FACTORS THAT AFFECT LEVELS OF JOB SATISFACTION AMONG
TEACHERS IN PUBLIC SECONDARY SCHOOLS IN KAKAMEGA SOUTH
DISTRICT, KENYA

By
Boniface Imbali Mudi

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ABSTRACT

The purpose of this study was to establish levels of job satisfaction among teachers in public secondary schools in Kakamega south district in regard to various aspects of their job. Since job satisfaction is a multifaceted construct, the study sought to identify the levels of satisfaction or dissatisfaction based on the following job facets: gender, pay, promotion, work itself and level of involvement in decision making process. The study also aimed at establishing five highest ranked satisfiers and dissatisfiers by respondents.

This study employed a descriptive survey design. The target population was all 22 public secondary schools with a teacher population of 400 in Kakamega south district. A sample of six teachers (three male and three female) per school were selected where applicable. The sample randomly selected for the study, thus translating to a sample of 132 respondents. However, only 115 respondents completed and returned the questionnaires. This represents 87 percent return rate which is approximately 29 percent of the target population.

The survey involved teachers from public secondary schools whose views were sought on identified job facets namely; gender, pay promotion, work itself and level of involvement in decision making process. The respondents responded to a self-administered questionnaire on various facets of job satisfaction. Completed questionnaires were analyzed by the use of the Statistical Package for Social Sciences (SPSS) package and presented through computation of frequency tables, percentages and bar graphs.
The study revealed that teachers generally are still dissatisfied with the pay they receive despite salary reviews undertaken in the recent past. Despite the efforts made in the recent past to promote teachers, it was established that they are still not satisfied with their promotion prospects. The study also indicated that gender differences did not significantly affect job satisfaction among teachers. A majority of teachers surveyed reported high fulfillment from their job tasks. Teachers recorded dissatisfaction at the level in which they are involved in decision making process.

Good relationship with students, other teachers and or school head teachers were reported as the highest satisfiers by respondents. Other satisfiers included achievement in teaching and job security. The highest ranked dissatisfiers included promotion prospects, opportunity to secure a transfer, amount of pay earned, methods of recruitment of teachers and provision for study leave.

In light of the foregoing, there is need for a regular review of teachers' salary and allowances to be in tandem with changing economic realities. It was also recommended that school management should provide comfortable working environment particularly in regard to teachers’ housing. Arising from the findings, it was further recommended that the Teachers’ Service Commission review the duration taken for promotion from one Job Group to another for predictability.