

Job Satisfaction and Teacher Effectiveness in Selected Secondary Schools in Trans Mara West District, Kenya

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Abstract

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world. This study is therefore undertaken to find the level of job satisfaction and teacher effectiveness in Transmara West District, Kenya. This research adopted a Cross-sectional design with stratified random sampling technique to select the target schools. Out of the 16 registered public secondary schools, 130 respondents were selected from a population of 182 teachers. Data was collected by the use of questionnaires and analyzed using both descriptive and inferential statistics. The study revealed that majority of secondary school teachers in Transmara west district were male (62.5%) and that most had professional qualifications of either a Degree or Diploma in Education. The study further revealed that the level of job satisfaction among the respondents was very low. On teacher effectiveness, results have shown that the degree of teacher effectiveness is good. This is because majority of the respondents said they effectively did their duties. A notable policy implication of these findings is that there is need to tackle gender parity, implement policies, improve teachers' salaries and other fringe benefits in line with the economic trends and inflations and encourage school principals to increase Morale of teachers by recognizing them and showing appreciation whenever they excel. Finally, teachers' motivation could be enhanced if they are given some considerable autonomy and trust by their super ordinates.

CHAPTER ONE THE PROBLEM AND ITS SCOPE

Background of the Study

Teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For optimum results to be got from teachers, their satisfaction is of utmost importance. However, assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one need leads to the desire for another higher level need (Maslow, 1954). Therefore, teachers world over seem not to be satisfied, not even in developed countries (National Centre for Education Statistics, 1997). Thus, the case of teachers in Transmara District is not an exception.

Currently, most motivational theories have put emphasis on the employee rather than the job itself. A few scholars have sought to link job satisfaction of teachers to students' performance. Herzberg's Two-Factor Theory attempts to explain job satisfaction and dissatisfaction. The theory came up with two different sets of factors affecting job satisfaction: Hygiene and Motivators and stresses the importance of internal factors or motivators over the external ones (Hygiene) because they are more satisfying, lasting a life time.

Teachers' management in Kenya is a direct responsibility of the Ministry of Education. There are various semi-autonomous support bodies under the ministry. Among them is the Teachers' Service Commission (TSC), a corporate body established by an Act of Parliament in 1967 to register, employ, post, promote, transfer teachers and exercise powers conferred by the code of regulation. Currently, the teaching force is over 250,000 with over 40,000 in secondary schools (Ministry of Education, 2010).

In 1997, 1998, 2002 and 2008, strikes among Kenyan teachers led to paralyzing learning in most public schools. Although many of the teachers are in the teaching profession, all their energies are not directed to their jobs and pupils are not given the best. This leads to poor performance and perhaps that is why there has arisen a lot of extra pay to sustain their needs.

Transmara District is found in an educationally backward environment. The place is not served with a good school network. Besides, the inhabitants -the Maasai- are yet to fully embrace education as a means to material empowerment. There are 16 secondary schools. Since its inception, performance in KCSE in the district has been wanting. Very few students have been sent to the university. There is a high teacher turn over (D.E.O Transmara West, 2010). Most of those who remain in the teaching profession, for lack of an option, run private businesses which, certainly, eat into teaching time.

In a stakeholders' meeting held in September, 2010, concerns were raised on the seriousness of the teaching fraternity in the district. Resolutions were made to the effect that teachers stop engaging in private businesses such selling of cows in local markets during school days (D.C TRANSMARA WEST, 2010). During the Kenya Secondary Schools Head Teachers' Association Conference held in Mombasa in June, 2010, Prof.

Kiyiapi, P.S Ministry of Education told the meeting that teachers' commitment had reached an all low especially in his home District where it is claimed that teachers are operating at 40 percent (Ministry of Education, 2010) All those concerns, coupled with poor performance in national examinations, are a clear indication of a demotivated team of teachers with low job satisfaction.

Statement of the Problem

In ideal situation, all employees, teachers included, should enjoy performing their duties each day and retire to their homes with an eagerness of seeing the next day so as to go back to their jobs. This is because such workers have no reservations on their jobs hence they give their all. It is however observed that in Kenya, as is indeed with most developing countries, most teachers are not satisfied with their jobs. The situation is even worse in Transmara as the quality of education offered is seriously compromised by the demoralized and reduced workforce. If the situation is not arrested, the consequences will be grave which will adversely affect performance of teachers thus compromising the quality of education. It is for this reason that the study seeks to establish the level of job satisfaction and determine the degree of teacher effectiveness among secondary school teachers in Transmara West District, Kenya.

Purpose of the Study

The main purpose of the study was to establish the level of job satisfaction and determine how it influences effectiveness of secondary school teachers in Transmara West District, Kenya.

Research Objectives

The following were the objectives this study sought to achieve;

- i) To identify the profile of secondary school teachers in Transmara West District in terms of attributes, age, gender, educational attainment and number of years in the service ;
- ii) To establish the level of job satisfaction of secondary school teachers in Transmara West District , Kenya ;
- iii) To determine the degree of teaching effectiveness of secondary school teachers in Transmara West District, Kenya ;
- iv) To determine if there is a significant relationship between the level of job satisfaction and level of teachers' effectiveness among secondary school teachers in Transmara West District, Kenya.

Research Questions

The following is a set of questions this study aspired to answer:

- i) What is the profile of secondary school teachers in Transmara West District, Kenya in terms of attributes, age, gender and number of years in the service?
- ii) What is the level of job satisfaction among secondary school teachers in Transmara West District, Kenya?
- iii) What is the degree of teaching effectiveness among secondary school teachers in Transmara West district, Kenya?
- iv) Is there any significant relationship between job satisfaction and teachers' effectiveness among secondary school teachers in Transmara West District, Kenya.

Null Hypothesis

There is no significant relationship between job satisfaction and teachers' effectiveness among secondary school teachers in Transmara West District.

Scope

The geo-political location of the study is Transmara West District-Kenya. The district borders the world-famous Maasai Mara Game Reserve. It has four divisions namely; Kilgoris, Pirrar, Lolgorian and Enoosaen. There are 16 public secondary schools and 172 teachers in the district. . Due to limited finances and time, the area was thought to be convenient.

The research was conducted in January- February, 2011 when teachers were found in school for questionnaire administration given that most co-curricula activities and end-term examinations had not started. It was only limited to public secondary school teachers and only those who have taught for at least one year.

The subject matter content was limited to establishing the level of job satisfaction, identifying the factors that affect job satisfaction, comparing job satisfaction of secondary school teachers by gender, academic and professional qualification and determining whether job satisfaction influences teacher effectiveness among secondary school teachers in Transmara West District, Kenya.

The variables studied were those that had a clear relationship with the problem under study. The

variables included; School Policy and Administration, Salary, Job Security, Work Condition, Status or Position and Teacher Effectiveness.

Twelve secondary schools were used. They were categorized as; Boys', Girls', Mixed and Mixed Day/Boarding. Three schools were to be selected from each category with half of the respondents sampled expected to be from either gender. A total of 120 teachers were used in the study.

Significance of the Study

It is anticipated that the study will:

- i) Provide secondary school teachers and principals with information about job satisfaction and what factors are affecting it. This will be used to improve their relationships and management approaches.
- ii) Provide public secondary schools with insights on correct management styles that will improve their performance.
- iii) Provide useful information to the Ministry of Education on how to develop best education management practices and policies to enhance job satisfaction of teachers in public secondary schools.
- iv) Stimulate further research on appropriate practices that will enhance job satisfaction and effectiveness among employees thus improving productivity and develop commitment of public servants.

Operational Definitions of Key Terms

The following is the definitions of major terms as they are used in the study.

SATISFACTION: A state of contentment.

DISSATISFACTION: The fact or condition of having feelings or expressions of discontent

JOB: A piece of work especially one done for hire or profit.

EFFECTIVENESS: Degree to which objectives are achieved.

ATTRIBUTES: Refer to characteristics of the teachers which include; age, gender, qualification and number of years in the service.

HYGIENE FACTORS: They are also called maintenance factors. These factors do not motivate but must first be satisfied to bring the individual to a point of neutrality so that the motivators will take an effect.

CHAPTER TWO REVIEW OF RELATED LITERATURE

Introduction

This chapter deals with the available literature on the study topic. It reveals the contributions by other researchers. The chapter is arranged in the following order: Concepts, Opinions, Ideas from Authors/ Experts, Theoretical Perspectives and Related Studies.

Concepts, Ideas, Opinions From Authors/ Experts

After sifting through the available literature on the research topic, the researcher resolved to discuss the related literature under two themes; “**Job Satisfaction**” and “**Teacher Effectiveness**”. The researcher is expected to identify the factors of job satisfaction and parameters on teacher effectiveness available before exploring on specific factors unique to Transmara West District, Kenya.

Job Satisfaction

Locke (1976) defines job satisfaction as a pleasurable or the emotional state resulting from appraisal of one's job experience. Happock (1985) views job satisfaction as a combination of physical, physiological and verbal circumstances that cause a person to say ‘I am satisfied with my job’

In this study, Job Satisfaction will refer to good feelings about teaching as a job that boosts the morale of teachers and maintain their need to stay in the profession, their commitment to the job and their pride of being teachers. Job satisfaction is achieved through both extrinsic and intrinsic factors.

Extrinsic factors refer to factors external to the job done by a teacher. Herzberg (1959) refers to this set of factors as those which, if absent, cause dissatisfaction. They are concerned with job environment and are extrinsic to the job itself.

Intrinsic factors, on the other hand, are those which, if present, serve to motivate the individual to superior performance. These are related to job content or the work itself- intrinsic to the job. Herzberg calls them motivators or growth factors. The strength of these factors will affect feelings of satisfaction but will not cause dissatisfaction.

According to Happock (1985), a person could be satisfied with one aspect of his job and dissatisfied with another. Therefore, satisfaction can only be rationalized and that the degree of satisfaction varies from time to time and from person to person. It is indeed a condition of the mind.

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Teacher Effectiveness

Research has consistently shown that teachers have the greatest potential to influence children's education. The major research finding is that student achievement is related to teacher competence in teaching (Kemp and Hall, 1992). Evidence from teacher-Effectiveness studies indicate that student engagement in learning is to be valued above curriculum plans and materials.

Theoretical Perspectives

The main theory for this research is Herzberg's Two-Factor Theory. Herewith are some guiding theories used in this study:

Herzberg's two Factor Theory is one of the most accepted theories which attempt to explain job satisfaction and dissatisfaction. The Two Factor Theory was the result of research work done by Herzberg, Mausner and Syderman (1959). It tested the hypothesis that certain Job-related factors were satisfying while others were dissatisfying to workers in an organization. Responses to the interviews were generally consistent and revealed that there were two different sets of factors affecting job satisfaction (hygienic/maintenance and motivators/growth)

According to Herzberg (1959), there are two different sets of factors which affect motivation of job satisfaction. One set of factors are those which, if absent, cause dissatisfaction. These are concerned with job environment and are extrinsic to the job itself. Herzberg calls them hygiene or maintenance factors. The other set of factors are those which, if present, serve to motivate the individual to superior performance. These are related to job content or the work itself- intrinsic to the job. Herzberg calls them motivators or growth factors. The strength of these factors will affect feelings of satisfaction but will not cause dissatisfaction.

To motivate workers, proper attention must be given to the motivators or growth factors, which relate to what people are allowed to do at work. However, hygiene factors are important so as to prevent unfair treatment at work.

Adams' Equity Theory of motivation calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built-on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive.

Maslow (1943, 1970) in his Hierarchy of needs Theory supposed that human needs could be arranged in a hierarchy based on the priority with each emerged as a determinant of behaviour. The hierarchy ranges through five levels from the lowest level of physiological needs, through safety needs, love needs, esteem needs and self-actualization needs at the highest level. Maslow notes that once a need has been satisfied, it is no longer a motivator and the higher need becomes the motivator. However he does not say what one yearns for when the needs in the fifth level are satisfied.

Reinforcement theories, on the other hand, concentrate attention on the link between behaviour and consequences. Reinforcement is defined as any effect that causes behaviour to be repeated or inhibited which can be positive or negative (Naylor, 1999, p. 549). Skinner (1939, 1971) carried out several studies and came up with a conditioning model which proposes that if pleasant consequences follow a behaviour, the behaviour will tend to continue whereas, if unpleasant consequences follow a behaviour, the behaviour tends to stop (Luthans & Kreitner, 1985). This theory of motivation suggests that internal states of the mind such as needs are misleading, scientifically immeasurable, and in any case hypothetical. Therefore, reinforcement theory rests on two underlying assumptions: first, human behaviour is determined by the environment, and second, human behaviour is subject to observable laws and can be predicted and changed. Hence, the foundation of the reinforcement theory is the 'law of effect', which states that behaviour will be repeated or not depending on whether the consequences are positive or negative (Lewis *et al.*, 1995).

McGregor (1960), as reported in Olorube (2004) advanced theory X and Theory Y with the aim of providing a framework for the proper management of people to achieve organizational goals. Theory X managers believe that the average worker must be threatened, coerced and controlled to get him work well whereas Theory Y managers believe that minimum control makes employees to enjoy free atmosphere for

productivity. Ololube (2004) opines that managers act or react to their assumptions about those workers. If managers believe that a worker hates work and will avoid it or they believe that the worker works because he needs money to satisfy his immediate physiological needs, then they will attempt to motivate the worker with more pay and threaten him with loss of employment (security needs) if he does not put in a measure of his effort. McGregor himself believed in Theory Y than in Theory X. He recommended the ideas in administration and workers' job satisfaction. He based his motivation and satisfaction on Maslow (1954) and other theories. Going by the theories above, it is apt to suggest that there are many determinants of teachers' job satisfaction. They include, but not limited to: the degree of controlling, coordinating and directing by the school principals, remuneration, and attitudes.

This study will use a synergy of Maslow's and Herzberg's theories with an obvious bias towards Herzberg's theory. Both Maslow and Herzberg emphasize the importance of meeting all the needs of an employee in order to motivate them. The three lower needs in Maslow's hierarchy are equivalent to Hygiene factors whereas the two upper needs are equal to Motivators.

Related Studies

Related literature is discussed in the following order: School policy and administration, salary, job security, work condition, status/position and teacher effectiveness.

School Policy and Administration

A Principal's ability to create a positive school environment and a positive school culture can go a long way in motivating teachers. Principals who are a source of much reinforcement for teaching behaviour are key to improving the morale and self-esteem of teachers (Adams et.al, (1989). Supervisors who establish a supportive personal relationship with their subordinates and take a personal interest in them contribute to their employees' job satisfaction. Orina (2006) found out that work performance was strongly determined by the behaviour a leader utilized. According to him, high performance workers, who are satisfied with their job, resulted in the leader being more considerate towards the workers and less autocratic. Olembo (1997) and Cameron (1986) observed that most of the higher performing schools have a team of teachers who are motivated by a strong and efficient leadership of head teachers. Teya (2002) says that school head teachers with domineering characteristics hamper teacher participation in school activities thus puncture their job satisfaction. Eden (2003) observed further that people feel better under a consultative style of leadership. Elizabeth (2001) observed that for leaders to have the greatest impact on the 'led', they must motivate followers to action by appealing to shared values and by satisfying the higher order needs of the led, such as their aspirations and expectations. A report on job satisfaction among American teachers identifies more administration support and leadership, good student behaviour, positive atmosphere and teacher autonomy as working conditions associated with higher teacher job satisfaction (National Centre for Education Statistics, 1997). Hackman and Oldham (1975) suggested that Job satisfaction can be influenced by the quality of one's relationship with their supervisor

Job Security

Susan L.Swars *et al.* (2009) focused on teachers' perceptions of teacher retention and mobility at their job place. Although this study affirmed many of the findings in the extant literature, it also challenged others—namely, the links between teacher turnover and workplace conditions, student body characteristics, and student achievement. The researchers documented their modifications and made recommendations for conducting further research.

Benard (1983) found that organizations are always faced with the problem of finding positive incentives or reducing negative incentives for their staff. Further, Sifuna (1978) found few promotion prospects and general lack of upward mobility as job dissatisfaction among primary school teachers.

Salary

Pay or salary is an important factor in job satisfaction and dissatisfaction. Child (1984) notes that although it is rightly said that happiness cannot be bought with money, as a universal medium of exchange, money is obviously the key to a great many things that matter to people. Litt and Turk (1985) wrote that teachers cited reasons for leaving teaching as salary. ILO /UNESCO, (1974) as cited in Shymala (1990) discussed salary as an important issue in the teaching profession at a conference in Paris. It was agreed that salary should be improved for teachers and that salary scales be reviewed periodically to factor in rise in cost of living, general upward movement of wage or salary levels. Weiner (1980) showed that the more dissatisfied employees are with their pay, the more likely they are to be absent and to quit. A study by Maicibi (2003) suggests that payment can contribute to job satisfaction. For instance, profit related pay schemes could be a source of job satisfaction for employees especially if their pay goes high as profits improves.

Work Condition

It has been found that interaction with students was the most satisfying aspect for. Teachers almost universally treasure student responsiveness and enthusiasm as a vital factor in their own enthusiasm and conversely list low motivation in students as a discourager (Stenlund, 1995). Highly satisfied teachers have more positive relationships with students and are more likely to help them achieve higher academic outcomes (Dinham and Scott 2002).

Flesihman *et al.* (1995) and Barowe *et al.* (1972) as cited in Maxwell (1999) found that by and large, workers want their jobs to be challenging; they do not want to be doing mindless jobs day after day.

Status/Position

Locke, reported by Gatheru (1987), noted that job satisfaction results from the way the worker perceives his job. It must provide him with what they value in the work situation. Wescher *et al.* reported by Orina (2006) found that a group with a permissive leader who allowed them to participate in decision making had more favourable attitudes to their jobs, higher productivity and higher morale than employees with restrictive leader who made all decisions. Sergiovanni (1969) found that higher job attitudes were related to work itself and low job attitudes were related to conditions of work. Therefore, teacher quality is inextricably intertwined with teachers' perception on their work life.

Shymala (1990) noted that recognition in the teaching profession appears as a source of dissatisfaction because they are lacking among Kenyan teachers. Indeed, The way an employee feels about his/her organization will dictate whether they are contented thus directing their desire to maintain membership or not (Steers (1984)).

Since time immemorial, attention has been focused on how the teacher is perceived by the society. It is agreed that the status and public image of teachers was a common interest and concern in many societies. Job satisfaction varies and researchers, for example Peretomode (1991) and Whawo (1993), have suggested that the higher the prestige of the job, the greater the job satisfaction. Many workers, however, are satisfied in even the least prestigious jobs. That is, they simply like what they do. In any case, job satisfaction is as individual as one's feelings or state of mind. This was further asserted by Gatheru (1987) who came up with low status as a source of job dissatisfaction.

Teacher Effectiveness

Gregory J. Palardy and Russel W. Rumberger (2008) studied 'Teacher Effectiveness in First Grade: The importance of Background Qualifications, Attitudes, and Instructional Practices for Student Learning'. This study used Early Childhood Longitudinal Study data to investigate the importance of three general aspects of teacher effects—teacher background qualifications, attitudes, and instructional practices. These findings emphasized the importance of instructional practices and teacher attitudes.

Students achieve more when teachers employ systematic teaching procedures (Kemp & Hall, 1992). It has been found that effective teachers spend more time working with small groups throughout the day (Tailor *et al.*, 1999).

Greater academic progress occurs when lessons begin with review. Effective teachers use systematic feedback with students about their performance (Kemp and Hall, 1992).

Taylor *et al.* (1999) found out that teachers who have higher rates of rates of communication with parents are viewed as more effective. Besides, teachers who adjust the difficulty level of material to student ability have higher rates of achievement in their class. It has also been noted that effective teachers run more orderly classrooms. Achievement has been higher in classrooms where the climate is neither harsh nor overly lavish with praise (Kemp and Hall, 1992).

Further, effective teachers have more students in their classes on task and engaged in learning throughout the day (Taylor *et al.*, 1999). Classrooms in which engaged learning occurs have higher level of student cooperation, student success and task involvement (Kemp and Hall, 1992).

Teacher effectiveness clearly articulates rules and include children in discussions about rules and procedures. Effective teachers provide a variety of opportunities for students to apply and use knowledge and skills in different learning situations.

Effective teachers are able to pace the amount of information presented to the class, check student progress continually by asking questions of all students and relate new learning to prior learning (Kemp and Hall, 1992).

It clear from the literature reviewed that there is no substitute to a highly skilled teacher. In Kenya, secondary school teachers deal with sensitive groups of students in adolescence. It is at this level that a lot of moulding is required and because they spend most of their time with the teachers, teachers can either mould or destroy them. Frustrated and dissatisfaction teachers will not mould the students into upright citizens. It is for this view that this research will focus on secondary school teacher's job satisfaction and how it influences teacher effectiveness.

It can be noted, however, that most research done on this topic in Kenya were done among primary school teachers. There's very little research done on job satisfaction and dissatisfaction among secondary school teachers. Besides, no research was found by the researcher on the effect of job satisfaction and teacher effectiveness among secondary school teachers. Clearly, these are the missing links the study seeks to fill.

SCHEMA OF THE STUDY

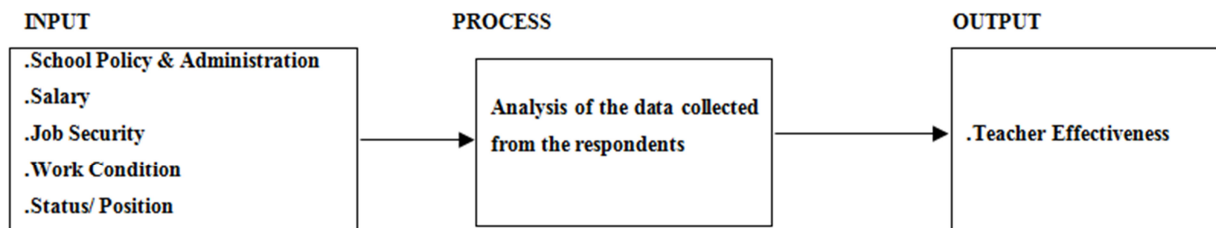


Figure 1: Schema of the Study

The schema of the study presents the input which are; School Policy & Administration, Salary, Job Security, Work Condition and Status/Position. The process involved the analysis of the data collected from the respondents and the output was geared towards identifying the factors which led to determination of the degree of teacher effectiveness.

**CHAPTER THREE
 METHODOLOGY**

Research Design

The study used a cross-sectional survey design. This design is flexible in respect to data collection. Since it is cross-sectional in nature, given that the research is conducted at a given time in the target schools, it saves time and money.

Research Population

The research used secondary school teachers in Transmara West District. The District has 16 secondary schools and a target population of approximately 172 teachers with an average of 11 teachers per school (D.E.O Transmara West, 2010). The schools are classified into four categories of: Girls, Boys, mixed and Mixed Day/Boarding schools.

Secondary School Teachers population and those sampled in Transmara West District, Kenya.

School	Male Teachers-127		Female Teachers -52	
	Male Teachers	Sample	Female Teachers	Sample
Poroko Mixed D/Bsec	10	6	4	4
Siria D/B sec	11	5	5	5
Sosio D/B sec	15	5	6	5
Kilgoris Girls sec	10	5	5	5
Enoosaen Girls sec	8	6	4	4
Pirrar Girls sec	7	5	5	5
Ngararo sec	7	5	5	5
Ongatta Barrikoi sec	10	9	1	1
Olmelil sec	8	8	2	2
Shartuka Boys Sec	9	7	3	3
Kilgoris Boys Sec	9	6	4	4
Enoosaen Boys. Sec	7	7	3	3
Romosho sec	3	NS	1	NS
Shangoe sec	3	NS	1	NS
Oldonyorok sec	6	NS	1	NS
Osongoroi sec	4	NS	2	NS
Total	127	75	52	45

KEY

NS- Not Sampled

Sample Size

Thus the research used 120 teachers as the sample. From a list of teachers obtained from Principals, five

female teachers and five male teachers were randomly selected, where possible, thus making ten teachers from each of the sampled schools. The criteria for selecting the respondents were: age, gender, educational attainment and length of teaching experience.

Sloven's formula was used for determining minimum number of respondents required for the given population size:

$$S = \frac{P}{1 + P (0.05)^2}$$

Where:

S= Sample size
 P= Population
 0.05= Level of significance

Thus:

$$S = \frac{172}{1 + 172 (0.05)^2} = 120 \text{ Respondents}$$

A minimum of 120 respondents were required for this study.

Although 130 questionnaires were taken to respondents, 123 were returned with three being invalid for having too many unfilled spaces. The returns were as follows: Kilgoris Girls Secondary 12 (with one spoilt), Enosaen Girls 10, Pirrar Girls 10 (one spoilt), Kilgoris Boys 12, Enosaen Boys 9, Shartuka Boys 9, Ongatta Barrikoi Mixed Secondary 9, Siria Mixed Secondary 12, Ngararo Mixed Secondary 8 (one spoilt), Sosio Mixed Day/Barding Secondary 11, Olmelil Mixed Day/Mixed Secondary 10 and Poroko Mixed Day Mixed Secondary, 10. This made a total of 120 valid questionnaires for analysis.

Sampling Procedure

Stratified random sampling method was used to select the three schools from each category to give a total of nine schools. Each school's name was written on a piece of paper which was then folded and put in a bucket. The papers were then shuffled and reshuffled and picked one at a time until the twelve schools were selected. The same was used to randomly select the required female and male teachers from each of the sampled schools with the help of the head teachers.

Research Instrument

The research used two questionnaires based on Herzberg's Job Satisfaction. The first instrument used is a modification of the questionnaire used by Dr. Manuel Sumil (DODT). Written permission was obtained from him before the questionnaire was used. The second questionnaire on effectiveness was downloaded from internet and modified appropriately with the help of my supervisor. Since the original questionnaire was designed for teachers in the Philippines, some changes were made in order to fit to the current Kenyan situation.

Validity and Reliability of the Instrument

The validity of instruments was ascertained by discussing the questionnaire with my supervisor. Thereafter, two people knowledgeable about the themes of the study were asked to judge each item in the questionnaire either as Relevant (R) or Irrelevant (IR). The content was then computed to get Content Validity Index (CVI).

1st Questionnaire:

$$CVI = \frac{(14+13)/2}{15} = 0.9$$

There were a total of 15 items. First expert said 14 questions were relevant while the second expert identified 13 questions as relevant. Then 14 and 13 were added, divided by two to get the average before dividing by the total number of items (15).

2nd Questionnaire:

$$CVI = \frac{(9+8)/2}{11} = 0.77$$

There were a total of 11 items. First expert said 9 questions were relevant while the second expert identified 8 questions as relevant. Then 9 was added to 8, the total was divided by two to get the average before

dividing by the total number of items (11).

Since the Content Validity Indices for both questionnaires were greater than 0.7 then it implies that both are Valid (Amin, 2005).

Reliability was established through a test-retest method using respondents who are not a part of the study but possess the same qualifications of the study respondents. The researcher conducted a pre-test at Osongoroi Secondary school. A re-test was conducted again after two weeks to the same respondents and the results compared. Scores of the first test was correlated with the second test using Pearson product moment correlation coefficient technique and showed that the research instrument was reliable.

Data Gathering Procedures

Data gathering followed the following order:

A: Before the administration of the Question:

- An introductory letter was secured from the supervisor and the school of Post Graduate Studies of Kampala International University. This was used to secure permission from the head teachers of the various schools visited.
- A research assistant was identified and trained on how to administer the questionnaires.
- Pre-visits to the schools were done to make formal appointment for data collection.

B: During the administration of the questionnaires

- On the appointed day, the researcher or his assistant physically carried the questionnaires to the sampled schools.
- Efforts were made to seek permission, cooperation and willingness of the targeted respondents to provide the required data by filling in the relevant instruments.
- With the help of the head teachers, the researcher sampled the teachers and administered the questionnaires to them.
- The teachers were given enough time to make their responses but within the timelines convenient to them and the researcher or his assistant.
- Deadline for collecting the questionnaires was announced to the respondents.

C: After the collection of data:

- Questionnaires were sorted out to identify and isolate those not properly filled in.
- Data was summarized into the various categories as per research questions.
- Analysis and interpretation followed.

Data Analysis

Collected data from this research was organized in quantitative and qualitative data. Microsoft Excel and the statistical package of social scientists (S.P.S.S 13.0) were used to analyze data. Descriptive statistics such as proportions, frequencies, mean, and percentages were used. The results were discussed and recommendations made.

In order to interpret the analysis of the respondents' responses, the following quantification and values were used:

Mean Range	Interpretation
3.26- 4.00	Very Good
2.51- 3.25	Good
1.76- 2.50	Fair
1.00-1.75	Poor

Ethical Considerations

To ensure that ethics were protected in this study as well as utmost confidentiality for the respondents and the data provided by them, the following was done;

1. All questionnaires were coded;
2. The respondents were requested to sign the informed consent;
3. Authors mentioned in the study were acknowledged within the text and
4. Findings were presented in a general manner.

Limitations of the Study

The major limitations were poor infrastructure and lack of co-operation from some school Heads. The desired number of female respondents was found to be smaller in most schools than anticipated.

Given the nature of the study and the situation on the ground, some respondents were not willing to cooperate hence others might not have given true and sincere responses. However, efforts were made to properly

sensitize and assure all the respondents to win their confidence and cooperation.

Because the findings were limited by the use of self-report instruments to measure respondents' level of job satisfaction and effectiveness, differences that might exist between respondents' perception could have influenced the study's findings, thereby limiting its generalizability. Nevertheless, the result of this study is generalizable, especially to education sector in Kenya.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretations of data. The analyses are organized into tables and are presented into three main profiles. These are; (1) Teachers' profile in terms of attributes, (2) Level of job satisfaction, (3) Level of effectiveness, (4) correlation between job satisfaction and teacher effectiveness and (5) regression.

The number of teachers approached was 130 in twelve secondary schools. There were 123 teachers who returned questionnaires. Among those returned, three were dropped because of too many missing values and 120 were valid for further analysis

TEACHERS' PROFILE IN TERMS OF ATTRIBUTES

TABLE 1: Respondents' Demographic characteristics

Category	Frequency	Percentage %
Sex:		
Male	75	62.5
Female	45	37.5
Total	120	100
Educational qualification:		
Untrained Teacher	6	5
Diploma in Education	34	28.33
Bachelor	80	66.67
Masters	0	0
Total	120	100
Age:		
< 30	22	18.33
30-39	50	41.67
40-50	38	31.67
>50	10	8.33
Total	120	100
Number of Years Taught		
1-5	30	25
6-10	36	30
11-15	20	16.67
16-20	18	15
>20	16	13.33
Total	120	100

Table 1 showed that the participants had different demographic characteristics. Out of the total number of respondents, the majority, 75 (62.5 %) were male while 45 (37.5 %) were female.

Six (5 %) were untrained teachers, 34 (28.33 %) were diploma holders while 80 (66.67 %) were Bachelor of Education degree holders. None of the respondents had a Masters Degree.

Just over 41 % (50) were aged between 30 and 39 years and 38 (31.67 %) were in the 40-50 years bracket. 22(18.33%) were younger than 30 years whereas those over 50 years were the least with only 10 (8.33%) being recorded. Further information on the demographic characteristics is as displayed in Table 1.

Majority of the respondents were in the early adult phase of life (20-39 years)- 60%. It is a common practice in Kenya to employ young people in their workforce on the premise that they are dynamic, resourceful and energetic. Perhaps, young people are hired because it is believed they are more creative, not difficult to train, avoid absenteeism and have a better physical condition than older workers (Keeling et.al, 1987). In fact, as a policy, Kenya does not employ any teacher who is older than 45 years (Ministry of Education, 2002).

About 40% of the respondents belonged to middle adult years (40-59). People view middle adulthood as a period of maximum capacity. People of this group have the ability to handle a highly complex environment and more challenging goals. Carl Jung considered the middle-age as the most important stage because the person

is transformed from an energetic extrovert to one with a more sophisticated cultural, philosophical and spiritual sense of value (Brunner and Suddarth, 1995).

TABLE 2:Level of Job Satisfaction

Indicators of Job Satisfaction	Mean	Interpretation	Rank
School Policy and Administration			
The policies are reasonably comprehensive in scope	2.07	Fair	1
You are well informed about the provisions through manual	2.00	Fair	2
The policies are clear and understanding	2.00	Fair	3
You are well informed about the provisions through manual	2.00	Fair	4
policies are flexible and stable	1.99	Fair	5
You are well informed about the provisions through orientation	1.98	Fair	6
policies provide for coordination with other departments	1.98	Fair	7
You are well informed about the provisions through orientation	1.98	Fair	8
The administration has established a school environment conducive to a high level of teacher motivation through taking a personal interest without showing partiality	1.79	Fair	9
The administration has established a school environment conducive to a high level of teacher motivation through building and maintaining teachers' morale, handling grievances promptly and fairly	1.79	Fair	10
The administration has established a school environment conducive to a high level of teacher motivation through recognizing teachers' efforts and loyalty through citations and awards	1.77	Fair	11
Average mean	1.93	Fair	
Salary			
You get reasonable additional monetary compensation on time for overtime services	2.46	Fair	1
maternity/paternity leave	2.34	Fair	2
sick leave	2.34	Fair	3
study leave	2.33	Fair	4
You can take your time off with pay in the following: holidays	2.32	Fair	5
compassionate leave	2.33	Fair	6
You receive equitable and adequate pay based on changing economic, commercial and competitive conditions	2.07	Fair	7
You receive equitable and adequate pay definitely on scheduled pay day (promptly)	2.06	Fair	8
You receive equitable and adequate pay based on rank	2.05	Fair	9
You get reasonable additional monetary compensation on time for extra teaching load	1.47	Poor	10
through annual increment	1.47	Fair	11
Average mean	2.11	Fair	
Job Security			
you feel secured in your job with these income supplements: house allowance	2.55	Good	1
you believe that your employer has provisions to forestall lay off/retrenchment	2.37	Fair	2
Hardship allowance	2.36	Fair	3
commuter allowance	2.35	Fair	4
You are satisfied with these benefits: accidental death insurance	2.10	Fair	5
retirement plan	2.10	Fair	6
medical allowance	2.10	Fair	7
disability insurance/compensation	2.09	Fair	8
Pension	2.09	Fair	9
Average mean	2.23	Fair	
Work Condition			
Safe	2.58	Good	1
Comfortable	2.58	Good	2
Accessible	2.58	Good	3
near banking and recreational facilities	2.58	Good	4
your workplace is: clean	2.57	Good	5
Your principal continually tells you that you are needed, valued and important in the workforce.	2.21	Fair	6
You are challenged to improve and reinforce your quality of performance due to these factors: educational assistance	2.11	Fair	7
flexible work arrangements	2.11	Fair	8
Average mean	2.41	Fair	
Status/Position			
you receive high regard/prestige from: your principal	2.58	Good	1
your colleagues	2.58	Good	2

staff within your department	2.58	Good	3
community members	2.58	Good	4
your students	2.58	Good	5
you are given the opportunity: to participate in the determination of teaching-learning methods and procedures	2.49	Fair	6
for personal growth and development	2.49	Fair	7
you feel self-fulfillment in the following aspects: being able to use your unique capabilities and potentials	2.41	Fair	8
given the chance for independent thought and action	2.39	Fair	9
Average mean	2.52	Good	

Table 2 revealed the teachers' degree of job satisfaction in the following quantitative categories:

As to School Policy and Administration, it rated 1.93 (Fair) a clear indication that this area remains wanting. Respondents said that they were neither well informed about the provisions through orientation (1.98) nor through manual (2.00). As for whether the policies were clear and understanding (2.00), flexible and stable (1.99) and provide for coordination with other departments (1.98), the respondents disagreed with the questions provided clearly indicating that they were not satisfied with the policies in place. The issue of policies being reasonably comprehensive in scope was rated the best as far as influencing job satisfaction among teachers in Transmara West District with a mean index of 2.07. The least in that category was

With reference to Salary, the teachers' degree of satisfaction was 2.11 (Fair). On whether teachers received equitable and adequate pay based on changing economic, commercial and competitive conditions, the mean index was 2.05, teachers receive equitable and adequate pay definitely on scheduled pay day (2.07), get reasonable additional monetary compensation on time for overtime services (2.06), get reasonable additional monetary compensation on time for extra teaching load (2.06), can take your time off with pay in the following: holidays (2.32), maternity leave (2.34), sick leave (2.34), study leave (2.33) and compassionate leave (2.33). This showed that teachers in Transmara West District were not satisfied with the salaries and other allowances they got every month due to high cost of living and high dependency rate. As with individual indicators, the following were the results.

Job Security had a mean index of 2.33 (Fair). Most teachers believe that their employer has provisions to forestall lay off/retrenchment (2.37), feel secured in your job with these income supplements: house allowance (2.55), hardship allowance (2.36), commuter allowance (2.35) and medical allowance (2.10). This means that majority of the respondents felt that they are unstable on their jobs.

On the other hand, Work Condition showed a mean index of 2.4 (Fair). You are challenged to improve and reinforce your quality of performance due to these factors: educational assistance (2.11), Your principal continually tells you that you are needed, valued and important in the workforce (2.21). On whether the teachers' workplace was clean, safe, comfortable, accessible and near banking and recreational facilities. The meaning of the results is that there was need to improve on the teachers' working conditions especially on the principal valuing teachers. There was also need to make the work place safe, clean and comfortable. As for accessibility and provision of banking and recreational facilities, perhaps the government and other stakeholders need to take corrective action.

Status/Position revealed a mean index of 2.52 (Good). This means that majority of the respondents had some self-fulfillment (2.41). This showed that most of the teachers were not given opportunity to use their unique capabilities and potentials, a chance for independent thought and action (2.39), participate in determination of teaching-learning methods and procedures (2.49). As for personal growth and development, the mean index was 2.49. However, most respondents did not lack high regard/prestige from their principal (2.58) and community members (2.58), though they could do with more. Majority of the respondents, however, seemed to receive high regard from their colleagues and students (2.58). Of the five indicators, status/position ranked the highest at 2.52.

Since the total mean index of job satisfaction is 2.24(Fair), it becomes very evident that the teachers were not highly motivated in the performance of their job. Herzberg theory stipulated that employees will be motivated if their hygiene factors are satisfied.

TABLE 3: Degree of Teacher Effectiveness

Indicators of Teacher Effectiveness	Mean	Interpretation	Rank
Can confirm that when the overall job satisfaction is high, teacher effectiveness goes up.	3.73	V. Good	1
always make a deliberate effort to enhance student knowledge	3.23	Good	2
display in-depth knowledge of my subject(s)	3.08	Good	3
present my lessons in a well-organized manner	3.03	Good	4
have always been responsive to students' views and comments	2.98	Good	5
I provide clear explanations of important issues in my subject(s)	2.95	Good	6
As a teacher I have always prepared well for my lessons	2.88	Good	7
make an effort to stimulate students' interest in the subject	2.87	Good	8
do my best to deliver on teaching duties because my salary is adequate	2.53	Good	9
participate in co-curricular activities as a result of principal's support	2.31	Fair	10
get encouraged to do my best in all my responsibilities in school because there is a clear policy on reward of top achievers	2.26	Fair	11
Average mean	2.90	Good	

Table 3 shows the degree of teacher effectiveness. Most respondents either agreed or strongly agreed with the items asked. Results indicate that the teachers were reasonably effective in performing their duties. This is indicated by the fact that most mean ratings are ≈ 3 , which falls under Agree on the Likert scale.

For example, majority of the respondents, had a culture of preparing well for their lessons (Total Mean Index = 2.88~ 3). This showed a responsible teaching fraternity. Most of the teachers made an effort to stimulate students' interest (Total Mean Index = 2.87) while proving clear explanations of important issues (Total Mean Index = 2.95).

Most of the respondents agreed to presenting their lessons in a well organised manner (Total Mean Index = 3.03). They also displayed in-depth knowledge of their subjects (Total Mean Index = 3.08). Some respondents were not motivated by adequate salary to do their best to deliver on the teaching duties (Total Mean Index = 2.53).

Although the total mean index for all the items showed a good degree of effectiveness, some specific indicators were rated low For example, most respondents did not participate in co-curricular activities as a result of the principal's support (Total Mean Index = 2.31) and majority were not encouraged to do their best in all their responsibilities in school because there is a clear policy on reward of top achievers (Total Mean Index = 2.26)

Majority of the teachers did also confirm that when the overall job satisfaction is high teacher effectiveness went higher (3.73).

Although the overall picture may indicate a fairly effective teaching staff in the district, it is important to look at individual parameters because some are more important than others and so their inadequacy may have a bigger impact on the teaching and learning process. For example adequate salary (Mean Index = 2.53), the principal's support (Mean Index = 2.31) and a clear policy on reward of top achievers (Mean Index = 2.26) were found to be low. This explains the need for policy developers and implementers to categorize indicators as basic and others, where basic indicators refer to those which must exist adequately for effectiveness to be realized.

TABLE 4: Correlating Job Satisfaction and Teacher Effectiveness

Variables Correlated	r-value	Sig-value	Interpretation	Decision on Ho
School Policy Vs EFFECTIVENESS	0.031	0.737	Positive and Insignificant	Accepted
SALARY Vs EFFECTIVENESS	0.069	0.451	Positive and Insignificant	Accepted
JOBSECURITY Vs EFFECTIVENESS	-0.015	0.871	Negative and Insignificant	Accepted
WORKCONDITIONS Vs EFFECTIVENESS	0.023	0.806	Positive and Insignificant	Accepted
STATUS Vs EFFECTIVENESS	0.088	0.338	Positive and Insignificant	Accepted

Next, statistical analyses were carried out to determine if significant relationship exist between teachers' job satisfaction and their effectiveness (hypothesis 3).

The r-values in Table 4 indicate an insignificant positive relationship between four indicators of job satisfaction and teacher effectiveness. (r -values >0), remotely suggesting that the higher level of job satisfaction, the better the degree of teacher effectiveness and vice versa. Considering all the sig. values in Table 4 indicate an insignificant correlation between the two variables (sig. values >0.05), the null hypotheses is accepted leading to a conclusion that job satisfaction does not significantly affect teacher effectiveness.

Results also indicate that four of five indicators of job satisfaction were found to be insignificant contributors towards teacher effectiveness with the highest contributing a paltry 8 % as shown below: School

Policy ($r=0.031$), Salary ($r=0.069$), Work condition ($r=0.023$) and Status/Position ($r=0.088$).

However, the results strangely suggested that Job Security ($r=-0.015$) had no relationship with teacher effectiveness. The fact that they are negatively correlated defeats logics as it goes against the normal expectations.

TABLE 5: Regression Analysis Results

Variables Regressed	Beta	R Square	F value	Sig.	Interpretation	Decision on Ho
Teacher Effectiveness Vs Job Satisfaction	0.077	0.006	0.711	0.401	no significant effect	Accepted

Table 5 suggests that the job satisfaction factors considered in the model were insignificant explanatory variables of teacher effectiveness in Transmara West District, Kenya ($F = 0.711$, $sig. = 0.401$). Therefore, basing on these results, the Null hypothesis is accepted, leading to a conclusion that the level of job satisfaction does not significantly influence teacher effectiveness in selected secondary schools of Transmara west District, Kenya and vice versa. The results thus, showed no significant relationship between job satisfaction and teacher effectiveness.

CHAPTER FIVE FINDINGS, CONCLUSIONS, RECOMMENDATIONS

This chapter presents the findings, conclusions and recommendations of the study.

FINDINGS

The findings of this study are as follows:

Majority of the teachers in Transmara West district are male(62.5%) as opposed to female teachers (37.5%). Almost two thirds of the teaching force in the district are male.

Majority of the teachers in the district have degrees in Education (66.67%) whereas there were 5% Untrained teachers in the district. There was no respondent with a masters degree.

In terms of age, majority of the respondents were in the early adult phase of life i.e 20-39 (60 %). About 40 % of the respondents belonged to middle adulthood of 40-59 years. No respondent was below 20 years and none was older than 60 years the later being the official retirement age.

The level of job satisfaction was low. The result did also reveal that the factor that ranked fairer in contributing to job satisfaction in Transmara west district secondary school teachers is Status/ Position at mean index of 2.52 (Good). It was followed by job security, work condition, salary and finally school policy and administration.

On teacher effectiveness, it was noted that teachers were generally effective with a mean of 2.90(Good). No significant relationship between job satisfaction and teacher effectiveness was note, thus the null hypothesis was accepted.

CONCLUSIONS

Based on the findings of the study, the following conclusions were drawn:

On gender, the dominant gender was male. This fact resonates well with the statistical evidence found in the universities and other institution of higher learning where gender parity is a far cry.

The fact that most teachers in the district were degree holders, showed that the government of Kenya was giving education sector adequate attention and seriously. This, it is hoped, will ultimately lead to an improvement of students' academic performance.

Majority of the respondents were in the early adult phase of life (20-39 years)- 60%. This is probably because it is a common practice in kenya to employ young people in their workforce on the premise that they are dynamic, resourceful and energetic. Perhaps, young people are hired because it is believed they are more creative, not difficult to train, avoid absenteeism and have a better physical condition than older workers.

Implementation of school policies and administration through clear guidelines need be emphasized in order to improve teachers' job satisfaction. Adequate salary in terms of reasonable payment and fringe benefits commensurate with the job they do may satisfy the teachers' basic needs in life such as food, clothing health care among others. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis et.al, 2000)

Teachers are human beings with various needs to be satisfied and failure to have such needs satisfied leads to frustration, indifferent attitude towards work and rebellion (Adams, 1963; Ulom and Joshua, 2004). In addition, this study suggests that Adam's equity theory which matches the notions of "a fair day's work for a fair day's work" be applied in all sectors of the economy as equity and fairness in work places has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et.al, 1995).

It is evident that teacher job satisfaction is basically influenced by remunerative incentives such as salary level and welfare conditions. However, it is also closely intertwined with non-remunerative incentives such as school policy and administration, status/ position, job security and a sense of meaningful life through teaching. That is, both remunerative and non-remunerative incentives interplay in determining teachers' job satisfaction. Importantly, though coming from different school environments, majority of the respondents had a low job satisfaction level. These findings are sufficient as a first approximation for the understanding of teacher job satisfaction in the context of Transmara west Secondary schools. The findings can be generalized to cover the entire Kenyan teacher.

On teacher effectiveness, the study found that job satisfaction, contrary to a common believe, does not significantly affect teacher effectiveness.

RECOMMENDATIONS

The following recommendations were suggested based on the findings of the study:

In order to tackle gender parity, there is need to embrace strategies that encourage girl-child education at higher institutions of learning. This can be achieved by further enhancing the affirmative action, rolling out sensitization programmes and providing other incentives.

The Ministry of Education should ensure that policies and guidelines on their implementation are disseminated to teachers in the whole country. A conscious effort should be made to ensure their implementation.

Teachers' salaries and other fringe benefits should be improved in line with the economic trends and inflations. This will help improve the teachers' status and thus highly motivate them.

Principals need to increase the morale of teachers by recognizing them and showing appreciation whenever they excel.

Teachers' motivation could be enhanced if they are given some considerable autonomy and trust by their super ordinates.

The fact that teacher effectiveness did not seem to be affected much by the level of job satisfaction, there is need to conduct more studies to identify other factors that could influence teacher effectiveness.

Suggestions for further Research

The following suggestions for further reading are proposed:

1. A similar study in other districts and other institutions of learning.
2. A study to investigate other factors that affect the degree of teacher effectiveness.
3. A study to determine how the level of job satisfaction affects academic performance of students.
4. A study to investigate if intrinsic factors of job satisfaction significantly affect the degree of teacher effectiveness.

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