

## Job Satisfaction and Motivation among Teachers of Kiharu District in Kenya

Leah Muthoni Njiru

School of Education, Mount Kenya University  
Email: leahnjiru2030@gmail

Doi:10.5901/mjss.2014.v5n5p

### Abstract

*Effective teaching to realize the educational objectives demands motivated and satisfied teachers yet majority of teachers in Kenya have always portrayed lack of motivation at their places of work. This is evident in their instability in the teaching profession and low morale in performing their teaching tasks and consequently, unsatisfactory performance in the daily school duties and responsibilities. People do not develop their potential if their esteem is low when one feels unappreciated at their work they are unlikely to be creative. Scholars have observed that teachers lack motivation at their work place leads to poor performance in their duties as teachers which consequently affects students' performance especially in the national examinations. However despite these observations, it is not clear which factors account for teachers' motivation and job satisfaction in Kenya. This study therefore, investigated the factors which influence motivation and job satisfaction among secondary school teachers in order to enhance performance and consequently raise academic standards.*

**Keywords:** Job, Satisfaction, Motivation, Education, Teachers

### 1. Background

Productivity in any organization is a function of how well the employees perform their various tasks. This productivity is dependent upon job recruitment, selection and job placement of employees (Amstrong, 2006). The individual performance is a function of the ability and the willingness of the worker to perform the job. In most organization the recruitment, selection and training are only part of the ability while willingness as an ingredient is missing. Job or work motivation constitutes the willingness of the worker to perform various organizational tasks. In this respect motivation among workers is fundamental for effective work performance. Several researches on formal or informal organization have been performed with an aim of explaining social structure and the functional variables that influence the organization effectiveness.

Motivation can be understood from two dimensions. Psychological and management perspectives. Psychological perspective refers to the internal mental state of an individual relating to the internal initiation, direction, persistence, intention and termination of behavior (Mullins, 2005). Motivational process consists of needs which are geared towards achieving desired goals. The drives are action oriented to approach certain goals to alleviate an individual needs.

In management motivation is an activity that managers do to their employees in an attempt to boost their productivity in the organization. It's the process of activating the willingness potentials of the employees (Mullins, 2005). It is in terms of outward behaviour. Those motivated exert extra effort to perform given tasks unlike those not motivated.

Job satisfaction is the collection of feelings and beliefs that people have about their current jobs. People's levels or degrees of jobs satisfaction can range from extreme satisfaction to extreme dissatisfaction. People have attitudes about various aspects of their jobs such as the kind of work they do; their co-workers supervisors, subordinates or their pay job satisfaction has the potential to affect a wide range of behaviour in organizations.

Teachers, job satisfaction may have strong implications for student achievement. Peck Fox and (Moison 1997) show that improvement in teacher's motivation has benefits for both students and teachers. Teachers with strong positive attitudes had students with high esteem for teachers are not merely educators but role models. (Ruthman, 1991). Teacher turnover remain high with market transition and opening up of labour markets, alternate career paths are increasingly open to current and potential teachers. Teaching is considered by many as a career progression path that has a dead end. Many opt out for more desirable opportunities in private sector, businesses or administrative posts.

This occurrence is a pointer to dissatisfaction on the part of the teacher. Ultimately, the satisfaction of teachers with teaching as a long term career is important for policy makers. Human beings are wanting beings whose needs manifested through various motives. These needs vary in time among different individuals. Every individual worker brings into the organization certain needs manifested into the organization as wants. The wants include professional

developments need for promotion, need for security and need for good working environment.

A motivated work force increases production among individual employees. Education development in Kenya dates back to colonial times. At this time missionaries were concerned with supply of qualified teachers to work in their newly opened schools. (Eshiwani 1993). Different mission groups trained teacher –individually which led to uncoordinated and low quality education (Binns and Williams 1956). At independence Kenya inherited an under-developed teaching Profession lacking in both quality and quantity. Most teachers were untrained and the few teaching colleges enrolled very low qualifications.

After independence, a lot of money was invested in the sector to consolidate the several existing training centres. In 1963 the independent Kenya government appointed the Kenya Education Commission (1964) to look into the establishment of an education system suitable for the independent Kenya. The commission report emphasized for an education system which would develop indigenous manpower to replace the whites. It stressed on the need to train human capital for national development. This would provide skills to the Kenya people required to run the independent Kenya economy.

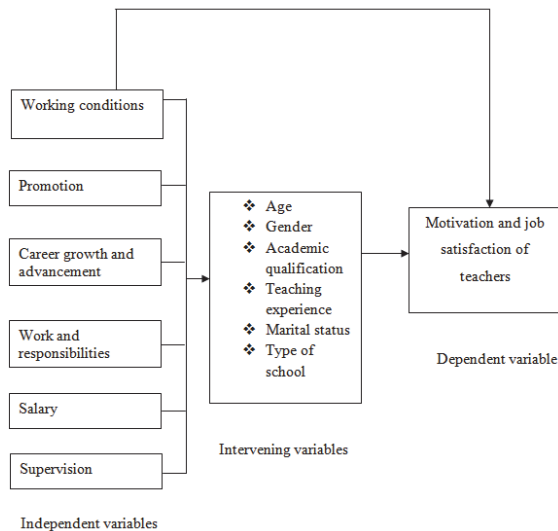
Sessional paper No. 10 of (1965) looked at education as a means of producing manpower for narrowing disparities. There was a general shortage of teachers in primary and secondary sector. Makerere University trained graduates and diploma holders who were absolved in the teaching profession in secondary sector but they were not enough. This made the government to take up the responsibilities of supplying qualified teachers to the secondary schools. As a result the number of teachers in both primary and secondary sectors increased.

At the moment the number of teachers in Kenya stands at approximately 240,000 (Republic of Kenya, 2009). This is due to expansion of the schools education sector. The Kenyan government spends about 40% of its recurrent expenditure on education. (Republic of Kenya 2000) and the highest proportion goes into the payment of teachers salaries. The increases in the number of schools have led to an increased student enrolment. For any significant production a motivated work force must be maintained.

Since 1980 there has been an increase in the production of secondary school teachers. The government has tried to improve both quality and quantity of teachers but a shortfall still exists. Most teachers and the public in general believe that the private sector pays much more and attractive salary package to graduates than the Teachers Service Commission (T.S.C). The salary structure in any profession plays a significant role on recruitment into the profession. The study shows that quality, satisfaction and motivation are important prerequisites for students' achievements (Davies, 2002). Very scanty research has been done in Kenya to find out the conducive factors for maintaining the teacher workforce. Consequently, very little policy and administrative efforts have taken place to keep the teacher motivated and satisfied.

## 2. Conceptual framework

The figure below presents the conceptual framework of the study.



### **3. Research Methodology**

The study was a descriptive survey designed to investigate the current situation with regard to public secondary school teachers. Descriptive studies are designed to obtain pertinent and precise information concerning the current status of phenomena and wherever possible to draw valid general conclusions from facts discovered (Lockesh, 1984). Surveys aim at obtaining information which can be analyzed, patterns extracted and comparisons made (bell, 1993). According to Gay (1976) descriptive survey research method, is used to investigate educational problems to determine and report the way things are or were. Verma and Beard (1981) assert that surveys provide information about population variables. The method relies on administration of questionnaire and analysis of documents as the principle data collection procedures (Wamahiu and Karugu (1995). The methods are non-experimental as they rely on collection analysis and interpretation of data.

Both descriptive and inferential statistics in statistical package were used to analyze the data obtained from all the teachers. The scores from each of the questionnaire item was assigned numerical weight ranging from 1-5 in a Likert-type format (from highly dissatisfied to high satisfied) in an attempt to establish the overall satisfaction contributed by the two groups namely, the motivational factors and the hygiene factors. The head-teachers interview schedule items were also scored and analysed using the same format to determine the importance to job satisfaction of the two group's factors. The coded statistical data was then computer processed and the information processed using t-tests and one way, analysis of variance at 0.05 level of significance.

### **4. Review of Related Literature**

#### *4.1 Factors Influencing Job Satisfaction*

Okumbe (1998) defines motivation as a pleasurable or positive response resulting from the appraisal of one's job or experience. It refers to a set of favourable feelings with which employees perceive their work. Job satisfaction results in the employee's perception of how well the job they perform, provide those things they consider important to them and to the organization.

Work motivation and job satisfaction are closely related concepts which are fundamental in organizations for any significant production. Motivation is the motive (drive) to satisfy a need (wants) while job satisfaction is the contentment experienced when need is satisfied. Where the employee's needs are not satisfied, organizational production could be low, but, when the employee's needs are sufficiently met, their job satisfaction and motivation increases leading to higher production.

Then factors that determine job satisfaction have most of the time been categorized as being extrinsic or intrinsic, while extrinsic factors include elements like pay, promotion opportunities, relationship with co-workers, supervision and recognition, intrinsic factors include personality, education, intelligence, abilities and age. Another school of thought has categorized the determinants of job satisfaction under three broad headings of individual attributes, job characteristics and organizational characteristics (Forsyth & Copes, 1994). Individual attributes refer to the demographic variables that are used to describe the specific characteristics of the employee actually doing the job. They include characteristics such as gender, age, race, pay, education and tenure. Whereas studies show that there is a meaningful relationship between age and job satisfaction, there is however, a very low co-relation between educational level and job satisfaction (Forsyth & Copes, 1994).

Job characteristics refer to the nature of the job or tasks being performed by the employee. Therefore, people are more satisfied with their jobs when they are working in a field that they are interested in or what they simply like and enjoy doing. The atmosphere of work environment in which jobs are performed and they include how employees are treated in the workplace in terms of the relationship they share with co-workers and their immediate superiors (Luthans, 2005). Given below are some of the factors that influence job satisfaction.

#### *4.2 Remuneration and Job Satisfaction*

For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Earlier literature has shown more or less consistent views about the impact of salary or an increase in salary on job satisfaction (Ingeroll, 2003). Overall, higher salary is associated with job satisfaction and lower employee attrition, but the effect of salary is small and varies within characteristics of sub-populations. For example, using several logistic regression equation models, Hanushek, Kain, and Rivkin (2004) found that salary

increases reduced the likelihood that teachers in Texas would leave their district. However, teacher mobility was much more strongly related to characteristics of the students than to salary. Brewer,(1996) found a positive association between teacher salary and the retention rates of female teachers in New York between 1975 and 1990,suggesting that salary influences job satisfaction.

A series of studies conducted by Murnane and Oslen, (1990), employing data from Michigan and North California, demonstrated that teacher salary is an important determinant of the length of time that teachers stay in teaching. The results indicate that teachers who are paid more stay longer in teaching and teachers with higher opportunity costs, as measured by test scores or degrees subject, stay in teaching less time than other teachers. During the last three decades teacher's salaries have been regularly declining throughout most low income countries and particularly so in Africa. This decline is seen to results from budget constraints in these countries. For instance, UNESCO, (2003) suggests that the characteristics of the education systems of various countries that seem to be under way to reach the EFA targets, that a reasonable level for an average teachers' salary would be about 3.5 units of per capita GDO. If this level was to be aimed at, most African countries would have to carry on decreasing the salaries paid to their teachers (UNESCO, 2003).

Faced with the necessity to reduce the wages bill in the education sector in order to accommodate the tight budget constraints, a number of African countries, (including Kenya recently) have used the strategy of hiring teachers who are not given full civil servants status. Often called "contract teachers", those teachers are hired for a short term contract and offered a lower wage than the contractual ones for those entering the civil service. Furthermore, they are generally not entitled any of the numerous benefits that often constitute a large part of the total compensation of teachers in the civil service. This strategy is coherent with the World Bank recommendation (World Bank, 2002) that hiring should be made at a lower cost than is currently the case, while recognizing the difficulty to reduce salaries of existing teaching force. This situation lowers level of job satisfaction and commitment of teachers.

#### *4.3 Working Conditions and Job Satisfaction*

Attractiveness of the teaching profession and satisfaction in the workplace is closely associated with working conditions. Researchers have explored the relationship between workplace conditions and job satisfaction (Ingersoll, 2003). Osei, (2006) notes, that broadly, teachers in most countries in sub-Saharan Africa work in multiple-grade, overcrowded classrooms (40-80 pupils in a class), mainly due to a considerable increase in student enrolment to primary and secondary education. Poor school facilities (such as lack of basic teaching materials, and an absence of sufficient equipment for laboratories) and inadequate infrastructure, such as little lighting, drab walls, also seem to add to that woes of unmotivated teachers. This also has some negative implications for the teaching learning processes and student's achievements.

According to Hedges, (2002), the poor working conditions of teachers seem to stem from their low remuneration and limited incentives. This is related to the low attractiveness of teaching as an occupation and its slow professional status in many developing countries. When the working conditions and status of teachers are constantly deteriorating, one of the most serious consequences is dropout of trained and qualified teachers. Working conditions in Kenyan secondary schools is likely to be affected by increased enrolments as a result of the recently introduced free secondary education.

#### *4.4 Professional Development and Job Satisfaction*

Continuing professional development is needed because teachers require continuous training on emerging issues in classroom management, curriculum implementation and for instructional improvement in their subjects of specialization. Professional development can provide opportunities for teachers to grow personally and professionally and increases their capacity for effectiveness. In addition, such experiences increase the opportunity to interact with colleagues to get a fresh vision for teaching and classroom leadership, to learn or develop a new method of instructional leadership or a new way to assess student learning. Participation in professional development activities signals teacher's level of commitment to their school and profession, that is, they would be less likely to invest their time, and in some cases their own money, if they plan to depart. At the same time, participation in professional development activities can serve to enhance job satisfaction by helping teachers increase their skills and core content knowledge (their human capital).

Professional development is a means for increasing professionalism among teachers which could have a positive influence on their job satisfaction and retention in their schools and their profession. Few studies have examined the relationship between participation in professional development programmes and job satisfaction of teachers. Some studies revealed that teachers' learning opportunities have a direct relationship with their self-reported commitment to the

profession or indirect effect mediated by the level of collaboration and input into decision making (Rutter & Jacobson, 1986).

#### *4.5 Personal Characteristics Influencing Job Satisfaction*

A number of personal characteristics have been examined through research to determine their effects on the overall level of job satisfaction with various aspects of the job experienced by workers in various positions. Given below is a review on previous studies on influence of gender, age, work experience and education level on job satisfaction.

#### *4.6 Influence of Gender on Job Satisfaction*

One view of job satisfaction holds that women are satisfied with jobs in which they can interact with others in a supportive and co-operative way, even though the jobs may be only minimally demanding and challenging. The basis for this view is that women are socialized into values, attitudes and behaviours that are communal in nature, whereas men's socialization reflects agentic values and behaviours. A communal orientation involves a concern for others, selflessness and a desire to be at one with others, whereas an agentic orientation is manifested in self-assertion, self-expansion and the urge to master, Eagly, (2007). Gruneberg (1979) concluded that female workers were less concerned with career aspects and more concerned with social aspects of the job.

There seemed to be some inconsistencies in satisfaction differences of males and females as reported in studies by Tack & Patitu, (2000). Women administrators in Vaughn-Wiles's study ranked work itself; responsibility, possibility of growth and peer relationship as contributing most to job satisfaction while men in Tack & Patitu reported high mean scores with opportunities for promotion. Fansher and Buxton (2004) reported female head teachers scored high on promotion.

#### *4.7 Influence of Age on Job Satisfaction*

The general findings reported by Hertzberg (1957) on the relationship between job satisfaction and age shows that satisfaction starts high, declines and then starts to improve again with increasing age in a U-shaped curve. These results were substantiated in a study by Kacmar and Ferris (1989). Their study resulted in a U-shaped curvilinear association between age and job satisfaction for the factors measured on the Job Descriptive Index, Smith, Kendall, & Hulin (2003). These included satisfaction with pay, promotions, supervision and relationship with co-workers.

One important consideration as the workforce grows older is why job satisfaction varies with age. Hertzberg (1957) suggested that job satisfaction increases with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase as workers grow older because the extrinsic rewards tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels administration are usually not open young men and women. Another factor contributing to the age-job satisfaction relationship might be the expectation that as one's age increases, so does one's prestige and confidence and these feelings contribute to greater level of job satisfaction.

#### *4.8 Influence of Academic Qualifications and Job Satisfaction*

The relationship between education and job satisfaction is distinctly non-linear (Quinn, Graham & McCullough, (2004). The assumption is that the higher one's educational level, the greater were one's chances of securing a desired and presumably satisfying job, however, there is not a direct correlation between an incremental increase in education and an incremental increase in job satisfaction. A study by Gordon and Johnson (1982) indicated that satisfaction with the work itself did not vary in its relationship to the amount of formal education. Instead, the data collected revealed that the more highly educated members of the workforce were less satisfied with the prevalent way the organization was being managed than were the less educated. One explanation for the lower satisfaction of better educated individuals might be that they were more aware of what constituted effective and ineffective management techniques Quinn, (2004).

#### *4.9 Influence of Work Experience on Job Satisfaction*

A research conducted by Ward (1997) among elementary head-teachers in Virginia indicated that head-teachers who had six years or more of service had a stronger feeling regarding inter-personal relationship with teachers than did head-

teachers who had five or fewer years of experience. Cytrynbaun and Crite's (2008) model of job satisfaction and life stages found satisfaction to be highest at entry to the profession when initial expectations are high. Satisfaction drops sharply as early barriers are encountered, and then satisfaction recovers strongly as confidence and success build. The authors concluded that in the final stage, satisfaction tapers off after ones career becomes established.

Dinham and Scott (2004) found no relationship between length of service as a teacher and self ratings of satisfaction. However, a significant association emerged between length of service and changes to satisfaction. Teachers who reported decreased satisfaction since commencing teaching had significantly longer periods of service.

## 5. Findings, Discussions and Interpretation

The general objective of the study was to investigate the general motivation and overall job satisfaction of teachers in Kiharu secondary schools. The findings of the research are presented based on the five research questions restated below:-

1. What is the general state of overall motivation job satisfaction among secondary school teachers?
2. How does growth opportunities promotions, advancement, responsibilities and supervisors contribute to motivation?
3. How does age, gender, marital status level of education teaching experience and type of school contribute to overall teacher motivation and satisfaction?
4. What are principal's views on importance of the six factors in the study job satisfaction and motivation of secondary school teacher?
5. What policy guidelines are drawn from this study?

The chapter first presents the demographic characteristics of the respondents, after which data on each of the four research objectives is presented.

## 6. Background Data of the Respondents

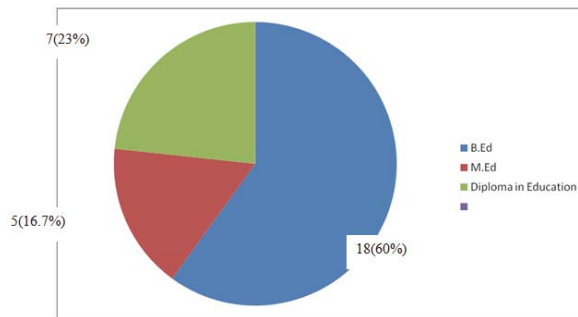
Out of 30 teachers who participated in the study, 17 (56.7%) were male while 13 (43.3%) were female. Table 4.1 shows the teacher's age distribution.

**Table 4.1:** Teacher's Age Distribution

Age in years	Frequency	Percentage
20-29	4	13.3
30-39	15	50.0
40-49	10	33.3
50 and above	1	3.3
<b>Total</b>	<b>30</b>	<b>100.0</b>

Table 4.1 shows that 15 (50%) of the teachers were aged between 30 and 39 years, 10 (33.3%) were between 40-49 years, 4 (13.3%) were aged between 20 and 29 years while only 1 (3.3%) was aged above 50 years. This shows that most of the teachers were aged between 30 and 39 years. The general findings reported by Herzberg (1957) on relation between job satisfaction and age shows that job satisfaction starts high, declines, and then starts to improve again with increasing age in a U-shaped curve. These results were substantiated in a study by Kacmar and Ferris (1989) whose study resulted in a U-shaped curvilinear association between age and job satisfaction. The result presented above shows that age significantly influenced job satisfaction.

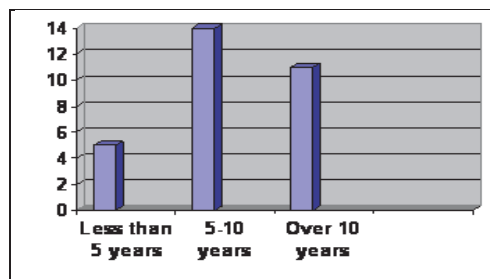
Figure 4.1 Shows the teachers' academic qualifications.



**Figure 4.1:** Teachers Academic Qualifications

Figure 4.1 Shows that 18(60%) of the teachers were holders of bachelor in education; 7(23.3%) had diploma in education while 5(16.7%) had masters in education. Previous studies have found that education increases job satisfaction. The provision of training will foster an increase in professionalism and further exploitation of management methods, whereas a lack of training can cause frustration and lack of job satisfaction (Wright and Davis, 2003). Well trained individuals know the scope expectations and debt of their jobs and will be able to add building blocks to their professionalism as they progress through their careers (Pritti, 1999). Training is therefore critical for human resource planning, and marketing management.

Figure 4.2 Shows the teacher's working experience



**Figure 4.2:** Teacher's Working Experience

Figure 4.2 shows that, 14(46.7%) of the teachers had a working experience of 5-10 years; 11 (36.7) had worked for over 10 years while 5(16.7%) had less than 5 years of working experience. This implies that most of the teachers had worked for more than 5 years. A previous research conducted by Ward (1997) among elementary head teachers in Virginia indicated that head-teachers who had a stronger feeling regarding inter-personal relationship with teachers than head-teachers who had five or fewer years of experience. Dinham and Scott (2004) found no relationship between length of service as a teacher and self ratings of satisfaction. However, a significant association emerged between length of service and changes to satisfaction. Teachers who reported decreased satisfaction since commencing teaching had significantly longer periods of service.

Table 4.2 shows the teacher's marital status

**Table 4.2: Marital status of the teachers**

Marital status	Frequency	Percentage
Single	5	16.7
Married	22	73.3
Widowed	2	6.7
Divorced	1	3.3
<b>Total</b>	<b>30</b>	<b>100.</b>



Table 4.2: indicates that majority, 22(73.3%) of the teachers were married;5(16.7%) were single;2(6.75) were widowed while 1(3.3%) was divorced. Clark (1996) reported that married employees are more satisfied while Alao (1997) established no significant difference in job satisfaction across marital status among library employees in Nigeria. It is well known that married individuals are happier in general. Table 4.3 Shows the type of school from which the teachers who participated in the study were.

**Table 4.3:** Shows the type of school of the teachers

School type	Frequency	Percentage
Boys boarding	4	13.3
Girls boarding	18	60.0
Mixed day	6	20.0
Mixed day and boarding	2	6.7
<b>Total</b>	<b>30</b>	<b>100.0</b>

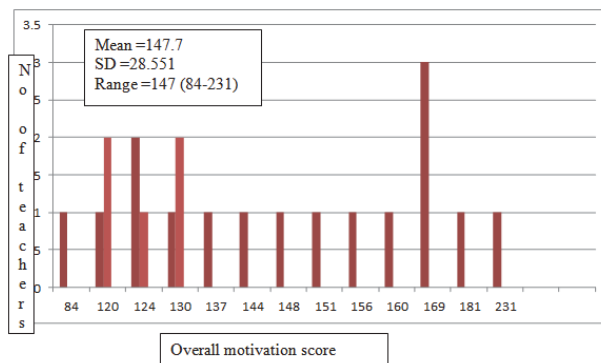
Table 4.3 shows that 18 (60%) of the teachers were from girls boarding schools,6(20%) were from mixed day schools;4(13.3%) were from boys boarding schools while 2(6.7%) were from mixed day and boarding schools.

### 7. Overall Motivation and Job Satisfaction of Teachers

The first objective of this study was to establish the overall motivation and job satisfaction (four motivation and hygiene factors). In order to address this objective, the job satisfaction of the 30 teachers was measured using a scale comprising of 50 items to determine their levels of motivation with regard to interpersonal relations, remuneration, working conditions, promotion and growth, advancement, responsibilities, work itself and supervision. They were to indicate the extent to which they were satisfied or dissatisfied with each item on a 5 point likert scale ranging from highly satisfied (5) to highly dissatisfied (1).

1) An aggregate score on the scale indicates the overall levels of motivation and job satisfaction of teachers. The maximum possible score on the 50 items scale was 250 denoting high levels of job satisfaction while the lowest score was 50 denoting low levels of job satisfaction. The mid-point of the scale was a score of 150, with scores above 150 denoting job satisfaction while scores below 150 denotes job dissatisfaction.

Figure 4.3: Shows aggregate scores obtained on the job satisfaction scale



**Figure 4.3:** Aggregate motivation scores obtained

Figure 4.3 shows that the scores obtained by the teachers ranged from 84-231 with a mean score of 147.7 and a standard deviation of 28.551. As shown the figure 17(56.7%) of the teachers obtained scores below the midpoint of 150, meaning that this proportion of the teachers were dissatisfied. On the other hand, 13 (43.3%) of the teachers obtained scores above the mid point of 150 they were satisfied. It therefore emerges that most of the teachers in Kiharu secondary schools were dissatisfied with their jobs. These findings are in line with previous research findings which indicated that teachers and head-teachers in Kenya secondary schools are demotivated with their job (Mutie, 1993; Mumo, 2000).



## 8. Contribution of growth opportunities, promotions, advancement, work, salary, responsibilities, type of administration and supervisors to overall motivation

The second objective sought to determine the contribution of growth opportunities, promotions, advancement, work, salary, responsibilities, type of administration and supervisors to overall motivation. In order to address this objective, the mean scores and standard deviation across each of the six factors affecting job satisfaction were computed.

The teachers were presented with a 5 items in the Likert – scale ranging from highly satisfied (5) to highly dissatisfied (1) to measure their satisfaction levels with interpersonal relations. The mean scores and standard deviations for each individual item on the scale were computed to establish the level of satisfaction as far as that item is concerned. High mean scores on an item (close to 5) denoted high levels of satisfaction while mean scores (close to 1) denoted low levels of satisfaction. Table 4.4: shows the interpersonal relations mean scores and standard deviation.

**Table 4.4:** Teacher's satisfaction with interpersonal relations

Interpersonal Relations	Mean	SD
1. the extent to which you hold general staff meetings per year	4.10	.548
2. The ability of your head-teachers to solve conflicts and encourage teamwork in the workplace	4.00	.910
3.The value of discussion held during staff meetings(if any)	3.97	.765
4.The extent to which the head-teacher interacts socially with individual teachers	3.67	1.028
5.The attitude exhibited by the teachers towards the school management	3.67	1.028
6.Extent to which the head-teacher encourages you to participate in community activities	3.40	1.303

Table 4.4: indicates that teachers obtained high mean scores on the extent to which they held general staff meetings per year and ability of head-teachers to solve conflicts and encourage teamwork in their workplaces. This implies that they were satisfied as far as these issues were concerned. On the other hand, they acquired low mean score on the extent to which the head-teachers encourage them to participate in community activities meaning that they were dissatisfied with these issues under the interpersonal relations factor.

The second factor considered was the extent to which teachers were satisfied with remuneration. For most people, it is undeniable that monetary compensation is a major rationale for working, no matter what other motivations or passions co-exist for the job. Table 4.5: shows the contribution of teachers' salary on the overall motivation.

**Table 4.5:** Teachers' satisfaction with remuneration factor

Remuneration related factors	Mean	SD
1. Timely payment of salary to the teachers	3.70	1.119
2.The timely submission of statutory deduction to the respective bodies (NHIF, NSSF, and Cooperative deductions etc)	3.20	1.215
3. The amount of salary you receive for your work	2.47	1.252
4. The extent to which the salary you earn meet your desired needs and aspirations.	2.10	1.062
5. The allowances (e.g. house, non-practicing, leave, travel etc) that you receive from your employer.	2.00	1.114
6.The medical cover offered to you by your employer	1.90	1.155
7. The amount of salary you earn as compared to other cadres of personnel with your level of education but employed in other sectors of the economy.	1.70	0.988
8. The amount of annual increment awarded to you by your employer.	1.57	0.817

As shown in the table, the teachers had high mean scores on timely payment of salary to them and the timely submission of statutory deductions to the respective bodies (NHIF, NSSF and Co-operative deductions etc). This means that there were satisfied with these issues. However, they attained low mean scores on the amount of annual increment awarded to them by their employers and the amount of salary they earn compared to other cadres of personnel with their level of education but employed in other sectors of the economy. This means that they were dissatisfied as far as these issues were concerned. Another factor that affected the teachers' motivation and job satisfaction was the working conditions. Attractiveness of the teaching profession and satisfaction in the workplace is closely associated with working conditions. Table 4.6 shows the contribution of working conditions on teachers' satisfaction.

**Table 4.6:** Teachers' satisfaction with working conditions

Working conditions	Mean	SD
1. The amount of teaching load allocated to you per week	3.67	0.884
2. The extent to which you are provided with working tools, teaching resources and equipment	3.53	1.074
3. The manner in which the school handles teachers' problems	3.27	1.172
4. The spelling out of your job description by the school	3.00	1.259
5. The availability of safety gadgets for your work	2.70	1.291
6. The pension scheme arranged by TSC for employees	2.67	.994
7. The quality and quantity of special services such as free lunch and tea provided for the teachers in your workplace	2.57	1.331
8. The effectiveness and manner in which TSC handles teachers' grievances	2.37	1.245
9. The quality and availability of houses provided to you by the employer	2.20	1.031

Table 4.6: indicates that under the teachers working conditions motivation factor, the teachers attained high mean scores on the amount of teaching load allocated to them per week and the extent to which they were provided with working tools, teaching resources and equipment. This implies that they were satisfied as far as these issues were concerned. On the other hand, the teachers obtained low mean scores on the extent to which they were provided with working tools, teaching resources and equipment and effectiveness and manner in which TSC handles their grievances, meaning that they were dissatisfied with these issues. Promotion and growth of employees was considered to be a factor that also affected the satisfaction of teachers table 4.7 shows the contribution of promotion and growth of employees on overall motivation of teachers.

**Table 4.7:** Promotion and growth of employees on teachers' satisfaction

Promotion and growth of employees	Mean	SD
1. The encouragement and stimulation teachers receive from head-teachers to think and work independently to accomplish various tasks and assignments	3.57	1.135
2. The encouragement you receive from the head-teachers to seek and pursue further studies and training	3.30	1.291
3. The encouragement and assistance you receive from the employer to participate in in-service courses and seminars related to your job	2.70	1.368
4. The availability of scheme of service which details the progression of staff after serving for a given number of years	2.33	1.061
5. The current method and procedures employed by TSC to promote teachers	2.13	1.167
6. The availability of promotion for teachers at your level	2.07	1.081

Table 4.7: Indicates that teachers attained higher scores on the encouragement and stimulation they receive from head-teachers to think and work independently to accomplish various tasks and assignments and also the encouragement they receive to seek and pursue further studies and training. This implies that they were satisfied and motivated as far as these issues were concerned. On the other hand, they had low mean scores on the current method and procedures employed by TSC to promote teachers and availability of promotion positions for teachers at their level meaning that they were dissatisfied with the issues. The other factor that affected teachers' motivation and job satisfaction was advancement. Table 4.8 shows the contribution of teachers on advancement motivation factor.

**Table 4.8:** Advancement factor on teachers' satisfaction

Advancement	Mean	SD
1. Extent to which teachers in your school are recommended for further studies, education and training	3.20	1.243
2. The willingness of the head-teachers to assist you to acquire a study leave	2.90	1.296
3. The information availed to you by the head teacher on available training opportunities	2.43	1.331
4. The extent to which the employer grants paid leave or time-off to teachers.	2.33	1.184
5. Number of scholarships available to enable teachers to pursue further education.	1.77	1.898

Table 4.8: indicates that under the advancement motivation factor, the extent to which teachers in schools are recommended for further studies education and training and the willingness of the head teachers to assist them to

acquire a study leave motivated and satisfied the teachers as indicated by the high mean scores. However, they attained low mean scores on the number of scholarships available to enable teachers to pursue further education meaning that they were dissatisfied. Responsibility assigned was another factor considered to affect the teachers' motivation and job satisfaction. Table 4.9 shows the contribution of teachers on responsibility factor.

**Table 4.9:** Contributions of teachers on Responsibility

Responsibility	Mean	SD
1. The level of accountability to students on your service delivery	3.73	944
2.The level of challenge you attach to your job	3.50	1.137
3. Extent to which you are held accountable for your job-related decisions	3.50	1.137
4. The adequacy of authority given to carry out the job specified in your job description	3.27	1.258

Under the responsibility factor, teachers obtained high mean scores in the level accountability to students on their job description. This means that they were more satisfied with accountability level than the adequacy of authority given. Work itself also was a factor considered to affect the teacher's job satisfaction. Table 4.10 shows the contribution of work itself to overall motivation of the teachers.

**Table 4.10:** Teachers' satisfaction with work itself

Work itself	Mean	SD
1. The contentment you experience when your students perform well	3.70	1.291
2. The contribution you make to community through teaching	3.60	1.133
3.The personal satisfaction that you derive from your teaching job	3.33	1.322
4.The prestige and status attached to your job/profession by the society	2.73	1.202
5.The extent to which your work meets your personal needs	2.63	1.098

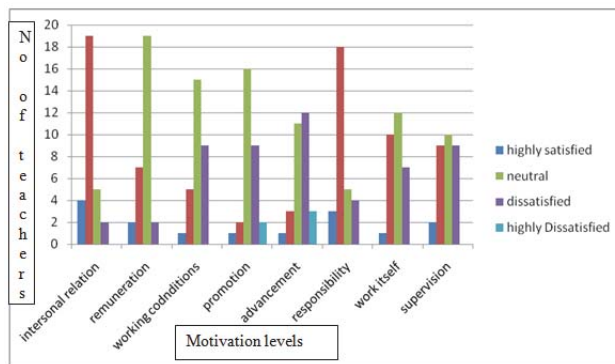
Table 4.10 shows that teachers obtained high mean scores on the contentment they experience when their students perform well and the contribution they make to community through teaching issues. This means that they were satisfied as far as these issues were concerned. On the other hand, they had low mean scores on the extent to which their work met their personal needs and the prestige and status attached to their job/profession by the society. This implies that they were dissatisfied as far as these issues are concerned. The other factor that was considered was the extent to which the administration and supervision affected teachers' satisfaction and motivation. Table 4.11 indicates the contribution of teachers on administration and supervision factor.

**Table 4.11:** Teachers' satisfaction with administration and supervision

Administration and supervision	Mean	SD
1. The supervisory procedures employed by your head teacher to evaluate your work	3.33	1.241
2.The willingness of your supervisor to assist individual teachers in their personal problems	3.27	1.258
3.The job performance appraisal practices employed by the school	3.20	1.270
4.The extent to which your supervisor allows you to make independent decisions related to your work	3.20	1.232
5.The procedure used by the supervisor in the delegation of special responsibilities	2.93	1.230
6.The type of feedback you receive from your supervisor on your performance	2.93	1.230
7.The extent to which you are involved in policy formulation in the school	2.63	1.377

Table 4.11 shows that under administration and supervision, teachers obtained low means scores on the extent to which they are involved in policy formulation in the schools and also the type of feedback they receive from their supervisor on their performance issues meaning that they were dissatisfied as far as these issues were concerned. However, they attained high scores on the supervisory procedures employed by their head-teacher to evaluate their work and willingness of their supervisor to assist individual teachers in their personal problems. This means they were satisfied with these issues.

Figure 4.4 Summarizes the scores obtained by the teachers on the job satisfaction scale



**Figure 4.4:** Teachers satisfaction with motivation factors

Figure 4.4 shows that majority of the teachers were satisfied with the following factors:-

- Interpersonal relations (76.7%) this has been characterized by Herzberg (1959) as belonging to hygiene factors, which refer to those things when absent, increase dissatisfaction with the job and when present help in preventing dissatisfaction. Findings of this study suggest that secondary school administrators in Kiharu district had promoted good interpersonal relations among teachers, which prevented job dissatisfaction among most of the teachers.
- Responsibility (70%)-this findings implies that school administrators had provided adequate levels of responsibility to teachers, and that teachers felt that the work they do is challenging enough. This is in line with Sylvia & Hutchinson's (1985) observation that teacher motivation is based on the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements.
- Work itself (36.7%), researchers have recommended that there is need to help individual employees believe that the work they were doing was important and that the tasks were meaningful (Ondara, 2004). The fact that teachers were satisfied with work itself factors imply that other factors outside the teaching job contribute to teacher's job dissatisfaction.
- Administration and supervision (36.7%), Dessler (2003) advised that organisations should allow employees to have some input on decision making that will affect them; establish more goals and objectives but let the employees determine how they will achieve those goals and objectives; and involves employees in the strategy formulation on how to achieve the organization objectives. This trend may result to best ideas that the school may use for innovation.

On the other hand, majority of the teachers were dissatisfied with the following factors:-

- Remuneration (70%), this is in line with Spector's (1997) assertion that employees are more motivated when they feel they were rewarded fairly for the work they did. Hertzberg (1959) also observed that they remuneration is significant as a hygiene factor and unless that same is satisfied, motivators are of little use.
- Advancement (50%) characterized Hertzberg (195) as a motivation factor, which refers to a factor which when absent prevent both satisfaction and motivation and when present lead to satisfaction and motivation. That most of the teachers were dissatisfied implies that the teaching profession did not provide adequate opportunities for career advancement of teachers.
- Promotion and growth (36.7%). This finding supports Wong's (1989) results that indicated that teachers were quite dissatisfied with promotion opportunities. In recognition of the role played by promotion and career growth on job satisfaction of teachers, Okumbe (1998) recommended that there should be a clear scheme of service and promotion procedures and measures should be taken to achieve greater commitment to teaching through changes in the teaching environment.
- Working conditions (30%), in a related study, Ondara (2004) found out that most teachers in Kenya work in deplorable working conditions, and this has created a lot of despair amongst teachers. George and Jones (1999) note that a working environment that is comfortable and relatively low in physical psychological stress facilities attainment of work goals, and will tend to produce high levels of satisfaction among employees. In contrast, stressful working environment results to low level of satisfaction.

## 9. Comparison of Teachers' Satisfaction with the Motivation Factors

This third objective of this study sought to determine the extent to which each of the eight motivation/hygiene factors of job satisfaction contribute to overall teacher motivation and satisfaction among teachers when classified when classified according to gender, age, marital status, level of education, teaching experience and the type of school. Motivation mean scores across each of the background variables were computed. Table 4.12 shows how the mean scores obtained on the overall job satisfaction scale differed across the background variables (gender, age, marital status, level of education, teaching experience and type of school).

**Table 4.12:** Job satisfied across background variables

<b>Gender</b>	<b>No of teachers</b>	<b>Mean score</b>	<b>Std Dev</b>
Male	17	135.71	20.919
Female	13	163.38	30.270
<b>Total</b>	<b>30</b>	<b>147.70</b>	<b>28.551</b>
<b>Age in years</b>	<b>No. of teachers</b>	<b>Mean score</b>	<b>Std Dev</b>
20-29	4	173.75	45.073
23-39	15	135.93	24.156
40-49	10	149.40	12.930
50 and above	1	203.00	0.0
<b>Total</b>	<b>30</b>	<b>147.70</b>	<b>28.551</b>
<b>Academic qualification</b>	<b>No. of teachers</b>	<b>Mean score</b>	<b>Std Dev</b>
Masters in Education	5	180.00	38.743
Bachelor in Education	18	146.67	18.598
Diploma in Education	7	127.29	24.507
<b>Total</b>	<b>30</b>	<b>147.70</b>	<b>28.551</b>
<b>Working experience</b>	<b>No. of teachers</b>	<b>Mean score</b>	<b>Std Dev</b>
Less than 5 years	5	143.080	50.147
5-10 years	14	141.29	25.171
Over 10 years	11	157.64	18.991
<b>Total</b>	<b>30</b>	<b>147.70</b>	<b>28.551</b>
<b>Marital status</b>	<b>No. of teachers</b>	<b>Mean score</b>	<b>Std Dev</b>
Single	5	123.40	12.178
Married	22	152.59	30.456
Widowed	2	152.50	4.950
Divorced	1	152.00	0.0
<b>Total</b>	<b>30</b>	<b>147.70</b>	<b>28.551</b>
<b>Type of school</b>	<b>No. of school</b>	<b>Mean score</b>	<b>Std Dev</b>
Boys boarding	4	137.75	13.376
Girls boarding	18	140.83	31.028
Mixed day	6	168.67	18.587
Mixed day and boarding	2	166.50	20.506
<b>Total</b>	<b>30</b>	<b>147.70</b>	<b>28.551</b>

Table 4.12 shows that female teachers obtained higher mean scores (163.38) compared to male teachers (135.71), suggesting that female teachers expressed high levels of job satisfaction than their male counterparts. The table also shows that teachers aged between 20 and 29 years and those aged 50 years and above obtained higher scores as compared to teachers aged between 30 and 49 years. This shows that the younger and elderly teachers could be more satisfied than the middle aged teachers.

As shown in the table, teachers with masters in education obtained high mean scores compared to those with bachelor and diploma in education showing that they could be more satisfied with their jobs. The table also shows that teachers with more work experience seemed to be more satisfied with their jobs compared to those who had worked for fewer years.

The table further indicated that married teachers and those who were once married (widowed or divorced) obtained high mean scores compared to those who were single. This shows that teachers who were single were less satisfied with their job. The table also shows that teachers from day schools (mixed day and mixed day/boarding) seemed to be more

satisfied than those from boarding schools (girls' boarding and boys' boarding).

To determine whether the background variables (gender, age, marital status, level of education, teaching experience and type of school) had a significant effect on job satisfaction of teachers, Analysis of Variance (ANOVA) test was computed at the level of 0.05 level of significance. The ANOVA test results are shown in Table 4.13.

**Table 4.13:** ANOVA Statistics for Job Satisfaction across background Variables

<b>Gender</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean score</b>	<b>F</b>	<b>Sig</b>
Between groups	5643.694	1	5643.694	8.781	0.006*
Within groups	17996.606	28	642.736		
<b>Total</b>	<b>23640.300</b>	<b>29</b>			
<b>Age</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean score</b>	<b>F</b>	<b>Sig</b>
Between groups	7878.217	3	2626.072	4.332	.013*
<b>Within groups</b>	<b>15762.083</b>	<b>26</b>	<b>606.234</b>		
<b>Total</b>		<b>29</b>			
<b>Academic qualifications</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean score</b>	<b>F</b>	<b>Sig</b>
Between groups	8152.871	2	4076.436	7.107	.003*
Within groups	15487.429	27	573.608	Total	2364.300
<b>Total</b>	<b>23640.300</b>	<b>29</b>			
<b>Working experience</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean score</b>	<b>F</b>	<b>Sig</b>
Between groups	1739.097	2	869.049	1.071	.357
Within groups	21902.203	27	811.193		
<b>Total</b>	<b>23640.300</b>	<b>29</b>			
<b>Marital status</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean score</b>	<b>F</b>	<b>Sig</b>
Between groups	3543.282	3	1181.094	1.528	.231
Within groups	20097.018	26	772.962		
<b>Total</b>		<b>29</b>			
<b>Type of school</b>	<b>Sum of squares</b>	<b>Df</b>	<b>Mean score</b>	<b>F</b>	<b>Sig</b>
Between groups	4589.217	3	1529.739	2.088	.126
Within groups	19051.083	26	732.734		
<b>Total</b>	<b>23640.300</b>	<b>29</b>			

\*Significant at  $p < 0.05$

Table 4.13 shows that there were significant differences at  $p < 0.05$  level, in the mean scores obtained on the job satisfaction scale across gender, age and academic qualifications. This therefore means that gender, age and academic qualifications had an effect on job satisfaction.

Based on the descriptive results earlier reported in Table 4.12 it emerges that female teachers had significantly higher levels of job satisfaction than male counterparts. This is in line with previous studies (for example, Clark, 1997; Sloane and Willims, 2000; Long, 2005) which have shown that females possess higher levels of job satisfaction compared to males. This is a puzzling outcome when one considers the existence of gender wage differentials in favour of males; as well as occupational segregation by gender, with women occupying jobs with 'lower' prestige. There exist a number of theories as to why females possess higher levels of job satisfaction. These include the role of experience, a possible difference in work 'values' and female selection into employment.

Results in Table 4.12 further reveal that teachers aged between 20 and 29 years and those aged 50 years and above, had higher levels of job satisfaction as compared to teachers aged between 30 and 49 years. This is concordance with findings by Herzberg (1957) on the relationship between job satisfaction and age show that job satisfaction starts high, declines and then starts to improve again with increasing age in a U-shaped curve. These results were sustained in a study by Kacmar and ferric (1989), whose study resulted in a U-shaped curvilinear association between age and job motivation for the factors. Herzberg (1957) suggested that job satisfaction increased with age because the individual comes to adjust to his/her work and life situation. Job satisfaction might tend to increase with age. There might also be a positive relationship between age and job opportunities since the upper levels of administration are usually not open to young men and women.

The results in Table 4.12 also indicate that teachers with masters in education obtained higher mean scores compared to those with bachelor and diploma in education. This is in line with previous studies by Quinn (2004) who found out that the relationship between education and motivation is distinctly non-linear. This means that the higher one's

educational level, the greater are ones chances of securing a desired and presumably motivating job. On the other hand, Gordon and Johnson (1982) indicated that satisfaction with work itself did not vary in it relationship to the amount of formal education. Instead, the data collected revealed that the more highly educated members of the workforce were less satisfied with the prevalent way the organisation was being managed than were the less educated. A study by Horenstein (1993) that examined the motivation of academic librarians as it related to faculty status indicated that librarians with academic rank were more motivated than non-faculty groups.

On the other hand, Table 4.13 also shows that there were no significant differences at  $p < 0.05$  level, in the teachers' working experience, marital status and their type of schools showing that they had no influence on their job satisfaction. This is an implication that whether teachers had worked for many years, had been married or not, they may or may not be satisfied with their jobs. Based on the results in table 4.12 it was found that teachers with more work experience seemed to be more satisfied with their jobs compared to those who had worked for fewer years. This finding agrees with a research conducted by ward (1997) among elementary head-teachers in Virginia indicated that head-teachers who had six years or more of service had a stronger feeling regarding interpersonal relationship with teachers than did head teachers who had five or fewer years of experience. Cytrynbaum and Critte's (2008) model of job satisfaction and life stages, found satisfaction to be as early barriers were encountered; then satisfaction recovers strongly as confidence and success builds. The authors concluded that in the final stages, satisfaction tapers off after ones career becomes established.

The results in table 4.12 also show that married teachers and those who were once married (widowed or divorced) obtained higher mean scores compared to those who were singles. Previous findings in the literature on job satisfaction and marital status have been mixed. Clark (1996) reported that married employees were more satisfied while Alao (1997) established no significant differences in job satisfaction across marital status among library employees in Nigeria. In support of this, the results of this study indicate that married teachers were more satisfied with their jobs compared to the single individuals. Table 4.12 further reveals that teachers from day schools (mixed day and mixed day/boarding schools) seemed to be more satisfied than those from boarding schools (girls and boys boarding schools).

## 10. General Feelings of Principals on the Importance of Eight Factors in the Study towards Motivation and Job Satisfaction

The fourth objective was to establish the general feelings of principals on the importance of the factors in the study towards motivation and job satisfaction

Table 4.14 shows the principals rating on the levels of job satisfaction among teachers.

Rate of job satisfaction levels	No. of principals	%
Very satisfied	2	13.3
Satisfied	10	66.7
Dissatisfied	3	20
<b>Total</b>	<b>15</b>	<b>100.0</b>

Table 4.14 shows that 10 (66.7%) of the principals rated the level of job satisfaction to be satisfied among teachers in their schools, 3 (20%) reported that the teachers were dissatisfied while 2 (13.3%) reported that teachers in their schools were very satisfied with their jobs.

Upon being asked the factors that combined most positively to job satisfaction of teachers, the principals gave their responses as\_ Friendly relationship with administration (60%), involvement in school decision making and policy formulation (46%), improved pay by TSC (26.7), reduced workload after employment of BOG teachers (20%) and good performance of students (6.7%).

The principals were further asked to suggest factors that led to decline in job satisfaction of teachers in their schools. The following are reasons which contributed negatively to motivation of teachers:-

- Inadequate remuneration received (66.7%)
- Too much workload (53.3%)
- Poor academic performance (40%)
- Lack of promotion opportunities (33.3%)

The other goal of the study was to make recommendations on how to improve work motivation and job satisfaction of teachers. In order to address this objective, teachers were asked to suggest ways through which TSC and the school could improve their motivation and job satisfaction. Table 4:15 Shows the teachers recommendations to the TSC.



**Table 4.15:** Teachers' suggestions on how the TSC could improve their job satisfaction

Recommendation	No of teachers	%
Increase remuneration of teachers	21	70.0
Employment of more teachers to ease workload	14	46.7
Giving teachers study leaves	12	40.0
Promotion based on performance	10	33.3
Immediate solutions to their grievances	8	33.3

Table 4.15 shows the recommendations by the teachers which they felt the TSC should do to improve their job satisfaction. 21 (70%) of the teachers suggested that their remunerations should be increased, 14 (46.7%) reported that the TSC should employ more teachers to ease workload, 12 (40%) suggested that they should be given-paid study leave to advance their careers, 10 (33.3%) reported that promotion should be based on performance and 8 (26.7%) reported that the TSC should give immediate solutions to their grievances.

The teachers further gave the following recommendations on the schools could improve their motivation and job satisfaction:-

- Giving allowances e.g. transport and houses (63.3%)
- Involve teachers in policy formulation and decision making (50%)
- Principals to carryout appropriate appraisal and reward quality grades attained in national examinations (43.3%)
- Employment of BOG teachers to minimize workload (40%)
- Provision of necessary equipment (33.3%)
- Promote teamwork among the staff members (26.7%)
- Immediate solutions to problems (23.3%)
- Holding of frequent meetings and regular motivation of teachers (20%)

The school principals were also asked to propose what should be done by the government, the school administration and the community to improve the teachers' job satisfaction. The principals responded that the government should increase their salaries, employ more teachers to ease the workload and improve the working conditions. The principals suggested that the school administrators should involve the teachers in policy formulation and in decision making, employ BOG teachers and offer allowances to staff e.g. housing, transport. The principals also reported that the community should support the schools and instill discipline in students.

## 11. Conclusion

Based on the findings of the study as summarized above, it can be concluded that teachers were dissatisfied with their jobs, especially with the interpersonal relation factors. The study established that teachers were also dissatisfied with their jobs because they did not have enough teaching equipment and resources. The study found out that teachers were motivated by head-teachers to think and work independently and also to seek further studies, which led to job satisfaction. The teachers however could not obtain enough scholarships top aid them in pursuing further studies. The findings of the study revealed that gender, age and academic qualification had an effect on job satisfaction.

## References

- Abagi, O. & Odipo, G. (1997). Efficiency of Primary Education in Kenya. Situational Analysis Implications. IPAR discussion paper No. 00497/95. Nairobi: Regal Press.
- Alagbari, A., (2002). Job satisfaction among a sample of general education head teachers in Eastern region of Saudi Arabia. *Journal of Gulf and Arabic island studies*, 29, 169 – 197.
- Alao, A.I (1997). Job satisfaction Among University Library Cataloguers in Nigeria, *World Libraries*, Vol. 7, no. 2, <http://www.worlib.org/vo107no2/alao v07n2.shtml>.
- Barrett, A. (2005). Teacher accountability in context: Tanzanian primary school teachers' Perceptions of local community and educational administration, *Compare*, 55: 43-61.
- Brewer, D (1996). Career paths and quit decisions: Evidence from teaching. *Journal of Labour Economics*, 14(2), 313-339.
- Buchmann, C., & Hannum, E. (2001). Education and Stratification in Developing Counties: A Review of Theories and Research. *Annual Review of Sociology*, 27, 77 – 102.
- Chung, C. M. (1984). Job satisfaction, job change, and congruency. *Education Journal*, 12, 72 – 75

- Clark, A. (1997), Job Satisfaction and gender: "Why are women so happy in work? Labour Economics, 4, 341 – 372.
- Clark, A.E. (1996), Job Satisfaction in Britain', British Journal of Industrial Relations, Labour Labour Economics, 4, 341 - 372
- Cytrynbaum, S. (2008). The utility of adult development theory in understanding career adjustment Process, in M. B. Arthur, D. T. Hope, & B. S. Lawrence. *Handbook of career Theory*. Cambridge: Cambridge University Press. 66-88.
- Dessler, G. (2003) *Human Resource Management* (Ninth ed), New Delhi: Pearson Education (Singapore) private Limited.
- Dinham, S. & Scott, C. (2004). *Teacher satisfaction, motivation, and health: phase one of the Teacher 2000 Project*. Paper presented at Annual Meeting of the American Research Association, New York.
- Eagly, A. H.(2007). *Sex differences in social behavior: Asocial-role interpretation*. Hillsdale. NJ: Erlbaum.
- Fansher, T. A. & Buxton, T. H. (2004) *A job satisfaction profile of the female secondary school Principal in the United States*. NASSP Bulletin.
- Forsyth, C. J., & Copes, J. H. (1994). Determinants of Job Satisfaction Among Police Officers, *International Review of Modern Sociology*, vol. 24, no. 1, pp. 109-116.
- George, J.M. and Jones, G.R. 1999. Organizational Behaviour. 2<sup>nd</sup> ed. USA: Addison-Wesley Publishing Company Inc.
- Gordon, M. E. & Johnson, W.A (1982) Seniority: A review of its legal and scientific standing. *Personnel Psychology*. 35, 255-280.
- Gorrell, J. and Dharmadasa, K.H. (1982) Seniority: A review of its legal and scientific standing. *Compare*, 19:115-125.
- Greenwood, G.E., and R. S. Soars. (2003). Teacher morale and behavior, *Journal of Educational Psychology*. 64: 105-8.
- Gruenberg, E. (2009). *Understanding job satisfaction*. New York: John Wiley and Sons.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39(2), 326 – 354.
- Herzberg, F. (1957). *The Motivation to Work*, New York: John Wiley & Sons Inc.
- Horenstein, B. (1993). Job satisfaction of academic librarians: an examination of the Relationship Between satisfaction, faculty status, and participation [survey of 638 academic librarians]. *College & Research Libraries* v. 54 9 (May) p. 255-69.
- Ingersoll, R. M. (2003). *Teacher turnover, teacher shortages, and the organization of schools*. Seattle, WA: Centre for the Study of Teaching and Policy.
- Jessop, T. and Penny, A. (1998). A study of teacher voice and vision in the narrative of rural South African and Gambian Primary school teachers, *International Journal of Education Development*, 18: 393-403.
- Jordon, D. (2006). A Correlational Analysis of School Leadership and Organizational Climate with Students' Classroom Achievement, Beaumont, TX: Lamar University Press.
- Kacmar, M. K & Ferris G.R (1989). Theoretical and methodological considerations in the age-job satisfactions relationship. *Journal of Applied Psychology*, 74(2), 201 – 207.
- Long, A. (2005). Happily ever after? A study of job satisfaction in Australia, *The Economic Record*, 81, 303-321.
- Luthans, F. (2005). *Organizational Behaviour*, New York: McGraw Hill,
- Manclure, R. (2007). *Overlooked and Undervalued – A Synthesis of ERNWACA Reviews on The State of Education Research in West and Central Africa*, Report for the SARA Project of USAID, Washington, D.C.
- Michaelowa, K. (2002). *Teacher Job Satisfaction, Student Achievement, and the Cost of Primary Education in Francophone sub-sahara Africa*, HWWA Discussion Paper, Hamburg Institute of International Economics.
- Muchira, M.F. (1998). Leadership Defectiveness in Primary Teachers Colleges in Kenya: A Study On Leadership Style, Job Satisfaction and Student Achievement. Dalhousie University, Halifax Nova Scotia.
- Mugo, J.W. (2009). Factors influencing employee turnover in the education sector: a case of Secondary School teachers in Kirinyaga District, Unpublished MBA Thesis, Kenyatta University.
- Mumo, D. K (200). Job satisfaction of Tutors in Technical Training Instruments in Nairobi Province. Unpublished Med Thesis, Nairobi: Kenyatta University.
- Murname, R.J., & Olsen, R.J. (1990). The effects of salaries and opportunity costs on length of Stay in teaching: Evidence from Michigan. *Review of Economics and Statistics*, 71 (2), 347-352.
- Mutie E. K. (1993). Facet and Overall Satisfaction of Secondary School Administrators and Teachers in Kitui District, Kenya. Med Thesis, University of Saskatchewan.
- Ndegwa, D.N. (1997). *Public Service Structure and Remuneration Commission. Report of The Commission of Inquiry, Nairobi: Government Printer*.
- Odhiambo, G.O (2005). Teacher Appraisal: the Experiences of Kenya Secondary School Teachers; *Journal of Educational Administration*, 43 (4), 402 – 416.
- Okumbe, J.K. (1998). *Educational Management Theory and Practice*. Nairobi: University Press.
- Ololube, N.P. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment Educational Management Administration & Leadership, Vol. 36, No. 2, pp. 355-369.
- Ondara. O. K. (2004). An investigation into job satisfaction among secondary school teachers: A case Study of Borabu Division in Nyamira District, Kenya. Unpublished Med Thesis, Nairobi: Kenyatta University.
- Osei, G. M. (2006). Teachers in Ghana: Issues of training, remuneration and effectiveness", *International Journal of Educational Development*, 26, 38-51.
- Oyaro, K. (2008). *Education-Kenya: Students Pour In, Teachers Drain Away*; Inter Press Service News Agency, <http://ipsnews.net/Africa/nota.asp?idnews=42667>.
- Peck, R. F., Fox, R. B., and Morston, P. T. (2007). Teacher Effects on Students' Achievement and Self-Esteem, Washington, DC: National Institute of Education.

- Priti, J. (1999). On-the -job training: a key to human resource development.
- Quinn, R. P., Graham, L. S., & M. R. McCullough (2004). *Job satisfaction: Is there a trend?* Washington, D. C.: U. S. Department of Labor.
- Rothman, E. P. (2001). *Troubled Teachers*. New York: D. McKay.
- Sloane, P. and Williams, H. (2001). *Troubled Teachers*. New York: D McKay.
- Smith, P. Kendall, L. M., & Hulin, C. L. (2003). *The measurement of satisfaction in work And retirement*. Skokie, IL: Rand McNally.
- Spector, P. E. (1997). *Job satisfaction. Application, assessment, causes and consequences*. Thousand Oaks, C.A: Sage Publications Inc.
- Stevens, R., and White, W. (1987). *Impact of teacher's morale on the classroom. Perceptual and Motor Skills*, 65: 78-90.
- Sylvia, R. D., and Hutchinson T (1985). What makes Ms. Johnson teach? A study of teacher motivation, *Human Relations*, 38: 842-56.
- Tack, M. W., & Patitu, C.L (200). Faculty and job satisfaction: Women and minorities in peril. (Report four.) ASHE-ERIC Higher Education Reports. School of Education and Human Development, George Washington University, Washington D.C.
- Tsang, M.C (1996). Financial Reform of Basic Education in China. *Economics of Education Review*, 15(4), 423-444.
- UNESCO (2003). *Teacher Management: A selected Bibliography*; Paris: UNESCO.
- Ward, B. (1997). Networking for Educational Improvement, in Goodlad, J.I. (Ed.), *The Ecology of School Renewal*, Chicago, IL: Chicago University Press, pp. 192-209.
- Wong, K.C., & Li, K. K. (19195). Teacher turnover and turnover intentions in Hong Kongn Aided Secondary schools. *Educational Research Journal*, 10, 36-46.
- Wong, T.H. (1989). The impact of job satisfaction on intention to change jobs among secondary school teachers in Hong Kong. *Education Journal*, 17, 176-184.
- World Bank (2001). *World Development Indicators*, CD-ROM, Washington DC: World Bank.
- World Bank (2002). *Constructing Knowledge Societies: L New Challenges for Tertiary Education*. Washington DC: The World Bank.
- Wright, B.E and Davis, B.S.. (2003). *Job satisfaction in the public sector – the role of the Work environment. American Review of Public Administration*, vol. 33 (1), pp. 70-90.