

Relationship between Attitudes towards Teaching and Job Satisfaction among Secondary School Teachers in Kenya

Isaac Njuguna Kimengi

Department of Educational Foundations, Moi University P.O BOX 3900, ELDORET, KENYA.

kin7559@yahoo.com

Abstract

The major purpose of the study was to investigate the relationship between attitudes towards teachings and job satisfaction among secondary school teachers. Further the study ought to investigate the strength of the relationship between Secondary school teacher's attitudes towards teaching and the level of job satisfaction. The design of the study was expo facto. Population was secondary school teachers. Sample size was 324. The statistical package for the social sciences was used to analyze the data. Percentages and means were used to analyse the data. Pearson correlation coefficient (r) was used to measure the strength of the relationship. Among the major findings, the study revealed that majority of the teachers (65.8%) had positive attitude towards teaching. Majority (82.4%) of the teachers in the sample were not satisfied with the salary they were getting. Majority (76.9%) of the teachers in the sample were not satisfied with the promotional opportunities in the teaching profession. More than half (55.6%) of the teachers in the sample were not satisfied with the kind of supervision they were getting from the heads of the schools. More than half (55.6%) of the teachers in the sample were not satisfied with the supervision they were getting from heads of the schools. A subject which a teacher taught had an important function in determining attitudes towards teaching and job satisfaction. A teacher's responsibility played an important role in determining attitudes towards teaching and job satisfaction. There was no strong relationship between attitudes towards teaching and job satisfaction among secondary school teachers with respect to the following variables: Age, Type of school, Teaching experience and Mother's occupation. However, there was strong relationship with respect to: Subjects taught, Highest education attained, Position of responsibility, Father's and Mother's occupation, Father's and Mother's highest education attained. The study recommends that those appointed as heads should be given both theoretical and practical training in relation to their new roles as administrators. Based on the findings, the study concluded that attitudes towards teaching and job satisfaction are dynamically interrelated.

Keywords: Job satisfaction; level job satisfaction; Attitudes towards teaching.

Introduction

The manpower studies are essentially numerical statements of the country's needs for human skills to be developed through schools. The identification of needs is no doubt a practical starting point for the initial of development programmes. But it is questionable whether prediction of success or failure of any enterprise in which man plays a central role can be determined simply on the basis of statistical description of what is judged to be the needs of the people or of what is judged to be the needs of the people or of their social and economic institutions. It is of equal importance to know what the people wish the system to be like, for it is here that, motivational factors come more obviously into play. The point to be stressed here is that, when the requirements for the improvement of an educational system needs are defined simply in terms of what the system needs without equal consideration of those people most involved in the system, an important factor will be lacking in the process of the formulation of feasible educational policies. The influence of teachers' attitudes upon the behaviour of school children has been discussed in several studies. Attitudes refer to feelings which a particular person has towards teaching profession. Pidgeon (1971), from a number of studies concluded that a teacher's attitudes influence the behaviour and ability of her

pupils (Pidgeon, 1971). Barker Lunn (1971), too, has suggested that the observed decline in reading performance of children of lower social origin relative to higher social class children might, in some measure, be due to their teachers' lower expectations of them (Barker, 1971). This general argument has also been advanced by Burstall (1971), who showed, in a study of primary school French teaching, that low scores in an oral test, given after two years instruction, were not scattered randomly among the various schools in the sample, but were concentrated in a small number of schools where teachers expressed 'negative' attitudes. Burstall (1971) concluded that the teachers' attitudes and expectations were of paramount importance. A field report on the survey of the status of the Teaching Profession in Africa under the joint sponsorship of the World Confederation of Organizations of the Teaching Profession and UNESCO, under the directions of S.H.M. Jones (1962), noted that:

The status of the teaching profession in Africa is low. "Recruitment has been haphazard, while training has been inadequate. The teacher often does not get a salary, which keeps him contented or enables him to maintain a standard of life comparable to that of others having the same qualifications. He often has to work in conditions which would daunt the bravest of spirits..... The cumulative effect is to depress the public image of the teacher and to assign the profession a lower status. The decline in prestige is not absolute, it is relative, the emergence of newer groups in society, hitherto inarticulate, unorganized and uninfluential, has deprived teachers of the primary they once enjoyed⁵.

With regard to material working conditions Jones found that practically all teachers expressed the view that they were not only underpaid but that their salaries were lower than those paid to workers who had less training than teachers. There seemed to be a widespread feeling of injustice among teachers. He states that this one factor is:

Responsible for the perpetual state of dissatisfaction among teachers, the tendency to make comparisons with people outside teaching and to discard their posts at the first opportunity⁶

Awrgiovani (1967) observed that research on factors leading to teachers' satisfaction and dissatisfaction are mutually exclusive. It has been found that the former tend to be related to work itself while the later tend to be related to conditions surrounding work⁷.

Because of the nature of the teaching task and the organization of schools, teachers will frequently interact with other people. The pupils themselves are the source of much pleasure and worry for teachers⁸. Blocker and Richardson (1963), in an extensive investigation of morale, the greatest potential source of concern and pleasure for teachers was shown to be the principal⁹. Getzels and Cuba (1955), while the teacher is expected to be a professional person with special competence, he is simultaneously expected to submit to others at crucial points in his own field of experience.¹⁰

Studies on job satisfaction indicate that the primary reason for leaving teaching profession was inadequate financial compensation. Job satisfaction refers to the feelings an individual has about his job. These feelings are associated with a perceived difference between what is expected as fair and reasonable return. Study by Maxine Stewart (1964), on factors involved in the withdrawal of Teachers who held the same position in Indiana from 1951 to 1958; he found that among respondents who were experienced teachers, withdrawal from teaching was most influenced by such factors as retirement, family-related factors for women and economic factors for men¹¹.

Taleaho (1966) surveyed the motivational effects of attitudes of prospective teachers relative to the occupational values of teaching. He found that favourable attitudes towards economic, interpersonal and ethical values of teaching provided positive motivations. "Salary of a teacher" proved to be one of the 6 items (from a list of 26) most effective in motivating toward (or away from) a teaching career¹².

Castle (1966) argued that in any discussion of the education of young teachers it must be borne mind that almost every training college student is a failed candidate for the academic high school or the University. He does not

therefore enter the college with the most appropriate aspirations, before he starts his training for a difficult career wishing he were elsewhere¹³.

Systematic and sustained efforts need to be made to raise the social and the economic status of the secondary school teachers through more attractive conditions of service and greater recognition of their role in the national development. In a developing country, such as Kenya, problems of teacher recruitment, training, teaching attitudes and job satisfaction have impacts far beyond the field of formal education. If such problems remain unidentified, the whole pace of development will be slowed down.

Hence there is great need to understand and to discover the nature and even possible sources of teaching attitudes towards teaching of secondary school teachers and the teacher job satisfaction. Further, the study sought to examine the nature of the relationship between teaching attitudes and job satisfaction among secondary school teachers. It is therefore assumed that once this gap is bridged, the difficulties as to how to retain those in whom considerable investment has already been made will be reduced in order that they can serve a nation in a way which will be most beneficial.

Purpose of the study

Purpose of the study was to investigate the relationship between attitudes towards teaching and job satisfaction among secondary school teachers.

Purpose of the Study

The purpose of the study were:

- Investigate attitudes towards teachers teaching of secondary school teachers;
- Investigate the level of teacher job satisfaction i.e. Salary, Promotion opportunities, Supervision of the teachers by heads of schools, Nature of work and Relations with other members of teaching staff);
- Investigate the strength of the relationship between Secondary school teachers' attitudes towards teaching and the level of job satisfaction.

Hypotheses

The study hypotheses tested: There is no strong relationship between attitudes towards teaching and job satisfaction of secondary school teachers as categorized by the following variables: (a) Age; (b) Type of School; (c) Teaching experience; (d) Subjects taught (Art versus Science); (e) Highest education attained; (f) Position of responsibility; (g) Father's occupation; (h) Father's highest education attained; (i) Mothers occupation and (j) Mother's highest education attained.

Methodology

The design of the study was an expo facto research. Kerlinger (1973), defined expo facto research as a systematic empirical inquiry in which the scientist does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not manipulable. Inferences about relations among variables are made without direct intervention from concomitant variation of independent and dependent variables¹⁴.

What this means is that the investigator has to start with the observation of dependent variable and retrospectively study independent variables for their possible effects on the dependent variable.

This research design was chosen because the study was not confined merely to the collection and description of data but sought to investigate and establish the existence of certain relationships among the variables under investigation.

Population and Sample

The population of this study was the Kenya Secondary School Teachers. Since all the teachers in Kenya could not take part in the study, the sample size of 324 teachers was drawn from the population. Three counties were selected at random out of 47. Kerlinger (1973) defined random sampling as a method of drawing a sample of population of universe so that all possible samples of fixed size n have the same probability of being selected¹⁵. The selected

counties were: Trans-nzoia, Uasin Gishu and Nandi. In order to ensure that each of the selected county was fairly represented in the sample, stratified simple random sampling method was used in selecting the number of schools which participated in the study. That is nine schools were selected in a random method from each of the selected counties to participate in the study. A total of 324 teachers participated in the study. There were 230 male teachers and 94 female teachers who completed the questionnaire.

Administration of the Research Instrument

The researcher visited each of the selected school personally for a period from half a day to two days, depending on the size of the school and to the co-operativeness of the staff. The researcher first met with the headmaster/headmistress to explain the purpose of the research. Having held the initial discussion with the head of the school, the researcher met with the staff during the morning tea break which is a period of about thirty minutes when the staff met informally between the first and second halves of the morning. The researcher was introduced to the subjects by the head of the school. The researcher explained to the teachers the purpose of the research study. All the teachers who were present at the time the researcher visited each school selected to participate in the study were requested to participate in the study. The researcher distributed the questionnaires to all the teachers who were present at the time the researcher visited each school.

Data Analysis

The data collected was analysed with the aid of the computer. The data processing was done utilizing the Statistical Package for the Social Science Program (SPSS). The Pearson correlation coefficient also called the product moment coefficient of correlation index denoted by (r) was used as a measure of the relationship between attitudes towards teaching and job satisfaction. Norman, et.al. (1970), a correlation coefficient greater or equal to 0.5 is described as a strong positive correlation¹⁶. Hypotheses stated under this section of measuring relationship between attitudes towards teaching and job satisfaction were rejected or accepted on the basis of the magnitude of correlation coefficient (r). Hypotheses were accepted if (r) was greater than or equal to the modulus of -0.5.

Attitudes towards teaching

A Likert-type scale was used to determine the attitudes towards teaching of secondary school teachers. The subjects were to mark one answer category for each of the 16 items (See Appendix A). Each statement was then scored and the total score possible and the minimum score possible were added and their mean computed. The subjects whose scores were above the mean, the score portrayed a positive attitude towards teaching; while those whose scores were below the mean score portrayed a negative attitude towards teaching; and those who scored the mean score were considered neutral. The highest score for the 16 attitude – based statements was rated 80; and the minimum score was 16, and the mean score was 48.

Measurement of Job satisfaction

The responses of items on each of the five dimensions of job satisfaction (characteristics of remuneration, promotional opportunities, characteristics of supervision, Relations with other members of teaching staff and the nature of work) were grouped into three categories, namely; YES; I CANNOT DECIDE AND NO. For a positively stated adjective word towards a particular dimension in question, the response YES was coded 3; I CANNOT DECIDE was coded 2; and NO was coded 1. While for a negatively stated adjective word towards the particular dimension in question; the response YES was coded 1; I CANNOT DECIDE was coded 2 and NO was coded 3.

The response YES for a positively stated adjective word towards a particular dimension in question denotes satisfaction; the response I CANNOT DECIDE denotes neutrality and the response NO denotes dissatisfaction. However, for a negatively stated adjective word towards the particular dissatisfaction; I CANNOT DECIDE denotes neutrality and NO denotes satisfaction.

Limitations of the study

- Limited to teachers who were present within these schools at the time of conducting the research.
- Limited to the honesty and accuracy of the respondents of this study.

Results of the study

Attitude towards Teaching

On the basis of the mean for both male and female on attitude towards teaching; the subjects were classified into three categories: those who scored above the mean score were classified as having positive attitude towards teaching; and those who scored below the mean score were classified as having negative attitude towards teaching. Those who scored the mean score were classified as having a neutral attitude towards teaching.

Table 1: Attitude Towards teaching of Secondary School Teachers by Gender

Level of Attitude	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Negative	72	31.3	24	25.5	96	29.6
Neutral	9	3.9	6	6.4	15	4.6
Positive	149	64.8	64	68.1	213	65.8
TOTAL	230	100.0	94	100.0	324	100.0

Table 1 shows results on attitudes towards teaching of secondary school teachers who participated, Two hundred and thirteen (65.8%) of the teachers in the sample had a positive attitude towards teaching. One hundred and forty nine (64.8%) of the male teacher as compared to sixty four (68.1%) of the female teachers had a positive attitude towards teaching. About one third (29.6%) of the teachers in the study had a negative attitude towards teaching. Seventy two (31.3%) of the male teachers as compared to twenty four (25.5%) of the female teachers had a negative attitude towards teaching. Fifteen (4.6%) of the teachers in the sample had a neutral attitude. Nine (3.9%) of the male teachers and six (6.4%) of the female teachers had a neutral attitude towards teaching profession.

Level of teacher job satisfaction i.e. Salary, Promotion opportunities, Supervision of the teachers by heads of schools, Nature of work, Relations with other members of teaching staff and Satisfaction in nature of work. A similar procedure outline in 4.1 was followed in classifying respondents into the categories of satisfied; somewhat satisfied and not satisfied in the five dimensions of job satisfaction scale.

Results on Salary of Secondary School Teachers

Table 2: shows results on satisfaction of salary paid to secondary school teachers who participated in the study. Majority (82.4%) of the teachers in the sample were not satisfied with the salary they were getting. One hundred and eighty nine (82.2%) of the male teachers as compared to seventy eight (83.0%) of the female teachers in the study were not satisfied with the salary they were getting. Forty three (13.3%) of the teachers in the sample showed satisfaction with the salary they were getting. Thirty two (13.9%) of the male teachers as compared to eleven (11.7%) of the female teachers were satisfied with the salary they were getting. Fourteen (4.3%) of the teachers in the sample were somewhat satisfied.

Table 2: Satisfaction on Salary of Secondary School Teachers by Gender

Level of Satisfaction	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Not Satisfied	189	82.2	78	83	267	82.4
Some What Satisfied	9	3.9	5	5.3	14	4.3
Satisfied	32	13.9	11	11.7	43	13.3
TOTAL	230	100.0	94	100.0	324	100.0

Results on Promotion Opportunities for Secondary School Teachers

Table 3 shows results on satisfaction with the promotional opportunities of the secondary school teachers. Majority (76.9%) of the teachers in the sample were not satisfied with the promotional opportunities in the teaching profession. One hundred and seventy five (76.1%) of the male teachers as compared to seventy four (78.7%) of the female teachers were not satisfied with the promotional opportunities available in teaching profession. Forty seven (14.5%) of the teachers in the sample showed Satisfaction with the promotional opportunities. Thirty three (14.3%) of male teachers as compared to fourteen (14.9%) of the female teachers were satisfied with promotional opportunities available. Twenty two (9.6%) of the male teachers as compared to six (6.4%) of the female teachers were somewhat satisfied.

Results on Supervision of Secondary School Teachers by the Heads of Schools

Table 4 shows the level of satisfaction of Secondary School teachers on supervision they were getting from the heads of the institutions, More than half (55.6%) of the teachers in the sample were not satisfied with the supervision they were getting from the heads of the schools. One hundred and twenty eight (55.7%) of the male teachers as compared to fifty two (55.3%) of the female teachers were not satisfied with the supervision they were getting from the heads of schools.

Table 3: Satisfaction on Promotional Opportunities of Secondary School Teachers by Gender

Level of Satisfaction	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Not Satisfied	175	76.1	74	78.7	249	76.9
Some What Satisfied	22	9.6	6	6.4	28	8.6
Satisfied	33	14.3	14	14.9	47	14.5
TOTAL	230	100.0	94	100.0	324	100.0

Table 4: Level of Satisfaction on Supervision by the Heads of Schools of Secondary School Teachers by Gender

Level of Satisfaction	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Not Satisfied	128	55.7	52	55.3	180	55.6
Some What Satisfied	15	6.5	9	9.6	24	7.4
Satisfied	87	37.8	33	35.1	120	38.0
TOTAL	230	100.0	94	100.0	324	100.0

Twenty four (7.4%) of the teachers were somewhat satisfied. Fifteen (6.5%) of the male teachers as compared to nine (9.6%) of the female teachers were somewhat satisfied. Eighty seven (37.8%) of the male teachers as compared to thirty three (35.1%) of the female teachers showed satisfaction with the supervision they were getting. The satisfied teachers with supervision they were getting formed 38.0 percent of the sample.

Results on Relations among Members of Teaching Staff

Table 5 shows results on satisfaction with relations among secondary school teachers. Majority (72.2%) of the teachers in the study were not satisfied with relations among themselves. One hundred and sixty six (72.2%) of the male teachers as compared to sixty eight (72.3%) of the female teachers were not satisfied with relations among themselves. Twenty nine (9.0%) of the teachers in the study were somewhat satisfied. Sixty one (18.8%) of the teachers in the sample was satisfied with relations among themselves. Forty four (19.1%) of male teachers as compared to seventeen (18.1%) of the female teachers were satisfied with the relations among themselves.

Table 5: Level of Satisfaction in Relations with Co-Workers of Secondary School Teachers by Gender

Level of Satisfaction	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Not Satisfied	166	72.2	68	72.3	243	72.2
Some What Satisfied	20	8.7	9	9.6	29	9.0
Satisfied	44	19.1	17	18.1	61	18.0
TOTAL	230	100.0	94	100.0	324	100.0

Results in Nature of Work Satisfaction of Secondary School Teachers

Table 6 shows results on nature of work satisfaction of secondary school teachers. Majority (71.3%) of the teachers were not satisfied with the nature of work. One hundred and sixty four (71.3%) of the male teachers were not satisfied. Seventy nine (24.4%) of the teachers were satisfied with the nature of teaching profession, Fifty five (23.9%) of the male teachers as compared to twenty four (25.5%) of the female teachers were satisfied with the nature of work, Fourteen (4.3%) of the teachers were somewhat satisfied with the nature of work. Eleven (4.8%) of the male teachers as compared to three (3.2%) of the female teachers were somewhat satisfied with the nature of work

Table 6: Level of Satisfaction in Nature of Work of Secondary School Teachers

Level of Satisfaction	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Not Satisfied	164	71.3	67	71.3	231	71.3
Some What Satisfied	11	4.8	3	3.2	14	7.4
Satisfied	55	23.9	24	25.5	79	38.0
TOTAL	230	100.0	94	100.0	324	100.0

Results on the strength of the relationship between Secondary school teachers' attitudes towards teaching and the level of job satisfaction

The study hypotheses tested: There is no strong relationship between attitudes towards teaching and job satisfaction of secondary school teachers as categorized by the following variables: (a) Age; (b) Type of School; (c) Teaching experience; (d) Subjects taught (Art versus Science); (e) Highest education attained; (f) Position of responsibility; (g) Father's occupation; (h) Father's highest education attained; (i) Mothers occupation and (j) Mother's highest education attained.

Table 7: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Age of Secondary School Teachers

Age	N	R
Below 20 years	2	0
20 – 29	180	0
30 – 39	114	0
40 – 49	16	0
50++	12	0

The results indicate that the hypotheses (a) were accepted that the age of a teacher does not determine his attitudes towards teaching and job satisfaction.

Table 8: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Type of School of Secondary School Teachers

Type of School	N	R
Fully Maintained	229	0
Assisted	39	0
Unaided	22	0
Private	34	0

The results show that there is no relationship between attitudes towards teaching and job satisfaction of secondary school teachers by school type they were teaching. Therefore, this hypothesis (b) was accepted that the type of school where a teacher was teaching was not important in determining his or her attitudes towards teaching and job satisfaction.

Table 9: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Teaching Experience of Secondary School Teachers

Years of Teaching Experience	N	R
0 – 2	99	0
3 – 5	87	0
6 – 8	63	0.48
9 – 11	33	0.29
11++	42	0.28

The results show that there is no strong relationship between attitudes towards teaching and job satisfaction. Hence, this hypothesis (c) was accepted implying that years of experience were not significant in determining attitudes towards teaching and job satisfaction of teachers.

Table 10: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Teaching Subject of Secondary School Teachers

Teaching Subject	N	R
Arts	170	0.814
Science	140	0.552
Other	14	0.51

The results indicate that there is a strong relationship between attitudes towards teaching and job satisfaction. Therefore, this hypothesis was rejected, implying that a subject which a teacher teaches has got an important function in determining attitudes towards teaching and job satisfaction.

Table 11: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Highest Academic Qualification of Secondary School Teachers

Academic Qualification	N	R
Form 4	16	0.75
Form 6	68	0.55
College/University Diploma	74	0.52
Bachelor's degree	135	0.54
Doctor's degree	28	0.51
Other	2	0.50
	1	-

The results indicate that there was a strong relationship between attitudes towards teaching and job satisfaction. Therefore, this hypothesis was rejected, implying that academic qualification of a teacher played an important role in determining attitudes towards teaching and job satisfaction.

The results in Table 12 indicate that there was a strong relationship between attitudes towards teaching and job satisfaction. Thus, this hypothesis implies that a teacher's responsibility played an important role in determining attitudes towards teaching and job satisfaction.

The results in Table 13 indicate show that there was a statistically strong relationship between attitudes towards teaching and job satisfaction. Therefore, this hypothesis was rejected, implying that there is a strong relationship between attitudes towards teaching and job satisfaction when secondary school teachers are grouped by their father's occupation.

Table 12: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Responsibility held by Secondary School Teachers

Responsibility	N	R
Headmaster/Headmistress	42	0.54
Deputy Headmaster/Headmistress		
Head of Department	24	0.55
Games Master/Mistress	110	0.57
House Master/Mistress	25	0.51
Scout Master	36	0.52
None	5	0.56
Other	62	0.50
	20	0.71

The results indicate that there was a strong relationship between attitudes towards teaching and job satisfaction of secondary school teachers. This hypothesis was rejected implying that father's education of secondary school teachers is an important factor in determining attitudes towards teaching and job satisfaction.

Table 13: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Father's Occupation of Secondary School Teachers

Father's Occupation	N	R
Farmer	206	0.51
Carpenter	14	0.51

Primary School Teacher	11	0.72
Engineer	11	0.92
Medical Doctor	3	0.61
Accountant	3	0.66
Agricultural Officer	72	0.81
Lawyer	4	0.50

Table 14: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Father's Education of Secondary School Teachers

Father's Education	N	R
None	86	0.53
Some Primary Education	99	0.51
Some Secondary Education	26	0.50
Secondary Education "O" Level		
Secondary Education "A" Level	26	0.50
Some University Education		
University Education	6	0.68
Primary Education	10	0.50
	18	0.77
	53	0.54

Results in Table 15 show that there was no strong relationship between attitudes towards teaching and job satisfaction. This hypothesis was accepted, implying that mother's occupation is not an important factor in determining attitudes towards teaching and job satisfaction of secondary school teachers.

Table 15: Pearson Rank Correlation (r) for Attitudes Towards Teaching with Job Satisfaction by Mother's occupation of Secondary School Teachers

Mother's Occupation	N	R
House Wife	253	0.48
Primary School Teacher	10	0.39
Secondary School Teacher	7	0.35
Farmer	34	0.49
Medical Doctor		
Engineer	2	0.0
Secretary	4	0.28
	14	0.49

Table 16: Pearson Rank Correlation for Attitudes Towards Teaching with job Satisfaction by Mother's Education of Secondary School Teachers

Mother's Education	N	R
None	158	0.50
Some Primary Education	75	0.55
Primary Education	46	0.57
Some Secondary Education	20	0.51
Secondary Education "O" Level		

Secondary Education “A” Level	10	0.53
Some University Education		
University Education	8	0.88
	3	0.99
	4	0.89

The results indicate that there was a statistically strong relationship between attitudes towards teaching and job satisfaction. This hypothesis was rejected implying that mother’s education is an important factor in determining attitudes towards teaching and job satisfaction.

Conclusions and Policy Implications

- Results on teacher’s attitudes towards teaching reveal most teachers in the study had a positive attitude towards teaching profession. A higher percentage of female teachers than male teachers in the sample had a positive attitude towards teaching.
- Results on salaries revealed that almost all of the teachers in the study were not satisfied with the salaries which they were getting. There were almost equal percentages of male and female secondary school teachers in this category of dissatisfaction with salary. This finding implies that it is important for educational planners to consider increasing teachers’ salary from time to time in order to maintain or retain teachers in the teaching profession.
- Results on promotional opportunities for secondary school teachers revealed that most of the teachers in the study were not satisfied with promotional opportunities. This implies that promotional opportunities serve as one of the sources of job satisfaction. Therefore, policies governing the methods of promotion of teachers in Kenya need to be reviewed if teachers are to be retained and to be satisfied with the profession.
- Results on supervision of secondary school teachers by heads of schools revealed that more than half of the teachers in the sample showed dissatisfaction with the supervision which they were getting. This implies that secondary school teachers place a lot of importance on good school administration. It would therefore seem proper for educational planners to provide administrative training for heads of schools. Those appointed as heads should be given both theoretical and practical training in relation to their new roles as administrators. Good school administration will create positive attitudes and improve on job satisfaction of teachers.
- Results on relations among teaching staff revealed that most of the teachers in the study were not satisfied with relations among themselves. Men and women secondary school teachers were equally dissatisfied. This result provides a basis for concluding that good human relationship among co-workers contributes to job satisfaction.

Results on relationship between attitudes towards teaching and job satisfaction revealed that there was no strong relationship between attitudes towards teaching and job satisfaction of secondary school teachers with respect to the variables of: age; type of school; teaching experience and mother’s occupation. However, the study revealed that there was a strong relationship between attitudes towards teaching and job satisfaction with respect to the following variables: Subjects taught; academic qualification of the teacher; position of responsibility; father’s occupation, father’s educational and mother’s education. This implies that the variables of age, type of school, number of years of teaching experience and mother’s occupation don’t have great influence in determining teacher’s attitudes towards teaching and job satisfaction. However, the variables of subjects taught, highest education attained, position of responsibility, father’s occupation; father’s highest education attained and mother’s highest education attained have got great effect in determining teacher’s attitudes towards teaching and job satisfaction. On the basis of the findings, the study concluded that attitudes towards teaching and job satisfaction are dynamically interrelated.

References

- D. A. Pidgeon (1971). Expectations and Pupil Performance. *Education Research Volume 14. Nos. 1 – 3; p. 141.*
 C. Joan Lunn Barker (1971). Streaming in the Primary School. *Education Research Vol. 14 Nos. 1- 3, p. 141.*
 C. Burstall (1971). French in the Primary School: Some early findings. *Journal of Curriculum Studies 2, 1. Education Research Vol. 14; p. 141.*

- S. H. M. Jones (1962). *Field Report on the survey of the Status of the Teaching Profession in Africa*. (Paris: UNESCO) p. 76.
- Ibid. p. 77.
- Ibid. p. 6.
- T. J. Awrgiovani (1967). Factors which affect satisfaction and dissatisfaction of Teachers. *Journal of Educational Administration*, Vol. 5: p. 66 – 82.
- J. Gabriel (1957). *An Analysis of the Emotional Problems of the Teacher in the classroom*. Melbourne; Cheshire.
- E. C. Blocker and Richardson, R.C. (1963). Twenty five years of morale research: a critical review. *Journal of Educational Sociology*, 36 p. 200 – 210.
- J. W. Getzels and Guba, E. G. (1955). The Structure of roles and role conflict in the teaching situation. *Journal of Educational Sociology*, Vol. 25, p. 30 – 40.
- G. Maxine Stewart (1964). A new look at manpower Needs in Teaching. *Occupational outlook quarterly* 8: 10 – 16. *Review of Educational Research* Vol. Xxxvii, No. 3.
- Taleaho Mori (1966). Analysis of Factors Influencing Motivations for Becoming a Teacher. *Journal of Educational Research* Vol. 60: 174-79; December.
- E. B. Castle (1966). *Growing up in East Africa*, (London, Oxford University Press) p. 175.
- Fred N. Kerlinger (1973). *Foundations of Behavioural Research*, 2nd ed. New York: Hott, Rhinehart and Winston, Inc. p. 379.
- Ibid. p. 118.
- Norman H. Nie et al. (1970). *Statistical Package for the Social Science*: New York: McGraw Hill Book Company p. 280 – 310.