....

Fee received.....**KSHS.1000**.....



[Signature]
.....
**Applicant's
Signature**

[Signature]
.....
**Secretary
National Council for
Science and Technology**