

**FACTORS CONTRIBUTING TO WORK APPRECIATION
AMONG SECONDARY SCHOOL TEACHERS A CASE
STUDY OF MATHIOYA DIVISION,
MURANG'A DISTRICT,
KENYA.**

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*A research project submitted to Kampala international university in I.O.D.L in partial
fulfillment of the requirements for the award of degree in
Bachelor of education science*

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DECLARATION

This research project is my original work and has not been submitted for nay of the study program in any University.

Sign.....

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Date16/08/08.....

Approval

This is to satisfy that this research proposed has been submitted to partial fulfillment of the requirement for the degree BED SCIENCE with approval as University Supervisor.

Sign

Date.....

Name

Supervisor

Date

Mr Ochen Moses

Dedication

I dedicate this work to my wife Olpha nyonga for having given me a peace during the study period.

If it was not for her patience, this work would not have been successful.

Acknowledgement

I wish to extend my sincere gratitude to the University supervisor, Mr. Ochen, Kampala International University, ICDS who gave the professional and moral support through out all the stages in this work.

I wish also thank all those that in one way or the other offered their moral and encouraging ideas during the period of this research work.

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God bless them

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Definition of Terms

Absenteeism – refers to voluntary decision not to come to work as opposed to other cases, for example illness and accident which can prevent someone who wants to come to work from doing so.

Job satisfaction – is the pleasurable emotional state resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's job values, provided these values are compatible with one's needs". (Locke, 1983)

Job factors - this term refers to things affecting teachers in their place of work which they express feelings about. These include, salaries, work and living conditions, achievement, status, recognition and other related things.

Motivation – it is used to refer to the act of causing someone to behave in a particular way.

Rural area – used to refer to an area that is far from urban influence.

Secondary school – refers to post primary institution in which students receive regular instruction for four years from F1 - F4.

Secondary school teachers – refers to the employees of TSC who are trained for the teaching profession.

Overall appreciation – is the perceived overall satisfaction as rated by each respondent (Gunn, 1984)

This indicates a person's effective reactions to his / her total job role (Lawler, 1973).

Facet satisfaction – people's effective reactions to particular aspects of the job (Lawler, 1973 pgs 64).

Job facet – each aspect or dimension of a job (Holdaway, 1978).

Turn over – refers to quitting employment.

HO₁ – hypothesis one

HO₂ – hypothesis two

Abstract

This study is based on Broom's expectancy theory. Expectancy theory concerns choice of behaviors that can lead to desired rewards. The theory postulates that individuals will evaluate various strategies of behaviour and then choose the behavior that they believe will lead to those work related outcomes or rewards that they value like pay increase, promotion or recognition. If the individual believes that hard work will lead to desired pay, he will work hard for it.

Misleel and Ugawa (1988) says that this theory rests on the consumption that motivation is a coonskins process in which decisions lawfully were related to psychological events that occur with behaviour and the forces in the individual and the environment combines to determine behaviour. Vroom (1964) explained that expectancy theory involves three main variables: instrumentality, valence and expectancy that are derived from the relationship among efforts, performance, outcomes and rewards. (Stilagyi (1981) Explains expectancy as the perceived relationship between efforts and performance. For example, the teacher may not be 100% certain that success of his / her students in an examination will be 100% since this depends on a number of factors beyond his / her control in an examination.

Instrumentality on the other hand, is the probability that performance will lead to desired rewards. It represents the belief by the employee that a reward will be received once the task has been accomplished.

Valence has been defined as the employee's performance for a particular outcome or reward, which can be either intrinsic or extrinsic valence. Teachers expect such outcomes as pay increase, promotion and recognition by superiors to have positive valence. Such outcomes as reprimands, job pressures, stress and interpersonal conflicts may have negative valences. The valence that workers attach to outcomes may vary with age and type of work.

CHAPTER ONE

1.0 Introduction

Most adults spend most of their time in job related activities and the satisfaction they get from their jobs forms an important reason of going to work as well as a major determinant of their behavior both at work and out of work (Dessler, 1982 pg 364)

Lawler (1973) observes that "what happens to people during the work day has profound effects both on the individual employee's life and the society as a whole and thus these events cannot be ignored if the quality of life is to be high (pg 63).

The growing evidence of teacher burnout suggests that many teachers have difficulty satisfying their needs and deriving satisfaction from teaching (Fratantonia and Hannington, 1962). And with critical teacher shortage being projected in many countries and the competition from business organization increasing the importance of attracting and retaining teachers cannot be ignored (Mutier, 2000). Studies of job satisfaction though not a panacea for all the problems inherent in different education systems, can suggest ways and means by which educational experts can collaborate to facilitate opportunities for teacher career satisfaction. Studies show that in many countries there is increasing attention being directed towards improving quality of the working experience of employees (Holdaway, 1978).

The teaching profession plays an important role in the social development of Kenya. Teachers have the responsibility of implementing educational policies and programmes which leads to manpower development. A more efficient and effective working force is therefore key to the well being of society. In Kenya, the teaching profession was considered noble before independence but has degenerated to low levels that are no longer attractive to the most attractive gifted people. According to Thiong'o (1987) "the teacher has become a caricature, the objective of constant ridicule and ribald jokes by both pupils and the public" (pg 3). Researchers here indicated that overwork has created a lot of despair amongst teachers. The adoption and implementation of the 8-4-4 education system increased the work load, number of subjects, content and coverage. This means that teachers' work load was increased without adjusting payment to match the same. Mwangi (2000) notes that the syllabus is so wide and calls for teachers to work even during holidays, weekends besides evening and morning preps which is the time they are supposed to rest. Such long working hours causes stress to teachers and their children miss parental care and guidance a role they have left to house girls.

Teaching is a highly demanded job, but poorly remunerated . Ndegwa reports(Republic of Kenya, 1971) emphasized the need to improve teachers' salaries to attract the best people into the profession, but this only helped those teaching in teachers' training colleges and ignored those in Secondary Schools. The Kenya national union of teachers has been agitating for implementation of salary increments agreed upon in 1997 has reported in Daily Nation of April 15th, 1998. The Union also planned demonstration to protest against salary delayed .

Low salaries not only affect teachers but also the society as a whole . This means that teachers, cannot be able to feed, educate and buy clothes for their families. This gain causes stress, panic comfortably can't be able to teach, guide and plan for students properly. Teachers' shortage has plagued most countries(coombs ,1987) but the problem appears more acute in developing countries. In Kenya, many trained teachers have left teaching for better paying jobs. According to the Sunday Times 16th 2000, many qualified teachers from developing countries were recruited to fill positions in the USA and European schools. Kimeng'i (1991) observed that the teaching profession would highly continue to look qualified and committed teachers and also fails to attract younger and diverse money to education.

A study conducted by foster clubs (1965) of secondary schools in Ghana found that students values teaching 18 among the 25 occupation in terms of prestige. The attitude of young people is generally unfavorable. The attitude which has been there is that the young people join teaching as a last choice after failing to meet the requirements need in medicine, law, engineering e.t.c .While this may be debatable, it is pertinent that those who take up teaching it remains in it and this can only be attained when teachers have job satisfaction and hence free from stress.

The Ominde report (1964) expressed in its findings that teachers were put in classes which were unsuitably equipped and then were expected to give good results. Many teachers are posted to schools with inadequate facilities which hampers effective teaching which adds to more stress and frustrations.

1.2 Statement of the Problem.

Parks (1983) summed up the problems of the teaching profession this; "How does one compensate professionals for inadequate books and supplies, public criticism, limited assistance increased duties and low salaries paid to highly educated personnel in a nation? How does one lead a group in which the morel which is too low that high numbers of teachers would not again select teaching as a profession and would definitely leave the teaching profession incase something better comes along or are in the profession half heartedly ?". Although Parks posed these questions in 1983, it appears that similar levels of dissatisfaction up to date.

This study therefore intends to investigate the specific and unique factors which contribute to jobs satisfaction among secondary school teachers in order to enhance performance and consequently raise academic standards in mathioya Division and their related areas. It is expected that factors that contribute to job satisfaction in division mathioya will be deferred form choice that contribute to the same in the urban centres in Kenya.

1.3 Objectives of the Study.

General Objective

To determine factors contributing to job appreciation among secondary school teachers in Mathioya Division

1.4 Specific Objectives

- To determine the overall job satisfaction of secondary school teachers within Mathioya Division
- To determine whether the overall job satisfaction of secondary school teachers is influenced by personal variables of age, gender, educational level and experience
- To determine the aspects of their job facets in which Mathioya division secondary school teachers feel satisfied.

1.5 Statement of Null Hypothesis

HO₁. There are no significant differences between male and female teachers in the job factors that satisfy them.

HO₂. There is no significant relationship between teachers' educational attainment and the job factors that satisfy them.

1.6 Significance of the Study

Hertberg, Mansner and Snydermon (1959) observed, "work in one of the most absorbing things men can think and talk about. It feels that the greater part of the working day for most of us. For the fortunate, it is the source of great satisfaction; for many others, it is the cause of grieve". (pg 3) One of the major reasons for studying and measuring a job satisfaction is to answer the questions. "What does the worker need from his / her job? The answer to this question is important to the organization, community, councilors and the individual. For managerial and administrative parties, the answers offer clues to their search for ways and means of motivating their employees . For councilors, it helps them understand the land of problems facing their clients and how they can be resolved.

Apart from contributing to the already existing literature, the findings of the present study will form the basis for guiding policy, making and counseling in schools and in the teaching profession, which in turn may increase career satisfaction and probably reduce stress among teachers in mathioya Division in particular and Kenya in general .

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE

2.1 Job Satisfaction

Job satisfaction is a positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998). It refers to a set of favorable feelings with which employee's perception of how well the job, which they do give them those things, which they view as important both to themselves and the organization.

According to (Fikagyi and Wallace 1980). This set of attitudes contributes job satisfaction.

Job satisfaction consist of cognition (beliefs, knowledge or expectations, emotions feelings sentiments, likes and dislikes) and behavioral tendencies (Mumo, 2000).

As can be from above, job satisfaction is an emotional response to a job situation that means it can only be inferred and not seen (Okumbe, 1998). Job satisfaction can be determined by how well outcomes meet expectation; for instance, if teachers feel that they are working much harder than others with similar or comparable qualifications in other sectors of the economy but one receiving fewer rewards, they will most likely be dissatisfied with their job. By the same token, if teachers perceive their rewards as being equitable then they will feel satisfied with their teaching job.

The aspect of work that lead to job satisfaction or dissatisfaction and that motivate people were well drawn by Hertzberg emphasized the difference between those factors that led to dissatisfaction if not maintained and maintenance or hygiene factors. Factors such as physical conditions, security, salary and relationships were put forward as hygiene factors while aspects of the work place such as job growth, responsibility and achievement were classified as motivators. The result of job satisfaction is increased commitment to the institution. This increased commitment will however, normally result in a decrease in such problems as absenteeism, hardness, turnover, strikes, negligence and accidents. It also increases tenure, longevity, physical and mental health and productivity.

To understand better the concept of job satisfaction, it is important to look at approaches advanced about them.

According to Adler (1991) says that there theories attempt to explain why human beings behave in the way they do and what administrators can do to encourage certain types while discourage others . There are theories like Maslow's Hierarchy of needs (1954) Hertzberg's two factor theory (1979), Lawler's overall / facet satisfaction theory (1973) .

2.2 Maslow's Hierarchy of Needs

In 1954, Abraham Maslow's studies in human motivation led him to propose that there is a general pattern of needs recognition and satisfaction of people follow generally the same sequence. He came up with a hierarchical mode with basic needs at the bottom and higher needs at the top. He theorized that a person conduct perusal the next higher need in the hierarchy until his / her current need is completely satisfied, a concept called prepotency.

He classified human needs into five categories i.e.

- Physiological needs
- Safety and security needs
- Social needs
- Esteem needs
- Self actualization

2.2 Maslow's Hierarchy of Needs

Are the basic needs of people and includes food, shelter and clothing .These are normally unlearned at the place of work. such may concern the basic salary and working conditions .

2.3 Safety and security Needs

Need for freedom from threats and danger. The need consists of both emotional and physical safety needs. The security needs relate to the desire for a peaceful, smooth and stable environment. This means that there should be protection against murder, fire, accident, economic safety against employment, theft, sickness and disability.

2.5 Social needs.

It is sometimes referred to as love, belonging or affections needs. The love needs are concerned with affectionate relation with others and status with a group. The need are concerned with such aspects as

friendship, affiliations and satisfying interaction with other people. And since employees spend most of their time at work place, belonging needs should be satisfied there.

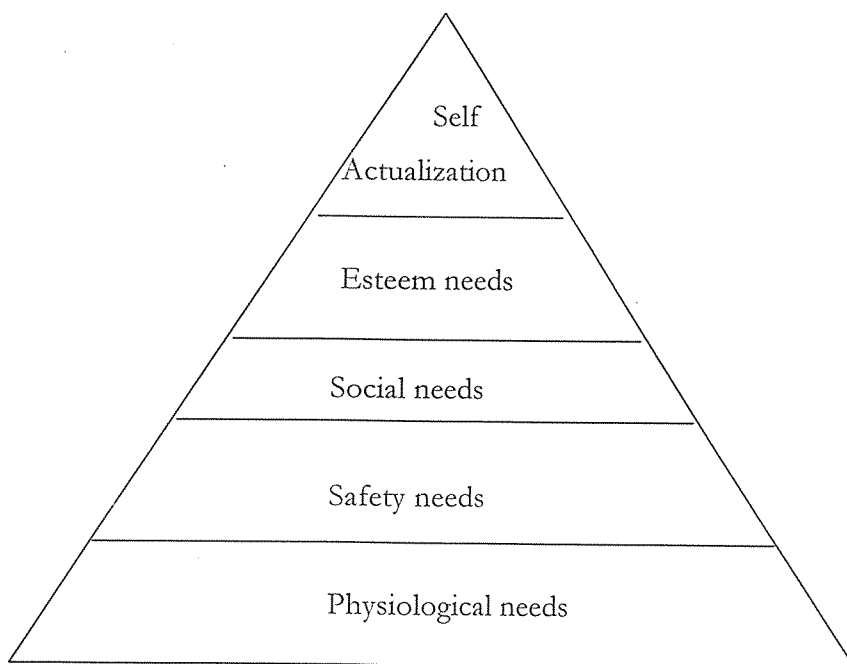
2.6 Esteem Needs.

These are the needs for power, achievement, competence, recognition and status. Successful completion of a particular task, recognition by others of person's skills and acquisition of organizational title make employees to be satisfied.

2.7 Self Actualization

This is the need to maximize the use of one's abilities and potential. In other words, it means to be what one wants to be. It is also called the need for self fulfillment or self realization.. This theory states that a satisfied need is no longer a motivation. Although it is also known at times that individual needs were truly satisfied as a result of a single act or behavior and human beings will perpetually want more

The following diagram shows Maslow's Hierarchy of needs.



2.7.1 Implication of Maslow's Theory:-

When applied to present study, the theory implies that for teachers to be satisfied, they have to be paid well, have good working conditions, be protected against all forms of insecurity hence a reorganization and status.

2.7.2 Hertzberg's two Factor Theory

Fredric Hertzberg (1959) proposed a two dimension theory of factors affecting people's attitude towards work. According to Hertzberg, man has two categories of needs which are essentially independent of each other and affect his behavior in different ways.

When people are dissatisfied about their jobs, they are particularly concerned about the environment in which they are working. On the other hand, when people feel good about their job, this has to do with the work itself. Hertzberg calls the first category of needs hygiene factors because they describe man's environment and serve the primary purpose of the second category of needs as motivators since they are effective in motivating people to superior performance. Hygiene factors include administration, supervision, working conditions, interpersonal relations, salaries and allowance, status and security.

Motivation or job content factors include achievement, recognition, increased responsibility, challenging work growth and development. According to Hertzberg, both sets of factors work in opposite direction only. Further the theory explains that the absence of hygiene factors creates job dissatisfaction, but their presence does not motivate or create satisfaction.

2.8 Criticisms from Hertzberg's Theory.

It is based on information collected by him and his colleagues by interviewing 200 engineers and accountants in the late 1950s at Pittsburgh USA in order to access what motivated them at work. It was observed that the group of employees Hertzberg interviewed comprised of employees whose lower needs such as physiological, safety and even social needs were satisfied and also could be motivated by the two remaining higher needs namely esteem and self actualization, thus the theory may only be relevant for better paid executives in the developed countries.

Secondly, the theory used critical incident techniques that have low validity as respondents were motivated in self reporting on happy and unhappy experiences concerning their jobs (Mumford 2000). According to Mumford this was bound to introduce bias of being able to reveal the most recent

job conditions and attributing unfavorable ones to other people . Thirdly, the theory offers no explanation as to why various extrinsic job factors should affect performance. (Tripalt ,1982)

Despite the above criticisms, Herzberg's theory has been widely utilized by managers/administrators as it identifies incentives or rewards which can be used in practice. Saleem (1997) points out that the theory's most effective technique of increasing motivation in job enrichment that implies upgrading the job in terms of responsibility and challenge in work.

2.9 Implication of Herzberg's Theory.

To present studies, the theory suggests that good administrative policies, supervision, working conditions, interpersonal relations, better salaries and allowances ,status, security ,achievement, increased responsibility , challenging work , growth and development, promote teacher's job satisfaction .

2.9.1 A conceptual model in related matter.

A number of studies have been conducted on job satisfaction with the school environment. Maslow's hierarchy of needs and Herzberg's two factor theory have been widely utilized to study teachers' job satisfaction.

Such studies include Sergiovanni and Carler (1971) in USA, Holdaway (1978) in Canada,Melter (1992) in USA, for Kenya such studies include;

Smole (1980),Ngaroga (1985) , Ngalyuka (1985) Okumbe (1987),Sogomo (1993) and Mumo (2000).

The above studies have revealed that teachers can only stay in the job if physical, social, and economic and security aspects associated with the conditions of work be satisfying.

Studies have also revealed that adequate provision of salary, proper working conditions, good supervision, teaching materials, small classes, preparation time and overtime pay promote job satisfaction. (Mumo ,2000)

Sergiovanni and Carter (1971) said that teachers' dissatisfaction results from three aspects associated with teaching. Namely ;poor interpersonal relationships, incompetence ,inadequate or unfair administrative practices and matters extending to school affecting one's personal life , they are in support of Herzberg's when they say that the above have the potential to lower one's performance

but neutralizing them or improving them does not motivate teachers to perform in the extraordinary ways .

Their study also reveals that dynamic and stimulating leadership of the principal is an important factor relating to job satisfaction for teachers. Teachers also emphasized on opportunities for professional growth , respect and friendliness as administrative quality ,qualities , which contributed to job satisfaction . Teachers are not likely to perform well in an unfriendly environment but teachers by large are not necessarily motivated simply because the school and the principal are friendly either. By the same token, while professional growth opportunities motivate teachers to perform well, absence of these opportunities seldom produce enough dissatisfaction to cause teachers to change jobs (Serlovanni and Carter,1971).

The status of the teacher is one of the aspects that have been widely covered. According to the International Labour Organization (ILO) and (UNESCO), teachers' shortage has grown throughout the world and it has become evident that an adequate supply of qualified teaching staff will not be forthcoming without and improvement in the professional , social and economic conditions of the teaching profession.

The UNESCO /ILO pamphlet on status of teachers has special provision for teachers in rural areas. It recommends that descent housing, preferably free at a subsidized cost should be provided to teachers and their families. It further suggests that development plans and programmes should include provision for appropriate accommodation for teachers.

Inspection and supervision of teachers is on factor, which is a major source of teachers' dissatisfaction. It has been recommended that any system of inspection or supervision be it internal or external should be designed to encourage and help teachers in performance of their professional tasks and should be such that not to diminish their freedom, initiation and responsibility as teachers. It is reckoned that the best means to overcome any existing shortage of qualified, competent and experienced teachers is by improving the social status of the teachers; their living and working conditions , their terms of employment and their career prospects . There is a growing concern that an effective education system requires a group of qualified teachers working diligently and with high morale .



2.10 Influence of Personal Characteristics on Job Appreciation

Personal characteristics of gender, age, educational level and experience have been looked at various studies on teachers' job satisfaction. The main here has been to establish their influence on job appreciation. Immonje (1991) and Mwangi (2000) say that women teachers tend to be more satisfied than their male counterparts. However, other researchers like Mutie and Sogomo (1993) say that gender has no influence on job satisfaction. Despite the fact that there is variation in the above researchers, there is need to establish how gender variables influence job satisfaction of secondary school teachers in Mathiyo Division.

The aspect of age in relation to job satisfaction varies with relation to work with or without supervision, recognition and opportunity to use own approaches (Ingolo, 1991). Factors like interpersonal relationships with students, provision of school holidays are found to give satisfaction mostly to the younger teachers. However, other studies do not establish any significant relationships; Sipon (1996) and Padila (1993).

The level of education has been found to contribute significantly to job satisfaction. Teachers with least educational levels tend to be more satisfied with most facets of the job – Ingolo (1991) Mwangi (2000), Madera (1995) and Sipon (1996). However, Padira and Mutie (1993) say there are no significant differences in job satisfaction of teachers with different educational levels. The study will try to investigate this attribute.

Job satisfaction has also been associated with teaching experience. From some studies, it is clear that job satisfaction increases in the teaching experience. Mwangi (2000) supports this view. While Sogomo (1993) could not establish any association between the two. This aspect will also be investigated in this study.

CHAPTER THREE

3.0 Research Design and Methodology

3.1 Introduction

The chapter contains details on research, location of the study targeted population the study sample and sample procedures, research instruments and there validity and reliability. The chapter also highlights about the pilot study, the methods for data collection and the procedures for data analysis.

3.2 Research Design

For the purpose of this study a descriptive survey was adopted. The method was chosen in achieving the stated objectives since it enables data collection from a large sample. It also determines and reports the way things are such as public opinions or attitudes (Gay 1976).

Descriptive report studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible to draw general conclusions from facts discovered (Lokeshy1984).These methods are non-experimental for they deal with relationships among manipulated variables since the conditions and events already occurred or exist. The researcher merely select the relevant variables for analysis of their relationships (Best and Khan, 1993) . Questionnaires were utilized in data collection.

3.3 Location of the Study

This study was conducted in mathioya, Division,murang'a District , central province, Kenya. According to Singletarl (1993) , an ideal setting for any study should be easily accessible to the researcher.murang'a District was very familiar to the researcher and it was easy the secondary school in Mathioya Division within Murang'a District because the area was well known to him and no similar research had been conducted in the area.

3.4 Targeted Population

The targeted population refers to the large group to which one hopes to apply the findings (Frankel and Wallen ,1993,99) . For this study it was the more secondary schools in mathioya Division within murang'a District. The district has a total of 16 public secondary schools with a total of 210 teachers.

3.5 The Study Sample

A sample is any group from which information is obtained (Frankel and Wallen, 1993, 99). 8 teachers from a population of 210 in the sixteen public secondary schools in Mathiyoia Division within Murang'a District were included in the sample. Gay (1976) says that for descriptive statistics, a sample size of 1% is considered minimum. A maximum of 30 is recommended by Cohen and Manion (1994) when statistical data is to be used.

The sample taken was assumed to be adequate to warrant generalization on the actual population size. The ideal sample is large enough to serve as adequate representation of the population about which the researcher wishes to generalize and small enough to be selected economically in terms of subject availability, expense in time and money and complexity of data analysis (Best and Kalin, 1993). Therefore all the schools in the division were used in the study.

3.6 Sampling procedure

The sample was obtained from all the 16 public secondary schools in Mathiyoia division of which all the TSC teachers were obtained from the district education office. Using that list, five teachers from each school were randomly selected for inclusion in the sample. According to Kerlinger (1973) a sample drawn at random is unbiased in the sense that no member of the population has any more chance of being selected like the other members are. The selected teachers were given the questionnaire to fill.

3.7 Research Instrument.

The research instrument used was a questionnaire. The method has the advantages that the respondent remains anonymous, can be more truthful and has more truth to think about questions than is unusual with interviews. This may result in more meaningful answers (Peil, 1985). The questionnaire used was modified by the researcher from that which was used by Mumo (2000), which was also modified from the one that was developed by Holdaway and Johnson (1990). This had five categories of facets: working conditions, teaching related matters, Administrative matters, Student related matters and occupational related matters. This was served as, 6 highly satisfied, 5 moderately satisfied, 4 highly satisfied, 3 slightly dissatisfied, 2 moderately dissatisfied, 1 highly dissatisfied.

3.8 Validity and Reliability

Validity has been defined as the degree to which a test measures what it is supposed to measure (Borg, 1989). Reliability is defined as the level of internal consistency or stability of the measuring device over time (Borg, 1989). The procedures used should produce similar results when applied to similar people on a second occasion. The questionnaire used has been found to be valid and reliable. According to Holdaway and Johnson (1990:11) the validity as assessed by Gultmann split half technique was between 0.90 and 0.98.

Mutie (1993), Sogomo (1993) and Mumo (2000) who used the same instruments in Kenya has found that it gives consistent results thus giving it credibility as a valid and reliable instruments.

3.9 Pilot Study

Borg (1989) defines a pilot study as a small preliminary investigation that is conducted to develop and test measures and procedures, which will be used in the study research result.

A pilot study was undertaken before the main study. This facilitated changes and modifications of the questionnaire for the improvement of the instruments and procedures for the actual collections of data for the study. Pretesting help in enhancing in reliability and validity of the instruments such that vague statements on the questionnaire were refined or removed altogether. The fine copies of the questionnaire after taking into accounts or comments and suggestions made form the pilot study.

3.10 Data Collection Procedures

Permission to carry out research was obtained from the District Education Officer (DEO) Murang'a. A reconnaissance was made to each of the secondary schools in Mathioya Division to inform the respective principals of the intended study. The day was arranged to administer the study instruments. Teachers' questionnaires were given to teachers to complete and return to the researcher. To ensure a higher return rate, the completed questionnaire were collected the same day were given to teachers. However those who could not fill the

questionnaire that day, for one reason or another, the questionnaire were collected at a later date convenient to both the researcher and the respondents .

3.11 Data Analysis Plan.

Descriptive and analytical statistics were used in the analysis of the data collected from the field. From part of the teacher's questionnaire, frequencies and percentage were calculated to establish the number of respondents with the listed personal characteristics of gender, age, teaching experience and level of education.

From part B, the teachers' overall facet satisfaction were analyzed using a scale ranging from highly satisfied (1) to slightly satisfied (6) accordance with Johnson and Holdaway (1990). Work factors with a rating scale greater than 5.50 were classified under the highly satisfied. Work factors were of a mean less than or equal to 5.50 but greater than 4.50 were considered moderately satisfied while those less or equal to 3.50 were slightly satisfied. The rating of less than 3.50 but greater than or equal to 2.50 was slightly dissatisfied. A rating of less than 2.50 but greater than 1.50 was moderately dissatisfied. Work factors with a rating of 1.50 were considered a highly dissatisfied.

Chi-square was used to make a comparison to determine the extent to which the used job satisfaction is related to selected personal characteristics of gender, age, teaching experience and educational level of teachers. These selected personal characteristics were used to group the respondents so that the means of overall job satisfaction of the groups were compared and substantial differences

CHAPTER FOUR

Data Presentation

4.1 Introduction.

In this chapter, findings of the study to the research questions and the null hypotheses investigated are presented. The study was conducted among the secondary school teachers of Mathioya Division, Murang'a District. Data was collected by use personally administered questionnaire to eight respondents. Useful information was received from all of them.

Presentation of information follows the order of research questions investigated and the null hypothesis addressed by the study. Table results and figures are organized following each of the research questionnaire explained. The tables shows data presented in frequencies, percentages (and means/ranks where applicable) while figures shows visual representation of the same data where necessary.

4.1.1 Findings To Research Questions And The Null Hypotheses.

This sub-section contains answers to the research questions and null hypotheses investigated.

4.1.2 Research Question I

To what extent do the teachers appreciate their job as a whole ?

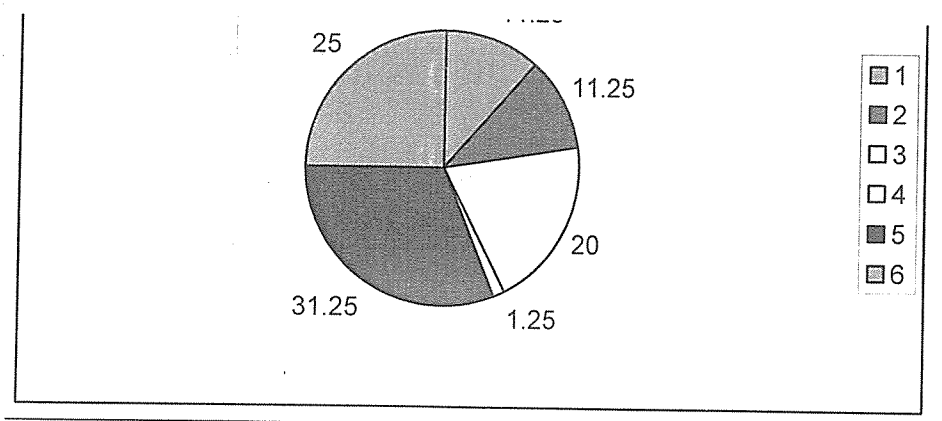
This question required / explored teachers' response on overall job appreciation . Information to this question can be tabulated in the tale below.

Table showing teachers' overall job appreciation

	<u>Freq.</u>	<u>%</u>	<u>Cumulative %</u>
Highly dissatisfied (1)	19	11.25	11.25
Moderately dissatisfied(2)	16	20.00	31.25
Slightly dissatisfied (3)	20	25.00	56.50
Slightly satisfied (4)	25	31.25	87.50
Moderately satisfied (5)	9	11.25	98.75
Highly satisfied (6)	1	1.5	100.00
<u>Total</u>	<u>80</u>	<u>100</u>	

The above table indicates that the teachers in Mathioya Division are majorily satisfied with their job as a whole .

The following chart represents this data graphically.



4.2 Research question 2.

What is the relationship between the overall job appreciation teachers and personal characteristics ?:

For the purpose of this question, the data from the questionnaire was analyzed using statistical package for social package(S p).

Inferential statistics using the chi-square technique was used to determine the significance of the relationship between the various variables dependent and independent .

Since the data collected was mainly in form of frequencies, hence it allows the use chi-square tests.

The chi-square method is most appropriate because it could be utilized with two or more groups in order to test the association or differences. All the relationships will be done at 0.05 level.

The data relating to this question is highlighted – the following correlation between gender and teachers' overall job satisfaction.

	Overall level of Appreciation
Chi-square ^a	6.172
Df	3
Asymp. sig.	.1040.

Cells (.0%) have expected frequency less than five. The minimum expected cell frequency is 24.8.

The table above shows that teachers' overall job satisfaction is influenced by gender at three degrees of freedom since the significance value is 0.1040. Association between educational attainment and teachers' overall job satisfaction

	Overall level of Appreciation
Chi-square ^a	21.149
Df	3
Asy and .sig	0.000

Cells (.0%) has expected frequencies less than 5. the min expected cell freq. 53.8.

The above table shows that educational attainment has no influence to teachers' overall job satisfaction since significance value is <0.05.

4.3 Research Question 3

What factors do the teachers list as most important in contributing most positively or negatively to the overall job satisfaction.

Results for this is as tabulated in the following tables.

Table I: The following table shows factors contributing most positively to the teachers' overall job satisfaction.

Factor	Freq.	%
Students' achievement	39	49
Provision of holidays	29	36
Job security	25	31
Helping students achieve Future objectives	20	25
Interpersonal relationship	19	23

From the table above, it is quite clear that job satisfaction for teachers is influenced majorly by students' achievement. The information can be tabulated graphically.

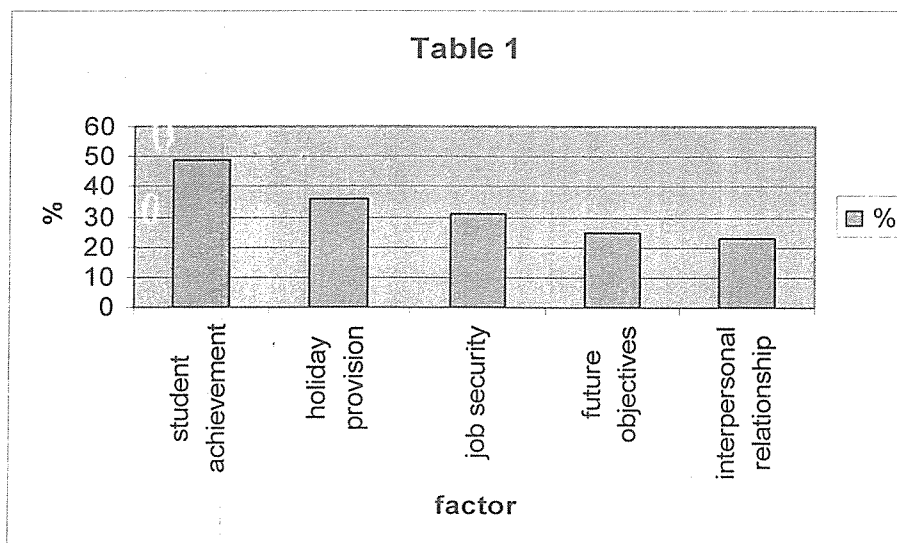
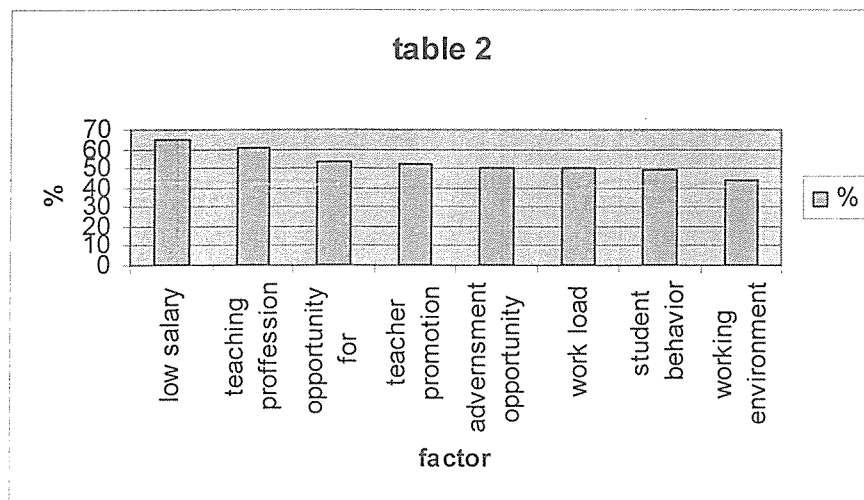


Table II: The following table shows factors that contribute most negatively to teachers' overall job satisfaction.

Factor	Freq.	%
Low salary	52	65
Low status of teaching profession	49	61
Lack of opportunities for promotion	44	53
Slow teacher promotion	42	52
Low advancement opportunities	40	50
Heavy work load	40	50
Students entry behaviour	37	49
Working environment.	35	44

From the above table, the issue of low salary was mentioned as the most negatively contributing factor to teachers' overall job appreciation . The information is represented graphically as shown below.



Research question 4

What are the factors that contribute to the teachers work load job appreciation?

The above question can be categorized as follows:

4.3.1 Differences between teachers in the job factors that satisfy them according to gender.

HO₁ There no significant difference between male and female leaders in the job factors that that satisfies them. The information regarding to the above hypothesis was protected from a total population of 80 respondents of which consisted of 61 males and 19 female

The above table shows that female teachers hand higher scores in seven job facets out of 12 male teachers and a higher score in five job facets out of 12.

The null hypothesis is rejected.

Factor	Male		Female	
	Frequency	%	Frequency	%
1. social relationship at work	35	57.1	13	68.4
2. relationship with other teachers	52	85.2	15	79.4
3. relationship with students	49	81	16	84
4. assignment to teach particular subject	44	72	17	89
5. relationship with school administration	43	70.5	11	57.9
6. security	43	71.1	7	36.9
7. assignment to teach particular level	43	70	13	69
8. provision for leave	40	65.6	14	73.7
9. freedom to select teaching methods	40	66	15	80
10. Intellectual stimulation at work	38	63	13	70
11 Professional documents	36	59	15	79.1
12. role played by union bodies for collective bargaining	47	76.6	14	73.7

4.31 Differences in the job factors that satisfy teachers' according to educational attainment.

HO₂ There is no significant relationship between teachers and the job factors that satisfy them across education attainment.

The information regarding to the above hypothesis was collected from a total population of 80 respondents of which six (6) respondents were certificate holders, thirteen (13) were diploma holders and sixty one (61) were degree holders. The following table represents their views.

Factor	Certificates		Diploma		Degree	
	Frequency	%	Frequency	%	Frequency	%
1. social relationship at work	4	66	10	79	46	75
2. relationship with other teachers	3	50	13	100	52	86
3. Relationship with students	4	67	13	100	48	78
4. Assignment to teach other subjects	5	83	13	100	40	65
5. Relationship with school administration	4	67	11	85	39	64
6 security	4	67	5	36	41	68
7. Assignment to teach particular levels	3	50	9	69	45	73
8. Provision for leave	3	50	11	85	40	65
9. Freedom to select teaching methods	5	81	9	69	34	56
10. Intellectual stimulation at work	3	50	7	54	34	56
11. Fine tabling of teaching assignment	3	50	8	60	39	64
12. Role played by unions	4	67	10	80	46	75

The above results shows that the diploma holders are more satisfied, followed by degree holders. Those with certificate level have the least scores. Therefore the null hypothesis is accepted.

CHAPTER FIVE

RECCOMENDATION AND CONCLUSION

5.1 RECOMMENDATIONS

With respect with the conclusions I would offer the following suggestions and recommendations

The government should come with a way of motivating the teachers and make them appreciate their work. there should annual seminars organized by the ministry of education to inform and interact with the teachers this can enhance the interpersonal relationship with the teachers and students. The salary and the schemes of service should be harmonized with the other civil servants this can raise the low esteem towards teaching profession. More materials and learning resources should be given to the schools with few resources this can be done with the assistance from the ministry of finance by allocating more money in the constituency development funds. This will help by providing a level ground in teaching. There should be equal distribution of teachers in all schools to reduce work load and teachers should not work at the same work station for more than five years. This will help in learning new skills in teaching by interacting with different communities in different environments Political interference with the teachers should not be condoned. Proper way of promoting teachers should be established this can reduce corruption and uniformity in the job groups of different teachers with the same qualifications.

5.1 CONCLUSIONS

With respect with the research questions and null hypothesis investigated, it was founded that:

Secondary school teachers in Mathioya Division are marginally satisfied with their job as a whole.

Teachers are only satisfied with $^{13}/_{45}$ job facets.

The three top facets that teachers expressed satisfaction where:

Their relationship at work, their relationship with other teachers, their relationship with their students.

The three major facets that teachers expressed dissatisfaction with were:

Salary and Fringe benefits, inadequate library/audio visual resources and Heavy work load

It was discovered that teachers' overall job satisfaction is influenced by gender. Other personal characteristics had no influence on teachers' overall job satisfaction.

Was also established that the factors contributing most positively to teachers' overall job satisfaction were: Student's achievements, Provision of holidays, Job security, Opportunity to assist students attain the objectives and interpersonal relationships.

It was found that the factors contributing most negatively to teachers' overall job satisfaction were: Low salary, Low status of teaching profession and Lack and poor methods of promotion.

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APPENDIX A

TRANSMITTAL LETTERS FOR HEAD TEACHERS.

WAHOME SAMUEL MWANIKI
P.O. BOX 15,
MATHIOYA.

Date: APRIL 5TH 2008.

THE PRINCIPALS
MURANG'A DISTRICT SECONDARY SCHOOLS
'THROUGH'
THE AREA EDUCATION OFFICER
MURANG'A DISTRICT
P.O. BOX 121,
MURANG'A.

Dear Sir/ madam,

I am a graduating student at Kampala International University in Uganda ,
Admission number **BED/10072/52/DF**.

I wish to request permission to carry out a research project on Factors Contributing to Job
Satisfaction among Secondary School Teachers.

Please allow your teachers to fill in the questionnaire for my research work.

Thank you.

Yours faithfully,

WAHOME SAMUEL MWANIKI

APPENDIX B. Questionnaire

TEACHERS QUESTIONNAIRE

SECTION A –Contextual and personal data.

Please provide the following information. Be frank and honest in your responses.
All your responses will be treated with outmost confidence.

1. Your gender Male () Female ()
2. Your age 25 – 29 () 30 -34, above ()
3. Teaching experience (count present year as full year). (26 – 42)() 5 – 9 () 10..()
4. Highest Academic qualification certificate () Diploma () Degree () .Any other
specify_____

SECTION B. APPRECIATION SURVEY

Please note your satisfaction with each of the following items according to the scale.

Highly satisfied	Moderately satisfied	Slightly satisfied	Slightly dissatisfied	Moderately dissatisfied	Highly dissatisfied
6	5	4	3	2	1

Working condition.

How satisfied are you with (circle the number that matches your choice).

1. The quality of accommodation i.e housing provided by the school or alternatives house allowance given.

6	5	4	3	2	1
---	---	---	---	---	---

2. the salary and other allowances

6	5	4	3	2	1
---	---	---	---	---	---

3. Retirements profits provided by the TSC.

6	5	4	3	2	1
---	---	---	---	---	---

4. The role played unions in collective bargain for teacher's welfare.

6	5	4	3	2	1
---	---	---	---	---	---

5. Provision for leave (annual, maternity, sick and compassionate study leave)

6	5	4	3	2	1
---	---	---	---	---	---

6. The work load per week.

6	5	4	3	2	1
---	---	---	---	---	---



7. Number of hours for non-teaching assignments.

6	5	4	3	2	1

8. Preparation time awardable to you during official school day.

6	5	4	3	2	1
---	---	---	---	---	---

TEACHING RELATED MATTERS

How satisfied are with

9. Your opportunity for promotion

--	--	--	--	--	--

10. Methods used in promotion of teachers.

--	--	--	--	--	--

11. Methods used to evaluate teacher

--	--	--	--	--	--

12. Methods used for posting and transferring teachers.

--	--	--	--	--	--

13. Your relationship with school administration

--	--	--	--	--	--	--	--	--	--

14. Your job security

--	--	--	--	--	--	--	--	--	--

15. Your relationship with the leaders.

--	--	--	--	--	--	--	--	--	--

16. Physical conditions in your staffroom and staff offices

--	--	--	--	--	--	--	--	--	--

17. Availability of useful advice to assist in solving problems you encounter in your work.

--	--	--	--	--	--	--	--	--	--

18. Opportunities available to you for useful in service education to help you handle the 8-4-4 education system.

--	--	--	--	--	--	--	--	--	--

19. Your involvement in decision making.

--	--	--	--	--	--	--	--	--	--

TEACHING MATTERS

How satisfied are you with

20. Your freedom to select teaching method.

--	--	--	--	--	--	--	--	--	--

21. Your freedom to select teaching materials with constraint of available funds.

--	--	--	--	--	--	--	--	--	--

22. Time tabling of your teaching assignments.
23. Your assignment to teach particular levels.
24. Your assignment to teach particular subjects.
25. Average sizes of the classes you teach.
26. Amount of preparations / correction refunded by your teaching assignments
27. Availability of Lab / and of usual resources.
28. physical conditions of your classrooms

Student Related Matters

How satisfied are you with

29. Your involvement in selecting students to be admitted.
30. your relationship with students
31. Attitude of your students towards learning.
32. General behaviour of your students in your school.
33. Average level of students in your school.
34. Ability levels of students taking your subjects.
35. Methods used in reporting students' attitudes and achievement to parents.
36. General behaviour of student in your class.
37. Quality of student career guidance and counseling services in your school.

Occupational Related Matters

How are you satisfied with?

38. status of teachers in society
39. Attitude of parents towards education
40. Attitude of society towards education

- | | |
|--|----------------------|
| 41. Your sense of achievement in teaching. | <input type="text"/> |
| 42. Recognition by others of your work. | <input type="text"/> |
| 43. Social relationships in your work. | <input type="text"/> |
| 44. Intellectual stimulation in your work. | <input type="text"/> |
| 45. Available opportunities for advance. | <input type="text"/> |

SECTION C.

Other Factors

46. Are there any other factors contributing to job appreciation which are not mentioned above (please specify them and rate them accordingly).

- | | |
|----------|----------------------|
| a) ----- | <input type="text"/> |
| b) ----- | <input type="text"/> |
| c) ----- | <input type="text"/> |

APPENDIX E TIME PLAN

TENTATIVE WORKPLAN

The time schedule that will guide the present study will be as follows

ACTIVITY	DURATION
a) Proposal writing	Aug. 2006-2007
b) Presenting of proposal at department level	dec.2007
c) Development and validation of research instruments	Jan. 2008
d) Administration of research instruments	Feb. 2008
e) Data analysis	Mar 2008-Apr.2008
f. Compilation of report and subsequent submission for Assessments	Aug. 2008
g. Possible correction and final submission of project to Graduate school	Nov 2008

RESEARCH BUDGET

RESEARCH BUDGET

1. Typing services	Amount
a) Proposal 30 pages @ 30/=	900
b) Research report 110 pg @ 30	4500
Subtotal	<u>5400</u>
2. Photocopying Services	
a) Proposal 30 PG @ 2/=x5 5 copies	300
b) Project 110 PG @ 2/= x5 copies	1100
c) Four questionnaires @ 100 copies	2000
Subtotal	<u>3400</u>
3. Data Collection	
a) Subsistence 10 days @ 500	5000
b) Accommodation 10 days @ 500	5000
c) Traveling during field work	8000
Subtotal	<u>18,000</u>
4. Stationary	
a) Photocopying papers @ 500 4 reams	2000
b) Assorted pens and pencils	1000
c) Writing papers @ 300 for 3 reams	900
d) Binding charges 8 copies @ 200/=	1600
e) Typesetting @ 50 / per page x 110 pages	5,500
Subtotal	<u>11,000</u>
Total cost	<u>40,500</u>
Misc. Contingencies	
a) 10% of 30 400	4050
Grand total	<u>44,550</u>
SOURCES OF FUNDING	
Personal Saving	

CURRICULUM VITAE

Personal Background

NAME: WAHOME SAMUEL.

REG.NO. 10072/52/DF

Age: 29 years

Gender: Male

Civil Status: SINGLE.

Address: Box 15, MATHIOYA.

Date of Birth: 31st Dec.1979

Contact: 0720-977057

EDUCATIONAL BACKGROUND.

2001-2003: KAGUMO TEACHERS TRAINING COLLEGE.

ACHIEVEMENT: DIPLOMA IN SCIENCE AND TRAINING EDUCATION. (2ND CLASS)

1995 -1998: MURANGA HIGH SCHOOL.

ACHIEVEMENT: Kenya Certificate of Secondary School (KCSE) Mean grade B-(minus)

1986 -1994: kiambuthia Primary School.

ACHIEVEMENT: Kenya Certificate of Primary Education (KCPE) 512 marks.

Research Experience

Course: BED SCIENCE

“Research Title” Factors contributing to work appreciation Among Secondary School Teachers a case study of MURANG’A district , Kenya .

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