

FACTORS THAT CONTRIBUTE TO JOB SATISFACTION
AND JOB DISSATISFACTION AMONG PUBLIC
PRIMARY SCHOOL TEACHERS:
A CASE STUDY OF RUIRU,
KENYA

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in partial fulfillment for the award of a Bachelor of Education (Arts) Degree
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DECLARATION

I Munywoki Muinde declare that this research is my original work and has not been submitted for a degree in any other university.

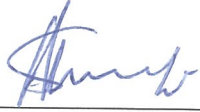
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Date 20/08/08

SUPERVISOR'S APPROVAL

This research has been submitted for examination with my approval as the university supervisor.

Signature



Ms Nakakande Margaret (Supervisor)

Date:

29th / 09 / 08

DEDICATION

Fully dedicated to my loving wife Jane Kanini and my two children Charity and Alvin.

Thanks for their patience and support during my studies.

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ABSTRACT

The purpose of this study was to investigate factors that contribute to job satisfaction and job dissatisfaction among public primary school teachers.

The research design used in this study is simple descriptive survey of the factors that contribute to job satisfaction and job dissatisfaction among public primary school teachers. Descriptive survey was used in this study because the study under investigation involved collecting data to answer questions concerning the current status of the subjects in the study. Hence the study under investigation qualifies to use descriptive research design. The locale of the study was RUIRU division, Thika district, Kenya. The target population was seven hundred and twenty seven (727) teachers in fifty seven (57) schools. Simple random sampling technique was used to select a sample of twenty eight (28) schools. The researcher also used simple random sampling to select a sample of eighty (80) teachers from a target population of seven hundred and twenty seven (727) teachers which is (11%) percent and is within the range of Gay's recommendation of a minimum 10% sample in descriptive research. The researcher administered questionnaires to three teachers in each school. They were filled and then he collected them. The researcher used questionnaire as a tool of data collection. After the presentation, interpretation and analysis of the data, it was found out that, other tools for data collection as observation and interview schedule could also have been used to obtain more information not provided in the questionnaire. A statistical analysis of the quantitative aspects (mean, mode, percentages, use of graphs and tables) was done by use of statistical package for social sciences to generate appropriate inferences. The researcher reviewed related literature of the previous researchers to determine any existing gaps of knowledge. The review of the related literature showed that, there was still a problem of job satisfaction and job dissatisfaction among the public primary school teachers. The research findings reviewed that the greatest factor of dissatisfaction among the public primary school teachers was the salary paid to them by their employer (see table 4.1.2 The researcher made recommendations based on findings of the study.

OPERATIONAL DEFINITION OF TERMS

The following terms have been defined in relation to **job satisfaction and job dissatisfaction**:

Absenteeism: Refers to voluntary decision not to come to work as opposed to other causes, for example, illness, accidents and others which can prevent someone who wants to come to work from actually doing so.

Grade levels: Refers to professional qualifications for example-, approved teacher status PI, P2, P3, AT4.... and others.

Job satisfaction: Is the degree to which an individual feels positively or negatively about the facets (factors) of job tasks, the work setting and relation with co-workers.

Job: This term refers to the teaching career or the profession of the teacher in the school. This includes transmitting knowledge to the pupils and the guidance of the pupils' activities either in or outside their classroom.
It embraces teachers work in and outside classroom.
recognition and such other related things.

Job dissatisfaction: This refers to the factors that teachers will claim to give them unpleasant Feelings in their job. Whatever makes them unhappy in their career can be said to give them job dissatisfaction.

Working conditions: Refers to physical conditions of work, the amount of work, facilities, working spaces, light intensity and other environmental conditions.

LIST OF ABBREVIATIONS

H.O.D:	- Head of Department
ILO:	-International Labour Organization
KNUT:	-Kenya National Union of Teachers
NARC:	-National Alliance Rainbow Coalition
PDE:	-Provincial Director of Education
PTA:	-ParentsTeachers Association
T.S.C:	-Teachers Service Commission
TSRC:	-Teacher Service Remuneration Committee
UNESCO:	-United Nations Educational Science & Cultural Organization

CHAPTER ONE: INTRODUCTION

1.0 Introduction

In the world today, countries have invested greatly in education. In America education is compulsory from primary level to high school level.

The current wave across African continent is introduction of primary universal education to all citizens. Kenya in particular, introduced free primary education to all school going children in January 2003. This great investment in education is in cognizance of the fact that the resources of any country can not be exploited to benefit its people without skilled manpower. This raises the question of quality education for all the people in the country. Quality education, however, cannot be achieved without well satisfied teaching force that will willingly impart skills and knowledge to the pupils in primary schools. Teacher's shortage has plagued most countries (Coombs, 1987) but the problem is acute in the poor countries. In Kenya many trained teachers have been leaving teaching to seek jobs which they consider better paying and more prestigious.

Teaching is demanding but poorly remunerated. During the last two decades there has been an exodus from the profession to better paying jobs. This exodus has thus deprived teaching services of young, energetic and qualified people. A study by Foster (1965) of secondary schools in Ghana found that students ranked teaching 18 among 25 occupations in terms of prestige. The attitude of young people towards teaching profession is generally unfavourable worldwide. According to Jacobson et al (1986), this can be explained partly on the ground of the inadequate salary schedules of the past. An unfavourable attitude towards teaching, which has been developed through the years, has been that young people are recruited into teaching because they have been unable to meet the requirements of schools of engineering, medicine, law and other highly specialized preparation required in the sciences and government while this may be debatable, it is imperative that those who take up the job remain in it.

The expansion of education has continuously demanded an ever-increasing number of qualified teachers. The increased demand for trained personnel in all spheres of the economy has also aggravated the problem because teaching has to compete with the civil service, the industrial and commercial sectors for the available trained personnel. With the great demand for more and better-qualified teachers it becomes a matter of concern that many teachers do not seem to be satisfied in their jobs. This is a major constraint on the expansion of education and in the improvement of quality of education. For any efficient work to take place it needs to be done under favourable conditions. Thus an individual should be provided with an enabling environment to perform and produce desired results. The teacher as an instrument for the success needs the physical, psychological, economical and social comfort. Locke (1976) asserts that every organization, if it has to succeed, must have contented workers. It is in recognition of this factor that prudent organizations place a high premium in their workers' welfare. One of the signs of deteriorating conditions in an organization according to Davis (1977) is job dissatisfaction. It leads to strikes, slow downs, and absenteeism and employees turnover. It may also be part of grievances, low productivity, disciplinary problems and other organizational difficulties. In Kenya the problem of teachers' job satisfaction and dissatisfaction has been addressed in various forms, such as trade unions, meetings, seminars and public education commissions such as the Ominde Report of 1965, the Gachathi Commission of 1976 Mbugua (1998) to name just a few. Salary increase and improved working conditions for teachers have been recommended by some of these commissions (Republic of Kenya, 1980 and 1985), but studies have shown that teachers are not yet satisfied in their jobs. Kimengi (1985) found that teachers were dissatisfied with supervision from head teachers. Okumbe (1992) observed that graduate teachers were dissatisfied with remuneration and promotion but slightly satisfied with working conditions, work environment, security, recognition, work content and supervision and satisfied with interpersonal relations. Since independence the Kenyan teachers have felt that they are not fairly remunerated. The (KNUT) has been continually putting pressure on the Government for salary increase for teachers. Such kinds of pressure have been witnessed through occasionally calling

for national wide strikes by teachers. One of the successful strikes was held in October 1997 and lasted for twelve days. Teachers were demanding a salary rise between 150 and 200 percent. The government had refused to honor the recommendations of the salaries and allowances to teachers by Teachers Service Remuneration Committee (TSRC) and instead had given an increase of between 10 and 28 percent. This was immediately rejected by K.N.U.T. as an "insult" as responded by Waihenya (Daily Nation, 1997, September 3). Commenting on the strike as it went on, Aduda (Daily Nation, 1997 October 4), remarked that thousands of teachers who were demonstrating in various towns cast a picture of misery and bitterness. According to him, the teachers looked.. Demoralized and disillusioned by the poor working conditions. Asked to comment about the morale of teachers, the principal of one of the national schools in Thika District at the time of the strike, was quick to remark that teachers join the profession because they have no where else to go and the ministry of education can no longer attract and maintain highly qualified teachers because the terms and conditions of service are dismally poor.

According to the principal, many teachers often asked for soft loans from schools in order to meet daily needs like paying school fees for their children or paying rents, adds Aduda (Daily Nation 1997, October 4). The strike was later called off after the government agreed to implement the 150 - 200 percent rise demanded by the teachers over a five-year period beginning 1997. The first phase was effected but the government could not pay the second phase as from 1998. Teachers continued to ask for remaining salary increases until 2003 when NARC government and KNUT renegotiated new terms. The government agreed to implement the 150 - 200 percent rise but be phased over six years. The first phase was effected from 1/7/2003. KNUT is still trying to renegotiate with the government so that teachers can be paid in less than six years agreed upon.

Lack of implementation of the remaining salary increases has remained a scar in the hearts of all cadres of teachers, producing a state of anger and demoralization. To date teachers feel demoralized and KNUT has kept on renewing calls for a strike, and unless this issue is resolved, more strikes by teachers will remain a threat to the government. Aduda and Waihenya (Daily Nation, 1998, July 18)

reports about the teachers boycott for classes that lasted for three days beginning July, 1998. The teachers went to the streets to demonstrate against the then proposed teachers Bill, the TSC Amendment Bill 1998, that sought to force the teachers to renegotiate their salaries. The boycott was called off after the government suspended the controversial Bill. The Bill was tended to forestall earlier stated plans by the teachers to go on strike in September of that year if the implementation of the second phase of their new higher pay was not effected. The Bill was also aimed at reducing the representation of KNUT from five members to one, the secretary general, in the TSRC, a move teachers felt was aimed at reducing their bargaining power as far as salaries were concerned. This had brought a lot of anger and dissentient that pushed teachers to the street in demonstrations. Addressing a regional conference that was held in Nairobi and organized by ADEA in conjunction with Commonwealth Secretariat, Sir Jude Burke, Seychelles Education Permanent Secretary said that learning efforts cannot succeed unless teachers are well prepared and facilitated to support education (Aduda, Daily Nation, 2001, September 3). During the conference, the perennial question of poor teacher's emoluments did not escape the participants. Although most governments were going through economic hardships, the participants underscored the imperative of having a well-remunerated and motivated teaching force. Sir Burke was quoted as having said that if education is a priority for national development, then the welfare of teachers must be a priority for the government.

As early as 1984, there was a high wastage rate of graduate teachers leaving the teaching profession and the government proposed bonding of teachers for a certain period (Republic of Kenya, 1984), however this was not effected. By 1995, there was a chronic shortage of science and especially mathematics teachers; this was partly due to poor pay relative to that available in the private sector (Republic of Kenya, 1997). To try and reduce the shortage by retaining the teachers in the service, the government in 1997, introduced bonuses equivalent to three annual salary increments for the teachers of science-based subjects, languages and mathematics. According to Kamau (2003), turnover among the teachers has greatly increased over the years. Those who get better "greener"

pastures often quit and for those who cannot get better alternatives seek other supportive sources of income. As indicated by the (Daily Nation 1999, September 8), many teachers today compromise their professional ethics to engage in private businesses in order to supplement their little income. That means that although many of the teachers are in the teaching profession all their energies are not directed to their jobs and students are not given the best of what the teacher can offer. According to Lawler and Porter (1973), there is a relationship existing between certification and performance and that is why teachers are often blamed when students perform poorly in National Examinations. They are on the other hand praised when students perform well. This is supported by Okumbe (1998) in his statement that once a worker/ person is dissatisfied with his or her job then obviously poor performance would result. When teachers are not satisfied with their work, the sufferers are the students and they get all the blame from parents who invest so much in their children's education.

To control the problem of high turnover and shortage of teachers it would be significant to determine the factors that contribute to job satisfaction and dissatisfaction among teachers. In their studies on job satisfaction of teachers Madera (1995) and Mbugua (1998) found that whereas some teachers quit teaching due to the increase of work they are expected to do compare to the low salary they receive, others however stay on.

1.1 Background of the study

This researcher having taught in Kitui over ten years has heard many verbal expressions of dissatisfaction among fellow teachers. Some teachers just complain, others talk of leaving and scan the newspapers for job vacancies and yet others actually do leave the profession to look for "greener" pastures.

The role a teacher plays in education remains important. The teacher remains the key factor in the school organization. The progress of any country relies heavily on the work of the teachers since every country needs an educated citizenry if at all it is going to develop.

If teaching in Ruiru Division is going to attract the best teachers, it is thus imperative that factors that can distract good teachers from their profession be

understood and removed. As Shiundu (1984) puts, it is best that ways and means of attracting the best teachers be sought. It is with this in mind that the researcher decided to carry out a research on the factors that contribute to job satisfaction and dissatisfaction among public primary school teachers.

Research done on the subject of factors that contribute to job satisfaction and dissatisfaction among public primary school teachers in Ruiru is insufficient to provide the planners with information upon which they would take action to improve the situation of teachers. The few studies that have been done in primary schools e.g. Ngaruka (1985) and Immonje (1990), Kimengi(1993), Mumo (2000) need to be replicated else where .

Above all, the researcher believes that it is proper to carry out the research in Ruiru after the implementation of the salary increment in 2003. Hence there is need to study the factors that contribute to job satisfaction and dissatisfaction among public primary schools teachers in Ruiru.

1.2 Statement of the problem

Since the 1980's there has been an indication of continuing dissatisfaction among teachers. Between 1997 and 2003 the K.N.U.T. constantly called for Nationwide strikes on the grounds that the Ministry of Education failed to implement the 150 - 200% salary hike as was recommended by the TSC Remuneration Act made to teachers in 1997 (Daily Nation 4th October 1997 Pg. I and 4th, 5th October 1998 Pg. 2.). Maslow (1970) argues that a host of factors may direct behaviour and people to participate in activities simply because they are convinced that these activities are valuable. Teachers have had various remuneration problems with their employer, the TSC. Salary delays have been frequent in the past, which has often left teachers frustrated, (The Standard 26th February 1993 Pg. 1, Daily Nation 4th May 1994 Pg. 5th November 1994 Pg.5, 3rd October 1997 Pg 4 and 16th December 1998 Pg.3). In 1997, the government's plan to implement the new salary scheme would have helped reduce the teachers' dropout rate, but this was halfway done. Only 45% of the 200-pay rise was affected.

In this contention on the teacher's pay the K.N.U.T Secretary General was reported to say; (Daily Nation, 28th April 2003 Pg.3): Due to the oppression of

poor salaries, teachers have left the teaching service in search of greener pasture in other fields.

The government's stand on the above issue is that this scheme cannot be implemented all at once due to the still ailing economic status of the country. This deal has now been settled to cover a period of six years with effect from 1st July 2003. There has been erosion of whatever was noble in the teaching profession in the 1980's and 1990's. The private practices in the profession, business and other occupations, which have little to do with academic work have received society's recognition as reported in Kenya Times 12th, 1979.

This study therefore aims at investigating the factors that contribute to job satisfaction and dissatisfaction among public primary schools teachers in Ruiru Division with regard to social prestige of the job, the job itself, pay, leadership, promotion opportunities and training, students discipline etc. The study also seeks to investigate how their satisfaction and dissatisfaction interact with personal factors or variables such as gender, age, and experience subject taught and academic qualification and lead them to decide to make teaching their long-term career or leave it or seek employment in other fields.

1.3 Objectives

Generally the objective or purpose of the study was to investigate the factors that contribute to the job satisfaction and dissatisfaction among public primary school teachers. Specifically the study sought to achieve the following objectives

1. To investigate the factors that is considered by the Ruiru public primary school teachers as sources of satisfaction and dissatisfaction in their teaching profession.
2. To establish the level of job satisfaction derived from the factors related to work and working conditions of the teachers.
3. To investigate the causes of teachers' resignation and why they may think other occupations hold more promise than teaching.
4. Suggest measures required to make teachers retain their job.

1.4 Research questions

1. Which job factors do primary school teachers consider satisfying in their teaching job?
2. Which job factors do primary school teachers consider dissatisfying in their teaching job?
3. What other occupations do teachers think hold more promise than teaching?
4. What measures should be taken make teachers retain their jobs

1.5. Significance of the study

According to the commonwealth secretarial Report (1991), well trained and committed teachers are central to the task of building a system (Mumo 2000). In light of this observation, the findings of this study might be helpful to the ministry of education, the TSC, school administrators and inspectors to curb teachers' dissatisfaction in the profession. As the situation stands, Kenya requires more teachers to manage the wide curriculum and the ever-increasing number of students. It is hoped that the findings of this study might provide practical knowledge about the plight of teachers of public primary schools in Kenya and also provide a basis for the government to devise a method of retaining teachers accordingly in the profession, revise the current system of education with a view of creating an enabling environment, thus increasing productivity, and revise the teachers salaries and allowances to match their qualifications thus enabling them to compete well with the other opportunities in the market.

This study will help improve the overall education and performance in schools. On the other hand, the findings of this study may make teachers appreciate the suggestions put forth in dealing with dissatisfaction in order to give the best input

in moulding future citizens through education. The findings of the study should also act as a source of reference and guide in policy formulation and interpretation. In addition, this study is bound to contribute to educational practice in the country in that it will uncover some of the reasons for the teacher dropout, which will guide the educational planners.

Data provided in this study would also be relevant for a comparative study of the needs of the rural and urban school teachers and the needs of teachers in comparison to other workers. This study hopes to make it possible for the necessary recommendations to be made that would improve the status of the teaching profession in Kenya.

1.6. Scope of the study

This study aimed at studying factors that contribute to job satisfaction and job dissatisfaction among primary school teachers in RUIRU division which has a total of fifty seven (57) schools. This study hopes to cover twenty eight schools which represent 50 percent of the population.

The total number of teachers in RUIRU division is seven hundred and twenty seven (727).

Eighty (80) teachers out of seven hundred and twenty seven (727) were sampled.

1.7 Justification of the study

Previous researchers who have researched on this topic, have recommended for further research on the same and these include: Karugu (1980), Ngaroga (1985),

Thiong'o (1987), Ngalyuka (1984), Kimengi (1991), Kamau (2003), Waithaka (2003).

The government, very often, has admitted that it is having a shortage of teachers, whereby many join other professions which they consider more prestigious and better remunerative.

In conclusion therefore there was need for further research so as to add to the findings of the previous researchers.



CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter is an attempt to bring to light some of the studies and tests that have evolved over years on the workers and the attitudes then those workers have developed towards work in general and the teaching profession in particular.

The literature reviewed in this chapter will pay attention to job satisfaction or dissatisfaction of workers and the factors that lead them to those feelings that lead them to those feelings satisfaction or dissatisfaction.

Literature review is subdivided into the following themes; concepts of job satisfaction, Herzberg's two factor theory, job satisfaction and dissatisfaction among teachers and in teaching profession and studies on factors influencing job satisfaction / dissatisfaction of public secondary school teachers.

The employees' attitudes are important to human resource management because they affect the organization's behaviour. Attitudes relating to job satisfaction and organizational commitment are of major interests to the field of organizational behaviour and in human resource management. Okumbe (1998)

Miskel and Ogawa (1998) have defined job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job or experiences. It's a set of favourable feelings with which employees view their work. On the other hand, Luthans, (1992) defines job satisfaction as a pleasurable or positive emotional state resulting from the appraisal of one's job experience. It is a result of employee's perception of how well their job provides those things that are viewed as important.

It's generally felt that job satisfaction is the most important and frequently studied attitude. Job satisfaction has three dimensions, first as an emotional response to a job situation. As such it cannot be seen but can only be inferred. Second, how well outcomes meet or exceed expectations. For example, if organizational participants feel that they are working much harder than others in the department but are receiving fewer rewards, they will probably have a negative attitude towards the work, the boss and / or the co-workers. In other words, they will be dissatisfied. On the other hand, if they feel they are being treated well, and are being paid equitably, they will be satisfied. The third dimension of job satisfaction is that which represents several related attitudes towards pay; work itself, promotion opportunities, supervision and co-workers (Luthans 1992). Locke (1976) on job satisfaction says that people join and stay in organizations for various reasons and varying levels of job expectation when people go to work they receive outcomes or rewards from the job. The outcomes can be divided into two types; first there are the extrinsic rewards like pay, promotion, material fringe benefits such as cars and houses or pleasant house surrounding. From the foregoing it should be noted that the manipulation of these rewards affect job satisfaction of an employee or teacher for this matter.

The second type of rewards is intrinsic which include such things as satisfying relationship with other fellow workers, considerate supervision and work that is both meaningful and challenging. The employee will always weigh both intrinsic and extrinsic rewards carefully. If they meet or exceed expectations we would expect the employee to be satisfied with the job and wish to remain in the organization and give optimum service.

When they do not meet them, employees are dissatisfied and they will not be committed to organizational goals. In most cases they prefer to seek alternative sources of satisfaction by changing jobs or by placing greater value on other life activities such as outside economic activities or recreation.

Porter and Steers (1973) suggested four levels that cause job satisfaction in an organization. First, we have organizational factors. These are pay, promotional opportunities, company policies and organizational structure. Pay and promotion have been prominent determinants of satisfaction when it's equitable. Company policies and procedures often restrict employee behaviour and can generate either positive or negative feelings towards the organization. Employees who feel discriminated against would not enjoy the work environment. Immediate work environment include such things as supervisory skills / styles, participation in decision-making. Work group size, co-worker relation and working conditions. In recap of this Steers (1984) says that, employees feel comfortable with co-workers who exhibit characteristic interest and beliefs that are generally similar to their own.

It's believed that more considerable supervision leads to higher levels of satisfaction. Related to this is the extent to which employees are allowed to participate in decision affecting their job. Large groups, it is noted, lead to greater task specialization, poor interpersonal communication and reduced feelings of group cohesiveness. These factors in turn create dissatisfaction.

Steers continue to say that general working conditions have been found to be of cardinal importance in determining employees' satisfaction or dissatisfaction.

By nature people value orderly, clean work place, adequate equipment for the job and acceptable level of environmental quality, temperature, humidity and noise. Most employees prefer a location close to their home. Job content factors are the third level. These are job scope and role clarity. Job scope refers to things like variety, autonomy, responsibility and feedback. It is evident varied and challenging work will improve level of job satisfaction. The fourth level includes personal factors. These are attributes of individual employee. It is believed that age and job tenure is positively associated with favourable job satisfaction. Davis (1977) contends that as workers become older they tend to become more satisfied with their jobs.

2.1 HERZBERG'S TWO-FACTOR THEORY

Herzberg, Mausner, and Synderman (1959) studied the work experience and attitudes of some two hundred engineers and accountants for nine firms in Pittsburg, US and found from the study that five factors; achievement, recognition for achievement, work itself, responsibility and advancement (promotion prospects) seemed strong determiners of job satisfaction. All these factors are related to what a person does and not the situation in which he does it, so they classified them as intrinsic factors. They also found that a different set of factors seemed to be the determinants of job dissatisfaction. These were company policies and administration, type of supervision, salary (pay) interpersonal relations with superiors, peers and subordinates, physical working conditions. Unlike intrinsic factors, they are related to the environment and not the work itself so they termed them as extrinsic factors. From these findings Herzberg (1959)

formulated the Motivation Hygiene Theory in which, using an analogy from medical field, they termed the dissatisfiers the hygiene factors, that is to say, the factors were preventive and environmental. Since hygiene factors are not an intrinsic part of the task but are merely related to the conditions under which the job is carried out, they argued that a good hygienic environment can prevent job dissatisfaction but cannot create a true job satisfaction or happiness. In this regard, although increased remuneration might lead to lower turnover rate among teachers, more needs to be done to develop and improve the career and vocational aspects of teaching.

The arguments of Herzberg (1959) have been widely accepted. It is however unrealistic that intrinsic factors are exclusively satisfiers. A more realistic view is to regard job satisfaction as emanating from both intrinsic and extrinsic factors. A teacher's working condition, for example, whether or not he enjoys interpersonal relations with fellow worker (both are extrinsic factors) can give him satisfaction or dissatisfaction depending on whether these factors are present or absent. Herzberg and his associates have also overlooked personality characteristics of workers, which play a part in their job satisfaction. For example, a teacher who has the need for achievement (intrinsic factor) could become dissatisfied when he perceives himself as being unable to perform in his teaching job. A study by Wernimont (1966) supports this interpretation. He tested the Motivation-Hygiene hypothesis in his study, and reported that extrinsic factors can cause both satisfaction and dissatisfaction. This may be regarded as a summary measure reflecting both extrinsic and intrinsic factors of job satisfaction but at the same time maintaining a composite factor of its own as found in this study by the factor

analysis of various job satisfaction which is of major interest in that it is what can be used to measure the inter-correlation between job satisfaction and job dissatisfaction.

According to Herzberg both sets of factors (extrinsic and intrinsic) work in one direction only. Further, the theory explains that the absence of hygiene factors creates job dissatisfaction, but their presence does not motivate or create satisfaction.

However, Herzberg's theory and observations have been criticized for the following reasons. It is based on the information collected by his colleagues by interviewing 200 engineers and accountants in the late 1950s at Pittsburg USA in order to access what motivated them.

It must be noted here that the group of employees Herzberg interviewed comprised of employees whose lower order needs such as physiological safety and even social needs by and larger were satisfied and so they could be motivated by the remaining two higher needs namely esteem and self actualization. Thus the theory may only be relevant for better-paid executives in developed economies. Secondly it used critical incident techniques that have low validity as respondents were involved in self-reporting on happy and unhappy experiences concerning their jobs (Mumo 2000)

According to Mumo (2000) this was bound to introduce bias of being able to recall the most recent job conditions, attributing favourable ones to other people.

Thirdly, Herzberg's work offers no explanation as to why various extrusion job factors should affect performance (Tripath 1982).

Despite the above criticism we can use Herzberg's Two Factor Theory to explain the distinction between the determinants of job satisfaction and determinants of motivation. Herzberg has distinguished between intrinsic and extrinsic factors and called one group dissatisfiers and the other satisfiers (Gilmer and Deci, 1977).

Herzberg's theory has been widely utilized by managers as it identifies incentives or rewards, which can be used in practice. (Saleem (1977), points that the theory's most effective technique of intrinsic motivation is job enrichment, which implies upgrading the job in terms of the responsibility and challenge in work.

In this study, Herzberg came up with the following conclusions summarized in Szilagyi et al (1980), extrinsic job conditions whose absence or inadequacy cause dissatisfaction among employees. However, if these conditions are present it does not necessarily mean that employees are satisfied. These factors are referred to as hygiene factors or dissatisfiers. They include job security, salary, working conditions, status of company, quality of technical supervision, quality of interpersonal relationships among persons, supervisors and subordinates and fringe benefits.

A second set of factors is intrinsic job factors or satisfiers whose presence raise satisfaction and can lead to good job performance. However, if these job conditions are not present, does not cause dissatisfaction. These factors include; achievement, recognition, challenging work (responsibility) advancement (personal growth) and work itself.

Okumbe (1988) in his contribution to Two Factors Theory says that the theory extends the Maslow's need hierarchy and was instrumental in the discovery of job enrichment.

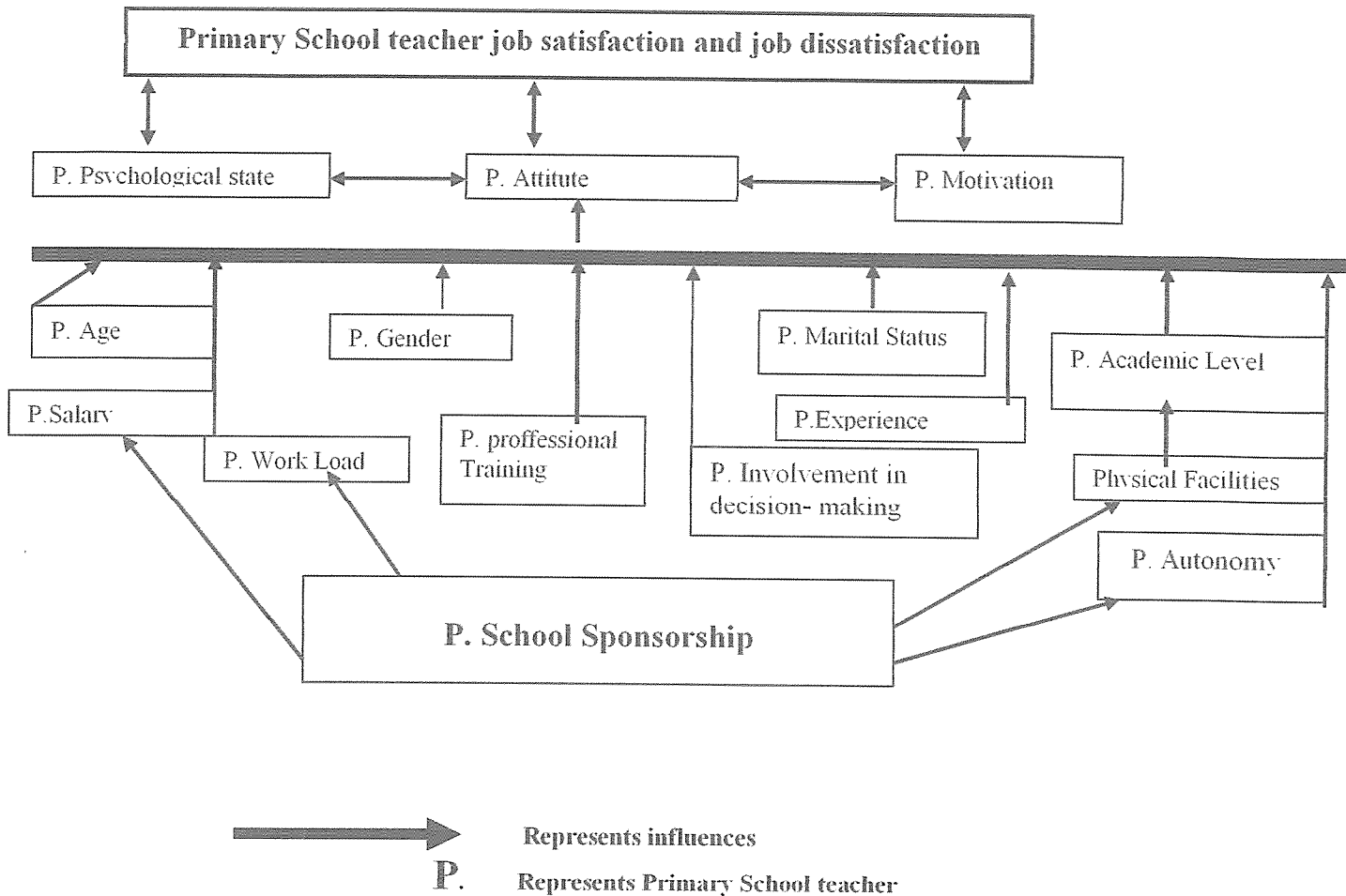
Concerning the applicability of the theory, Herzberg's findings have important implications for educational administration and supervision. According to Sergiovanni (1969) and Shyamala (1990) much of present practice in personnel administration may be directed at controlling the hygienic conditions which have, at best, limited motivating power for professional teachers. Steer and Porter (1979) suggests that motivation can be increased through basic changes in the nature of an employee's job (job enrichment). Jobs should be re-designed for increased challenge and responsibility, opportunities for advancement and personal growth and recognition.

2.2 CONCEPTUAL FRAMEWORK

The interlocking relationships of the variables conceptualized from the literature reviewed was used to investigate the factors that contribute to job satisfaction and job dissatisfaction among primary school teachers in RUIRU Division Thika District The researcher has adopted the conceptual frame work model used by Waithaka (2003) because it was found to be relevant to the problem under investigation.

Fig 2. Conceptual frame work model

Source: Waithaka (2003)



It is therefore important and necessary to conduct investigations into job satisfaction and job dissatisfaction of primary school teachers because this is an area that has been ignored by majority of researchers in Kenya. According to Okumbe (1998) research studies have indicated that people with higher level occupation are likely to be more satisfied with their jobs. So, there is need to establish the state of primary school teachers job satisfaction and job dissatisfaction because these handle the foundational yet very important institutions of learning

In view of the literature reviewed in this study, job satisfaction and job dissatisfaction of teachers are influenced by many factors. The management has the ultimate role of setting goals, allocating resources monitoring and evaluating.

Waithaka (2003), cited Steers (1991) who said that, the management determines the extent of teachers autonomy, physical facilities and teachers work load, all of which have been found to influence teachers job satisfaction.

The demographic variables have also been found to influence the psychological state of teachers, Furnharm (1992) is in support of this view when he says that, psychological needs are major determinants of job satisfaction.

In conclusion, it is evident that job satisfaction and job dissatisfaction of teachers could be influenced by demographic characteristics of teachers and the conditions under which they work.

2.3 Job satisfaction and dissatisfaction among teachers

Salary, working conditions, good supervision, teaching material, overtime pay and other hygiene factors must be provided for. Teachers' job satisfaction study was carried out in Zambia by Muores. In his study he tried to study factors related to teachers' dropout in Zambia in 1969. From his findings he noted that most teachers left the teaching service for other type of employment. That 77% because of low pay as compared to other sectors left teaching service.

The Kenya Education commission report of 1964 led by Ominde observed that teachers were put in classrooms that were unsuitably equipped. This led to poor and inadequate performance by teachers. Thus most teachers left that teaching profession to seek other prestigious jobs.

Sergiovanni (1973) pointed out that the major factors that motivated teachers were the dynamic stimulating leadership of the head teacher. That teacher's satisfaction depends on their expectation of how the administrators should behave and the extent to which these expectations were fulfilled. A report by the Board of Education in Britain (1961) on salaries and recognition of teachers in primary and secondary schools noted that, it would be a bad day for education if the chief attraction of the teaching ever became the money to be earned, in it salaries are never the less an important aspect of supply problem. Normally young people look forward to a life which will be compatible with personal interest this concurs with Herzberg's Two Factor Theory of work motivation, which specified that the hygiene factors which include salary as dissatisfiers. Therefore work place should meet the personal interest of the teacher.

Studies on job satisfaction and dissatisfaction for the teaching profession show that employees work harder and perform better if satisfied with their jobs, knowing the factors related to job satisfaction could prevent staff frustration and low job satisfaction (Beder, 1990).

Cherrington (1989) contends that job satisfaction is determined primarily by the kinds of rewards, the amount of rewards and the reward expectations of employees. According to him, several factors contribute to the rewarding or non-rewarding nature of job. These factors include characteristics of the job, characteristics of the organization and characteristics of the person such as age and education. The various factors to be considered in this study are gender, age, marital status, professional qualification, school type, pay, the work itself, the

working conditions, job security, recognition, leadership, organizational culture and climate as discussed below:

Gender: Research carried out by Shepherd and Herrick (1972) showed that females were less satisfied than males, the difference reaching to maximum extent among workers under-thirty. Luthans (1988) postulates that many women have a low job satisfaction because they feel they are subject to male stereotyping that hinders their chances of promotion. According to him, this stereotyping seems to exist even more among well-educated managers. Reyes (1990) study of 150 teachers in Mid-west region of United States also revealed that gender was related to job satisfaction. The study however, showed that more women were happy with their jobs and more committed to school than were men. In Karanja's (1984) and Okumbe's (1992) studies no significant differences were exhibited between male and female graduate teachers as far as their level of job satisfaction was concerned. It has been suggested that it is not the worker's sex that relates to level of job satisfaction but rather a group of factors that vary with sex. For instance, women are paid less than men for the same work and their promotion opportunities are fewer than those of men (Gilmer, 1971)

Age: In general, job satisfaction increases with age, the least job satisfaction levels being reported by the youngest workers (Rhodes, 1983). Research has shown that an increase in job satisfaction with age is reliable only until about the age of sixty at which point the evidence becomes less conclusive (Schultz & Schultz, 1986). Several explanations have been proposed to explain this relationship.

When young workers come to their workplace for the first time, they bring with them high expectations that may not be fulfilled, as jobs prove insufficiently challenging or meaningful when those unrealistic expectations fall short of their expectations they endure the first decade of work with gradually increasing disillusionment. After some time in working workers expectations are modified and the job is positively perceived (Okumbe, 1998). According to Nzuve, (1999) as people mature and gain more experience, they become more willing and ready to assume more responsibility and to deal with more complex tasks. Older workers, consistently report greater satisfaction, attributed to higher pay, the longer tenure with the organization, the more responsible jobs they have at higher levels in the organization and their education levels that tend to be lower, reducing their expectations (Cherrington, 1989). Other factors that contribute to greater satisfaction of older workers are self-assurance and the stronger work values they have compared to younger workers. Porter and Steers (1973) have found that the older one gets, the less likely one is to quit the job. They argue that as workers get older, they have fewer alternative job opportunities and they are less likely to resign because their longer tenure tends to provide them with higher wage rates, longer paid vacations and benefits that are more attractive.

Marital status: Maintaining a comfortable balance between the demands of work and family responsibilities has become increasingly difficult because of changes in the traditional family structure and the increase in female employment (Cherrington, 1989). Despite this tension, married employees are known to have fewer absences, less turnover and have a higher satisfaction in their jobs. Married

people tend to be more committed to their work in order to support their families financially.

Professional qualification: The professional variable was proved to have no influence on attitudes of teachers towards teaching Kimengi's (1983) study. In Okumbe's (1992) study, the variable showed some significant influence. The levels of satisfaction among graduate teachers increased with their professional grade level. Dubin (1974) postulates that job satisfaction increases with the skill required to do work. A motivational study by Abwao (1981) showed that difference in the educational levels had no significant influence on motivational pattern of non managerial workers in Nairobi Hotels.

Job experience: The level of job satisfaction and motivation among the workers increases with job experience Reyes (1990) study indicated that work orientation was related to the degree of job satisfaction among teachers. Reyes concluded that teaching experience and organizational tenure were associated with teacher job Satisfaction. This meant that job satisfaction increased with experience in teaching. Schultz and Schultz (1986) argue that age and experience on the job usually bring with it greater competence, self-confidence, self-esteem and a higher level of responsibility in which a person may feel a greater sense of accomplishment. All these improve their level of job satisfaction.

Subject Combination: Kimengi (1983) conducted a survey of secondary school teachers' attitudes towards teaching and their job satisfaction, which revealed that there is a strong relationship between attitudes towards teaching and job satisfaction. A positive attitude towards teaching indicated a high job satisfaction. Negative attitudes toward teaching conversely indicated low job satisfaction. One

hundred and seventy (170) teachers out of the three hundred and twenty four (324) teachers studied were arts oriented while one hundred and forty (140) were science oriented. The results indicated that a subject which a teacher teaches has got an important function in determining attitudes towards teaching and job satisfaction. The study by Kimengi (1983) also indicated higher positive attitude towards teaching in arts oriented teachers than the science oriented ones. This implied that science teachers were less satisfied with their teaching jobs, than arts teachers. The study however clustered all science subjects' teachers in one group and all arts teachers in another group. The study was also confined to 27 schools in the Rift Valley Province that is predominantly rural. It would be imperative to compare teachers teaching in both rural and urban areas to come up with concrete reliable findings.

School type: It has been established that there is no difference in attitudes towards teaching. Between male and female teachers by types of schools in which they were teaching (Kimengi, 1983). Okumbe's (1992) study on secondary graduate teachers levels of job satisfaction tested whether school type had a significant effect on the level of job satisfaction. According to the study, graduate teachers in private schools showed higher levels of job satisfaction than those public schools in all job factors except security. These factors included remuneration, working conditions, work context, recognition, interpersonal relations, security, management and supervision.

Pay: Kimengis' (1983) findings implied that teachers salary is an important factor that contributes to a teacher's job satisfaction. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in teaching profession. Kimengi's (1983) study underscored the important role played by the promotional opportunities available in teaching Profession, increasing job satisfaction to teachers.

Luthan's (1989) indicates that wages are significant factors in job satisfaction.

According to him, money not only helps provide or attain their basic needs, but is instrumental in providing upper-level need satisfaction. Fringe benefits are not considered as influential as wages although they are important (Luthans, 1989) Cherrington (1989) is also in agreement and points out that many surveys have been done that indicated that pay is more important to workers than some theories of motivation suggest. Several studies have established that employees want pay systems and promotion policies that they perceive as being just, unambiguous and in line with their expectations (Okumbe, 1998). According to Okumbe (1998), job satisfaction is enhanced when workers perceive equitable pay compound to their input when workers feel that they are inequitably remunerated, dissatisfaction sets in. Gordon (1986) indicated that the larger the reward the more the job satisfaction of a worker.

The work itself: The content of the work itself is a major source of job satisfaction, according to Luthans (1989). He indicates that some of the factors that contribute to job satisfaction that have been uncovered through many surveys include interesting and challenging work, work that is not boring and job that

provided status. He singles out feedback from the job itself and autonomy as the two major related motivational factors. This is in conformity with the input by Dubin (1974) who indicated that job satisfaction increases with skill required to do work and that people doing more difficult and more skilled task get more rewards for their work in the form of job satisfaction. Nzuve (1999) contends that people desire job satisfaction when they are able to use their mental and physical abilities and skills on their jobs.

According to Cherrington (1989), higher levels of job satisfaction are usually associated with higher-level position within the organizational hierarchy. Managers tend to be more satisfied than non-managers. Indeed Nzuve (1999) suggests that employee participation in management decisions can increase job satisfaction and performance by satisfying the need for socialization and self-esteem. Okumbe (1998) suggests that employees in high-level positions are more satisfied in their work because they make full use of their abilities. He adds that more satisfied employees are found as one move up the hierarchy. Okumbe (1998) further contends that the satisfied employees get more promotions than dissatisfied ones.

The working conditions: Working conditions is another factor that has a modest effect on job satisfaction (Luthans, 1987); clean and attractive surroundings tend to make workers happy when doing their work thus increasing job satisfaction. The converse is true, that poor working conditions such as inadequate space, noisy and uncomfortable surrounding will make the workers dissatisfied with their work. In a study done by Champman and Hutcheson (1982) a significant relationship between job satisfaction of teachers and the school environment was

found. Sogomo's (1993) findings in the study of job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar. He proposed that the work environment in the school should be such that it enhances teachers' senses of professional and in turn decreases their dissatisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction (Sogomo, 1993)

Job security: Luthans (1989) describes job security as the feeling which involves being able to hold on to the job, being sure that all will be well with the job in future as in the past. He describes insecurity as the haunting fear that things may not last, that one may lose what he/she now has. Hippo (1984) proposes that the need for security of jobs tops in the list of priorities for many employees and labour unions because of the emerging threats from technological change.

In Okumbe's (1992) study, job security was ranked first among eight job factors indicating that it was the most important factor that contributed to job satisfaction among the secondary school graduate teachers in his study. Nzuve (1999) argues that when workers are reasonably satisfied with job security among other factors, they are likely to respond to the concept of job enrichment. Okumbe (2001) defines job enrichment as job design technique, which vertically loads the job by increasing more responsibility and autonomy for the job holder.

Recognition: Charrington (1989) defines recognition as non-financial rewards. According to him, praise and recognition are effective in motivating employees producing job satisfaction. Flippo (1984) indicated that employees have a need for recognition, which contributes to a state of a meaningful job. This entails credit

for work done, which can be supported by management through verbal praise of excellent work and public recognition through rewards. Flipppo however, includes monetary rewards as a form of recognition.

Nzuve (1999) proposes that a manager can motivate his employees by recognizing achievement through praising and communicating individual and team's success and also by regular holding of meetings to monitor and counsel on the individuals and the organization's progress. Although recognition is an important motivating factor contributing to job satisfaction, Okumbe (1992) ranked it the last among graduate teachers in secondary schools in Kenya. The first seven factors were, security, working conditions and work environment, remuneration, work content, promotion, interpersonal relations, management and supervision in their rank order.

Praise and recognition have been used extensively to influence job performance (Cherrington, 1989). Some of the recognition awards are certificate, plaques and sometimes accompanied by gifts and cash awards. The effects of recognition rewards on motivation depend primarily on whether the reward is based on performance. A hard working worker expects a greater recognition award than a non-performing worker. The former may eventually reduce performance if he or she perceives the rewards as equal yet their inputs are varied. This is in accordance with Equity Theory.

Although recognition was ranked the last job factor in Okumbe's (1992) study of head teachers, teachers expect to be recognized according to their performance by supervisors who include head teachers.



Leadership: One of the employees' want that contribute to motivation and job satisfaction is competent and fair leadership (Flippo, 1994). According to Flippo, good leadership ensures that physiological and security needs for workers are adequately met. Nzuve (1999) indicates that the effectiveness of a leader's behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employees' needs.

Owens (1981) has discussed motivation of workers as concept of effectiveness in leadership. According to him, leadership is marked by followers being motivated to do what a leader indicated because they find it rewarding and satisfying to do so.

A leader can choose a leadership style (for example, authoritarian or participative) and also the philosophy of operation (for example team work or directive, problem-solving or rule-following) as indicated by Owens (1981). According to Nzuve, the effectiveness of a leader is expect increase when there is a match between leadership styles and situations. A certain situation may demand an authoritarian leadership style while another one demands a participative one.

An effective educational manager is an effective supervisor in administrative, curricular and institutional dimensions. Kimengi's study (1983) findings indicated that half of the teachers in his study were dissatisfied with the supervision by the head teachers. The study showed that more women were dissatisfied compared to the men. The study concluded that effective supervision by head teachers is an important factor towards job satisfaction of teachers. Okumbe (1998) suggests that supervisors should be conversant with the various theories of work motivation and job satisfaction in order to be effective in influencing

subordinates. If the workers deem the supervisory leader unworthy and incompetent, it becomes frustrating to them thus producing job dissatisfaction (Flippo, 1984)

Organizational culture: Cherrington (1989) defines culture as a set of key values, beliefs and understandings that are shared by members of an organization. According to him, culture enhances the stability of the organization and helps members interpret organizational activities and events thus reducing job dissatisfaction. The focus of culture provides members with a sense of identity and to generate within them a commitment to the beliefs and values of the organizations, thus producing job satisfaction.

Culture in organizations produce a high degree of behavior that is socially approved, that is a high degree of legitimacy (Price, 1968). According to Price, organizations which have a higher degree of legitimacy are more likely to have a high degree of effectiveness through a motivated staff, than organizations which have a low degree of legitimacy. Meyer and Scott (1983) suggest that schools succeed and fail according to their conformity to institutional values rather than by the effectiveness of their technical performance. Culture determines the degree of conformity and the degree of school effectiveness.

Organizational climate: Bell (1912) has defined a schools climate as the embodiment of a range of policies about the various groups and individuals within the school work together while on the other hand Cherrington (1989) defines climate as the set of characteristics or attributes that distinguish one organization from other organizations. Cherrington further refers to the climate of an organization as the "Personality of the organization" Owens (1981) postulates that

the climate of an organization is readily seen as important to elicit and shaping the behavior of the participants. In a school, the participants that are considered are the teachers, the learners and the support staff. Owens further explains that climate influences behaviour through the norms or standards that the social system institutionalizes and enforces. Cherrington (1989) agrees with Owens over the fact that organization/climate influences behavior. The former emphasizes that workers are more satisfied and perform better in some organizational climates than in others. He suggests that a climate should be supportive of its workers or employees in order to increase job satisfaction and performance. Cherrington further proposes that the relationship between climate and behavior is a reciprocal interaction. This according to him is because many individual and organizational factors influence climate but climate also influences these factors. For example, creative teachers have impact on an organization's climate and climate can foster or discourage creativity.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The purpose of this study was to investigate factors that contribute to job satisfaction and job dissatisfaction among public primary school teachers in RUIRU division Thika district Kenya. This chapter describes the research methodology used in the study. It is organized into six sections. The first section describes the design of the study. The second section describes the study site.

The third section describes the target population. The fourth section describes the sample size and sampling procedure.

The fifth section describes instrument used in data collection.

The sixth section describes the administration of instruments and procedure for data analysis.

3.1 Research Design

The study was a descriptive survey of factors that contribute to job satisfaction and job dissatisfaction among primary school teachers in RUIRU division Thika district Kenya. The research was concerned with collection of data to answer questions concerning current status of subjects. It was an attempt to determine and report the way things are. It attempted describes possible things as behaviour , attitudes, values and characteristics (Mugenda and Mugenda 1999)

3.2 Selection of a study site

The study was conducted in Ruiru division in Thika district.

RUIRU division has a population of fifty seven (57) schools. RUIRU has a population of seven hundred and twenty seven (727) teachers. The researcher drew the study sample size from this population of teachers.

3.3 Sample selection and size

The researcher used simple random sampling to select the schools to be studied (sample). The researcher used simple random sampling because it gives each school an equal chance of being selected and also because the research design is descriptive, Ngechu (2003) Out of a total population of fifty seven (57) schools in RUIRU division, the researcher selected randomly twenty eight (28) schools. From a target population of seven hundred and twenty seven (727) teachers, only eighty (80) teachers were randomly selected to form the sample size. This is (10%) percent Gay (1976). This is representative to allow the researcher to be able to generalize his findings.

3.4 Research instrument

The researcher used questionnaire as a tool (instrument) for data collection.

The questionnaire comprised of three parts, part I was used for the general demographic data on age, sex, marital status, academic and professional qualifications and teaching experience.

Questionnaire part 11 is made up of a list of sixty (60) factors comprising of descriptions of various aspects of the teaching job arranged in a likert, type of a five point scale.

The respondents were asked to rate their degree of satisfaction and dissatisfaction on a five point scale. The likert scale was used because other researchers in the previous studies involving opinions and attitudes have used it successfully, Ngalyuka (1985), Thiong'o (1987), shyamala (1990), Waithaka (2003).

The researcher used the five rate point scale type that was used by Thiong'o in (1987) but modified a bit to suit the problem under study.

The third part of the questionnaire part (111) is composed of open ended questions. This section is intended to encourage respondents to give uninhibited responses of factors that may not have been covered in the supplied response but which the researcher considers important in determining their attitudes towards their jobs. Questionnaires were piloted to determine their validity and reliability.

A few schools were selected for piloting. The researcher used five (5) schools for piloting. Schools selected for piloting study were not part of the sample. Mugenda (1999) recommends a piloting sample size of 1% to 10%

Emphasis were placed on the suitability of procedures, size of the questionnaire and variety of information obtained. The objective was to refine the tools so as to obtain a more integrated picture of the situation under investigation.

3.5 Data collection procedures

Permission to carry out research was obtained from the office of the president as is required. After this, letter was sent to each head teacher in the twenty eight (28)

sampled schools. The purpose, time of the study and the subjects involved was indicated in the letter.

The researcher upon arrival at each school established a rapport with the head teachers and teachers, gave out the questionnaires and explained the instructions to be followed. The researcher delivered the questionnaires personally waited for the respondents to fill them and collected them immediately and proceeded to the next sampled schools.

3.6 Data analysis

Data from the questionnaires was captured in a statistical package for social sciences, coded and quantified and the categorized for analysis. The frequency of occurrence and prevalence among the respondents was determined. A statistical analysis of the quantitative aspects mean, mode, percentage, graphs and tables was done to generate appropriate inference

3.7 Limitations of the study

The study was limited to only those primary schools which are in Ruiru division. The study used only the questionnaire method of data collection with many open ended questions and also ignored other methods of data collection. Since the study was limited to schools situated in Ruiru division, there is a need to carry out an extensive, similar study in other districts in Kenya, So as to have a comprehensive report on factors that contribute to job satisfaction and dissatisfaction among public primary school teachers and therefore be able to give generalization of the findings.

Time frame: the time allocated for this study may not be adequate for such an important research as this one.

Ambiguity of research instruments: some of the tools of data collection may not be clear and this is likely to affect the findings.

Sample size: The sample size of twenty eight (28) schools out of a target population of fifty seven (57) schools may not be representative enough as this forms only 50 percent of the entire school population.

Non – responses from unco-operative respondents: a number of subjects may not respond to questionnaire either due to lack of time or jealousies.

Interviewee bias: some of the respondents give responses to simply please researcher and this will negatively affect the findings.

Interviewer bias: The researcher may be tempted to ask leading questions to the respondents because he / she wants them to give him / her certain pre – determined responses and this will give findings which are biased in nature and therefore which lack reliability.

In conclusion, the above limitations may interfere with the method of solving the problem

CHAPTER FOUR: RESEARCH FINDINGS

4.0 Introduction

This chapter is concerned with data presentation, analysis, interpretation and discussion of data from the field. Data on job satisfaction and dissatisfaction was obtained from 60 teachers from 28 schools in Ruiru division. Out of 80 questionnaires distributed, only 60 were filled and returned, accounting for 75 % response rate. The data collected was then captured in SPSS package, coded and analysed. The analysis and the study findings are summarized into, frequencies, percentages, means and standard deviation upon which interpretations and conclusion are made. These are subsequently presented in frequency tables, graphs and charts.

4.3. Findings from research question one: Factors primary school teachers consider as a source of job satisfaction.

The researcher sought to know the factors that contribute to job satisfaction in the teaching profession. The respondents were expected to list these factors in order of their importance in relation to job satisfaction. The responses are as shown below.

Table 4.1.1 Factors that leads to job satisfaction

Factors	N	%	Mean	Std. Deviation
Good social life	3	5	1.33	.577
Fair salary	10	16.6	1.37	.688
Good performance of the school in the KCSE exams	2	3.3	1.50	.707
Support from the entire school community	1	1.6	1.50	.707
It is a career I chose	1	1.6	1.60	.894
Good relationship and co-operation among staff members	2	3.3	2.00	1.265
It bestows professionalism in training	3	5	2.00	.000
Job security	5	8.3	2.13	1.125
Better working condition	4	6.6	2.18	1.168
Serving the community	2	3.3	2.25	1.500
Convenient working hours	2	3.3	2.40	1.673
Long vocation	2	3.3	2.49	.972
Adequate teaching/learning materials provided by the government	1	1.6	2.87	1.356
Equal treatment of the staff by the principal	3	5	3.00	.000
Formation of strong unions which protect teacher's affairs	3	5	3.00	.000
Democratic leadership	4	6.6	3.25	2.062
Co-operation of inspectors/frequency of inspection	3	5	3.33	.577
Allowances and benefits which one derives from the profession	2	3.3	3.83	1.941
Getting financial support through loans	1	1.6	4.00	.000
Working at home area	5	8.3	4.00	4.975
Given chances for career development	1	1.6	4.67	.577

Source: Research Data

In terms of the majority of the respondents, a fair salary was the single factor which was ranked number one that led to job satisfaction among the teachers(16.6%). Through this salary they are able to meet their basic needs and also educate their children, thus holds on this job because of it. However, when compared with other professions; it is not very attractive and therefore becomes a dissatisfier as indicated on table 4.3.3 below. Among those factors ranked as number two by majority of the respondents include job security, working near home and long

vocations(8.3%). Better working conditions was ranked number three by the majority of the respondents and good social life was ranked number four among other factors.

4.2 Findings from research question two: Factors primary school teachers consider as a source of job dissatisfaction.

The researcher also sought to know the factors that contribute most to job dissatisfaction in the teaching profession. The respondents were expected to list these factors in order of their importance (starting with the factor that contributes most to job dissatisfaction). The responses are as shown below.

Table 4.2.1: Factors that lead to job dissatisfaction

Factors	N	%	Mean	Std. Deviation
Poor remuneration	8	13.3	1.59	.911
Heavy workload	10	16.7	2.08	1.244
Poor working condition	2	3.3	2.14	.900
Parents interference	2	3.3	2.38	1.685
Poor performance of the school	1	1.7	2.50	.707
Un co-operative teachers; not committed to teach	2	3.3	2.50	.707
Poor administration and supervision	3	5	2.73	.786
Harassment/pressure from the inspectors	5	8.3	2.75	1.485
Poor promotion procedures	4	6.7	3.00	1.633
Political interference	2	3.3	3.00	.
Negative attitudes of some people in the community towards teachers	2	3.3	3.14	1.027
Indiscipline cases in the pupils side	2	3.3	3.17	.753
Parents negative attitudes towards education	1	1.7	3.20	1.789
Favourism in subject sharing and delegating of duties	3	5	3.25	.500
Lack of motivation from the school administration	3	5	3.33	1.073
Bad relationship between committee members and some times the head teacher	4	6.7	3.50	2.121
Inadequate teaching/learning resources	3	5	3.56	1.509
Unfair transfers	2	3.3	3.63	1.408
Change of syllabus quite often	1	1.7	5.00	.000

Source: Research Data

Heavy workload emerged to be the single most factor that has led to job dissatisfaction not only to primary school teachers but also the entire teaching profession(16.7%). This is true because almost in every year, here in Kenya, teachers (of primary and secondary schools) and the university lecturers threaten to strike because of poor salaries they receive and therefore fight for the increment. In his studies Kamau (2003) had similar findings . Poor remuneration was also ranked as number two by the majority of the respondents, as having led to job dissatisfaction(13.3%). These findings also concur with those of Shiundu (1984) in his study on job satisfaction and dissatisfaction . This could be attributed to over-enrollment due to free primary education. The understaffing situation in some schools which could not cope with the increasing number of pupils, could also lead to overload due to higher teacher: student ratio. Therefore the teachers can not be comfortable with the over-load as they compare it to what they earn.

Ranked number three by majority of the respondents was the pressure from inspectors in the teaching profession(8.3%). The teachers expressed that promotion takes long time as long as even fifteen years and some are coupled with favourism, tribalism and nepotism. In his studies Ngalyuka (1985) on job satisfaction and dissatisfaction had similar findings . Poor promotion procedures in the teaching profession was also ranked number four 6.7%. Teachers expressed that they are not respected by the community despite their efforts to mould the society and any poor performance in the school, the community points fingers on them despite the presence of other factors which can lead to the same. Unfair transfers and inadequate teaching/learning resources were ranked number five(5%) while change

while change of syllabus quite often was ranked last (1.7%) but only by a minority of the respondents.

The researcher sought to know the level of satisfaction bestowed upon some factors related to work and working conditions of teachers. The respondents were to rate these factors using a five point scale i.e. *1=Very satisfied, 2=Fairly satisfied, 3=neither satisfied nor dissatisfied, 4=Dissatisfied and 5=Very dissatisfied*. The responses are as tabulated below.

Table 4.2.2: Work and working conditions

Work and working conditions	N	Mean	Std. Deviation
Recognition from your teacher for your good performance	58	2.81	1.515
The salary you receive from teaching job is enough	60	3.52	1.334
Your relationship with other teachers	59	2.15	1.506
Frequent inspection in the teaching profession	58	3.31	1.301
The way our supervisors do their work	60	3.45	1.320
The status of teachers in Kenya society	57	3.26	1.343
The physical conditions of the classroom e.g. working space	59	3.27	1.375
Laid down policies and regulations on the duties of a teacher in Kenya	59	3.29	1.451
Recognition received from other teachers for your good Performance	58	3.09	1.548
Personal benefits in teaching profession	57	3.21	1.423
Opportunity for advancement and promotion based on your Ability	59	3.41	1.416
Fulfillment in the teaching career	60	3.00	1.426
Teaching responsibilities	59	2.61	1.565
The ease or difficulty of subjects that you have been assigned	59	2.63	1.596
The number of pupils per class for effective teaching and learning in this school	59	3.86	1.408
Seeing the result of your own work	57	3.16	1.399
The possibility of the teaching job providing for a steady employment (security)	58	2.79	1.598
Your relationship with school inspectors	59	2.85	1.400
Out of class activities	59	3.07	1.363
The opportunity available to work without supervision	59	2.42	1.545
Opportunities for innovation in decision making in the school system	56	3.00	1.489
Your pay compared to that of equivalent personnel in your area	57	3.74	1.289
Attitude of community towards teachers	59	3.86	1.196
The supply of equipments to the school	57	2.72	1.521
Teaching profession as a career	55	2.13	1.491
The current method of promoting teachers	57	4.00	1.350
Teaching near my home area	57	2.65	1.716
Teaching load in terms of periods/lessons per week in relation to effective teaching	58	3.79	1.386
The provision of retirement benefits	57	3.72	1.264
The transfer procedure that is followed	57	4.16	1.177

Source: Research Data

Key: 1=Very satisfied, 2=Fairly satisfied, 3=neither satisfied nor dissatisfied, 4-Dissatisfied and 5=Very dissatisfied.

The study findings as shown on the table above, indicates that the teachers were neither very satisfied nor very dissatisfied with their work and the working conditions. They portrayed their neutrality (neither satisfied nor dissatisfied) on most factors e.g. frequent inspection in the teaching profession (mean 3.31), the way their supervisors do their work(mean3.45), the status of teachers in Kenya society (mean3.26), the physical conditions of the classroom e.g. working space(mean3.27) among others. They were fairly satisfied by the teaching profession as a career (2.13), their relationship with other teachers (2.15) and the opportunity available to work without supervision. On the other hand, they expressed their dissatisfaction on the transfer procedures that are followed(4.16), the current method of promoting teachers (4.00), the number of pupils per class for effective teaching and learning in this school(3.86), attitude of community towards teachers(3.86), teaching load in terms of periods/lessons per week in relation to effective teaching(3.79) ,their pay compared to that of equivalent personnel in their area(3.74) and the provision of retirement benefits(3.72).All these could be grouped among those factors that create job dissatisfaction among teachers.

4.3 Findings from research question three: Other occupations teachers think hold more promise than teaching.

The researcher sought to know why teachers resign from their teaching profession and why they think other occupations are more promising than teaching. the response was as tabulated below:

Table 4.3.1: Reasons as to why teachers resign from the teaching profession

Category label	Frequency	Percentage
Poor pay/salary	24	40
Poor working conditions	3	5
Harassments from the inspectors	5	8.3
Unfair transfers	1	1.7
Poor methods of promotion	2	3.3
Pressure from within the school and the community	3	5
Teachers overloading themselves (debts)	2	3.3
Overloading of teachers	2	3.3
Dislike of career	1	1.7
Having an alternative well paying job	1	1.7
Unfair interdiction	1	1.7
Health problem	4	6.7
To go for further studies	2	3.3
Insecurity especially in Eastern province	2	3.3
Dictatorial leadership in the school and lack of motivation	4	6.7
Lack of proper terms/schemes of services	3	5
Total responses	60	100

Source: Research Data

If a teacher has an alternative well paying job, he/she can quit teaching as 1.7% of the respondents expressed, alternatively even without a well paying job but because of poor remuneration; a teacher can as well resign from the job as said by 40% of the respondents. He/she may be forced to resign involuntarily because of poor health as portrayed by 6.7% of the respondents. Other factors that may force

a teacher to resign include harassments from the inspectors, unfair transfers, and poor working conditions among others. It appears that majority of teachers given alternative , will leave teaching profession(Ng'ang'a 1985). There is need to improve current status of teaching in Kenya so as to improve quality of education (Karugu 1980).

Table 4.3.2:Activities/profession which one can join after resigning from teaching

Activity	Frequency	Percentage
Farming	10	16.7
Business	20	33.3
Employed as a clerk in a firm	1	1.7
Enter political arena	4	6.7
Train to become a pastor	5	8.3
Law	2	3.3
Medicine	3	5
Counselor	5	8.3
Pursue further studies	4	6.7
Journalism	6	10
Total Responses	60	100

Source: Research Data

Majority (33.3%) of the teachers expressed that if in any case they leave the teaching profession, they will join the business fraternity.16.7% said they will engage themselves in farming activities, 6.7% will join Kenyan politics and others will take varied professions as indicated above. This concurs with the findings of Karugu (1980) in his study of job satisfaction/ dissatisfaction.

4.4 Findings from research question four: Measures that should be taken to make teacher retain their jobs.

When asked to state the changes they would like to see in the teaching profession, the teachers responded as shown below

Table 4.4.1: Desired changes in the teaching profession

Change	Frequency	Percentages
Good pay (salary increment)	15	25
Balanced teacher pupil ratio	8	13.3
Good system of promoting teachers	7	11.7
Good working conditions	5	8.3
Proper method of transferring teachers	2	3.3
Adequate teaching and learning materials	3	5
Disciplined teachers and students	1	1.7
Government exclude parents demand for the transfer of teachers	2	1.7
Improved administration	6	10
Motivated teachers	8	13.3
Friendly inspection and not harassment	4	6.7
Total responses	60	100

Source: Research Data

The teachers expected to earn good salaries through increments and also good systems of promoting teachers as 25% of the respondents expressed in each case. Other expected changes include balanced teacher pupil ratio 13.3% through recruiting more teachers, adequate teaching and learning materials, 5% proper method of transferring teachers, 3.3% good working conditions, 8.3% among others. It appears imperative for management to institute administrative physical infrastructure to enhance job satisfaction (Sergiovanni and Carver 1973).

Despite the teachers being good leaders, role models who shape and mould the society in terms of imparting knowledge to people, in Kenya they occupy low

status/position in the society as compared to other professions as the respondents expressed. Teachers are not recognized in the society, they are underpaid in relation to the work they do hence remain always poor unless they get financial support from other sources. However, they felt that for improving this situation, the teachers' salary package need to be revised, promotions to be prompt and fair and also better motivation packages to be put in place to enhance productivity. Ngalyuka (1985) in his findings noted that; the promotional opportunities for teachers need to be provided in the teaching profession and incentives added to the job so that teachers' working morale is increased and therefore researchers findings agree with Ngalyuka's (1985)

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this chapter, the research findings are summarized, conclusion and recommendations to the study are drawn and research gaps are identified for future studies.

The study was a survey on factors that contribute to job satisfaction and job dissatisfaction among public primary school teachers in Ruiru division, Thika district. It aimed at identifying job factors that primary school teachers consider as satisfying or dissatisfying in their teaching job, establish any relationship between job satisfaction with personal variables such as sex, experience and grade levels and finally obtain opinion about changes required by many teachers in the teaching profession.

5.1 Summary of the research findings

From the study findings it was found that a fair salary was the single factor which was ranked number one that led to job satisfaction among the teachers. Through this salary they are able to meet their basic needs and also educate their children, thus holds on to this job because of it. Besides this other factors like job security, good working condition, long vacations, adequate teaching/learning materials provided by the government due to free primary education, working at home area, allowances and benefits which one derives from the profession and also good relationship and co-operation among staff members led to job satisfaction among these primary teachers.

In terms of job dissatisfaction, poor remuneration emerged to the single most factor that led to job dissatisfaction followed by the heavy workload. The heavy workload could be attributed to over enrollment due to free primary education and understaffing situations in some schools which could not cope up with high number of the pupils. Other factors that led to job dissatisfaction as expressed by the teachers include poor promotion procedures used in the teaching profession since the teachers expressed that promotion takes long time as long as fifteen years and some are coupled with favourism, tribalism and nepotism, a negative attitude of some people in the community towards teachers, unfair transfers, inadequate teaching and learning resources. Poor administration and supervision, harassment/pressure from the school inspectors among others.

In spite of the job dissatisfaction these teachers have since retained their job because of the salary they get so that they can earn a living. Some, because the teaching profession offers job security, to some there is no alternative jobs due to massive unemployment in Kenya. Others retain the job because they are posted near their homes and therefore can carry out developmental activities besides teaching. On the other hand, other teachers quit their job because of the above mentioned dissatisfaction besides other factors like unfair interdictions and poor personal health. From the study findings, a significant relationship was established between job satisfaction (using those factors that emerged to have greater influence on whether a teacher is satisfied or dissatisfied i.e. teacher transfers, promotions, remuneration, job security, workload and working conditions) and the personal variables of the teachers such as marital status, sex, age, academic and professional qualification and work experience. However, there was no significant relationship

However, there was no significant relationship established between the personal variables of the teachers and the adequacy of teaching/learning resources in the school. The teachers felt that for effective teaching and learning in public primary schools in Kenya, teachers should be given good salaries through increments, good systems of promoting teachers to be designed, there should be balanced teacher-pupil ratio through recruiting more teachers, adequate teaching and learning materials to be provided to the schools, methods of transferring teachers to be improved, working conditions also to be improved among other factors.

5.2 Conclusion

In conclusion, there has been an expression of job dissatisfaction for many years, in the entire teaching profession in Kenya and yet the stakeholders in the education sector have done little to improve this situation. Hence, there has been discontent among teachers as evidenced by national strikes and issuance of strike threats by the Kenya National Union of Teachers (KNUT). Poor remuneration, poor methods of promoting and transferring teachers, heavy workload among other factors have been blamed for job dissatisfaction among primary school teachers. Even though job security depicted to be a satisfier in the teaching profession as compared to other professions, generally the teachers are more dissatisfied than satisfied. Therefore all the stakeholders (school administrators, teachers, parents, policy makers and the government in general) should join hands to improve the status of the teaching profession in Kenya, since education holds the future of the society.

5.3 Recommendations

Since remuneration has been found to influence job satisfaction among workers in the third world countries including Kenya, the Kenyan government should revise the teachers' salary package to be on line with that of the other professions so as to create job satisfaction among these teachers and also to avoid incidences of teacher turnover. Above all, the government should honour its pledge to pay teachers their salary increments to avoid national strikes and constant issuance of strike threats by the Kenya National Union of Teachers (KNUT) which always creates discontent among teachers hence disrupting education schedules around the country. The government through Teachers Service Commission (TSC) should recruit more teachers to counteract the high enrollment rates because of the free primary education, so as to reduce understaffing situations in schools and hence reduce the overload on the teachers' side.

A good system of promoting teachers should be designed that only allows teachers to be promoted on merit and qualification and avoid the traditional system which encourages favourism, tribalism and nepotism. The promotions should be made prompt and awarded to the qualified candidates on time. A proper method of transferring teachers also should be followed in order to avoid unfair and unnecessary transfers.

Since there is no more cost sharing in the provision of primary education, the government should provide adequate teaching and learning resources to the schools. However, the school administration can seek extra funding from the CDF money, to purchase other materials and in addition maintain the available school resources in a good state.

The school administration should create a conducive working atmosphere for the teachers through motivating them, adopting democratic leadership, avoiding dictatorship, and creating a good relationship between the school and the community among other ways.

School inspection should be geared to improving the general management of the school and hence performance. The school inspectors therefore should carry their duties in a friendly way and avoid harassing the teachers.

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APPENDICES

Appendix A: Questionnaire for teachers.

A study of the factors that contribute to job satisfaction and job dissatisfaction among the primary school teachers in Ruiru Division Thika District.

The purpose of this interview is to get information concerning teaching profession in Kenya.

The main aim is to find out which factors in your teaching job make you happy (give satisfaction) and which factors make you unhappy (give you dissatisfaction).

You are humbly requested as a teacher to give all the information required as accurately and honestly as possible.

The response that you are going to give will be treated with confidentiality and will only be used for the purposes of research work.

The findings of this study will be useful in improving the status of the teaching profession in Kenya and thereby restore the nobility, it once enjoyed.

PART ONE

The following is a list of facet (factors) related to your work and working conditions.

Please read each factor item carefully and then put a circle (O) round the number that best represents your feelings.

The responses/choices/categories:

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied nor dissatisfied
4. dissatisfied
5. Very dissatisfied

What do you feel about:	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	dissatisfied	Very dissatisfied
1. Recognition from your teacher for your good Performance.	1	2	3	4	5
2. The salary you receive from teaching job is enough.	1	2	3	4	5
3. Your relationship with other teachers.	1	2	3	4	5
4. Frequent inspection in the teaching profession.	1	2	3	4	5
5. The way our supervisors do their work.	1	2	3	4	5
6. The status of teachers in Kenya society.	1	2	3	4	5
7. The physical conditions of the classroom e.g. working space.	1	2	3	4	5
8. Laid down policies and regulations on the duties of a teacher in Kenya.	1	2	3	4	5
9. Recognition received from other teachers for your good performance.	1	2	3	4	5
10. Personal benefits in teaching profession.	1	2	3	4	5
11. Opportunity for advancement and promotion based on your ability.	1	2	3	4	5
12. Fulfillment in the teaching career.	1	2	3	4	5
13. Teaching responsibilities.	1	2	3	4	5
14. The ease or difficulty of subjects that you have been assigned.	1	2	3	4	5
15. The number of pupils per class for effective teaching and learning in this school.	1	2	3	4	5
16. Seeing the result of your own work .	1	2	3	4	5
17. The possibility of the teaching job providing for a steady	1	2	3	4	5

What do you feel about:	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	dissatisfied	Very dissatisfied
18. Your relationship with school inspectors.	1	2	3	4	5
19. Out of class activities.	1	2	3	4	5
20. The opportunity available to work without supervision.	1	2	3	4	5
21. Opportunities for innovation in decision making in the school system.	1	2	3	4	5
22. Your pay compared to that of equivalent personnel in your area.	1	2	3	4	5
23. Attitude of community towards teachers.	1	2	3	4	5
24. The supply of equipments to the school.	1	2	3	4	5
25. Teaching profession as a career.	1	2	3	4	5
26. The current method of promoting teachers.	1	2	3	4	5
27. Teaching near my home area.	1	2	3	4	5
28. Teaching load in terms of periods/lessons per week in relation to effective teaching.	1	2	3	4	5
29. The provision of retirement benefits.	1	2	3	4	5
30. The transfer procedure that is followed.	1	2	3	4	5
31. Opportunity for useful in-service education e.g. further studies in the university paid study leaves, scholarships.	1	2	3	4	5
32. The introduction of change within the subjects you normally teach e.g. (specialization).	1	2	3	4	5
33. The medium of instruction in the lower primary.	1	2	3	4	5
34. Your family needs and aspirations as affected by your job.	1	2	3	4	5
35. The amount of challenge that you experience in Teaching.	1	2	3	4	5

What do you feel about:	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	dissatisfied	Very dissatisfied
36.The chance to tell other teacher what to do.	1	2	3	4	5
37.Assignment to teach particular grade levels (starndards).	1	2	3	4	5
38.The time –tabling of your class.	1	2	3	4	5
39.Pupils discipline being the responsibility of the head teacher and the deputy head teacher only.	1	2	3	4	5
40.The house allowance compared to the cost of houses available for renting.	1	2	3	4	5
41. Quality of houses provided by the school.	1	2	3	4	5
42. Furniture used in the staffroom.	1	2	3	4	5
43. Chances to becoming ‘somebody’ in ‘somebody’ in teaching profession.	1	2	3	4	5
44.The school buildings conduciveness for proper teaching.	1	2	3	4	5
45. Supervisors and school inspectors compete in giving good advice.	1	2	3	4	5
46. Your school working conditions (physical) and surroundings that attract one to work longer.	1	2	3	4	5
47. Your child becoming a teacher.	1	2	3	4	5
48.Support from parents/community.	1	2	3	4	5
49.Transport to your school.	1	2	3	4	5
50.Comparisons with teachers teaching elsewhere.	1	2	3	4	5
51.The age of children you deal with.	1	2	3	4	5
52.School hours: reporting and leaving.	1	2	3	4	5

What do you feel about:	Very satisfied	Fairly satisfied	Neither satisfied nor dissatisfied	dissatisfied	Very dissatisfied
53. The chance to try your own methods of planning lessons and teaching.	1	2	3	4	5
54. The medium of instruction in the upper primary.	1	2	3	4	5
55. The attitude of pupils to learning.	1	2	3	4	5
56. The consideration and attention of the head teacher to teacher personal problems.	1	2	3	4	5
57. Guidance and Counselling received from the management.	1	2	3	4	5
58. Retirement age.	1	2	3	4	5
59. Provision of loan facilities from the employer.	1	2	3	4	5
60. Provision of insurance policy cover to teachers risks In teaching job e.g. accident while on duty.	1	2	3	4	5

PART TWO: Open-ended questions

Feel free and write down the responses that best suit your understanding of the questions that follow.

1. What factors contribute most to your satisfaction in the teaching job?

2. What factors contribute most to your dissatisfaction in the teaching job?

3 What things do you like about your present school?

4. What things do you dislike about your present school?

5. What are causes of teachers resignation?

6. what can be done to teachers so that they retain their jobs?

7.If you leave teaching profession, what other activities or professions would you like to take up?

APPENDIX : List of primary schools for targeted population.

- | | | |
|-------------------|-------------------|---------------------|
| 1. Matopeni | 25. Kiadra | 49. Ndula |
| 2. Mwiki | 26. Kalimoni | 50. Ngoliba |
| 3. Kimbo Githurai | 27. Thiririka | 51. Kilimambogo |
| 4. Kwang'ethee | 28. Kachororo | 52. Munyu |
| 5. Githurai | 29. Muthaara | 53. Gatuanyaga |
| 6. St. Georges | 30. Athi | 54. Magana |
| 7. Ndiiri | 31. Karakuta | 55. Mbagathi |
| 8. Mukuyu | 32. Juja farm | 56. Githima |
| 9. Ruiru | 33. Jomo Kenyatta | 57. Maria Magdalene |
| 10. Kwihota | 34. Kibii | |
| 11. Gatongora | 35. Kuraiha | |
| 12. Gitothua | 36. Mirimani | |
| 13. Tatu | 37. St. Paul | |
| 14. Ngewe | 38. Mwireri | |
| 15. Kitamaiyu | 39. Kumura | |
| 16. Mwihoko | 40. Twiga | |
| 17. Jacaranda | 41. Thome | |
| 18. Oaklands | 42. Gikumari | |
| 19. Murera | 43. Ndururumo | |
| 20. Mutundu | 44. Magomano | |
| 21. Ruera | 45. Rurii | |
| 22. Kiratina | 46. Komo | |
| 23. Kigwe | 47. Magogoni | |
| 24. Nyakaba | 48. Kianjai | |

