



RESEARCH ARTICLE

MOTIVATIONAL FACTORS INFLUENCING PUBLIC SECONDARY SCHOOL TEACHERS TO JOIN THE TEACHING PROFESSION IN BUSIA DISTRICT, KENYA

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ABSTRACT

High quality teaching staffs are the cornerstone of a successful education system. Many studies have associated motivational factors to enhanced job performance, positive work values, high levels of employee motivation, and lower rates turnover and burnout. The purpose of this study was to identify motivational factors influencing public secondary school teachers' to join the teaching profession in Busia District, Kenya. A descriptive survey design was adopted. A sample of 125 respondents was selected from a target population of 335 teachers. The study was based on a theoretical framework with key concepts derived from the works of Herzberg (1959) who reached on modification of human behaviour. Stratified random sampling was used to select 15 schools from the three divisions, simple random sampling was used to pick 110 teachers and purposive sampling was used to select 15 Head teachers from the 15 selected schools.

A modified Likert Scale type of questionnaire was administered after validation. Data analysis was facilitated by use of Statistical Package for Social Sciences (SPSS). The study revealed that teachers were most satisfied with work itself and less satisfied with the interpersonal relationships, time for family, pay and least satisfied with the promotion opportunities. However, head teachers seemed to be more satisfied with taking new challenges, standards of excellence, and achievement while they are least satisfied with work it-self, training and promotion opportunities. On the other hand, teachers were most influenced to join the teaching profession by good salary, Flexible teaching programme and pressure from parents. Main recommendations include allocation of more funds to the Ministry of Education to employ more teachers, improve the methods of promotion in the teaching service so that many teachers can advance, and formulate policies for decreased work load for teachers involved in student discipline and guiding and counselling.

INTRODUCTION

Organizations invest a lot in their employees in terms of induction, training and development. Managers at all costs must ensure employees job satisfaction. Although, there is no standard framework for understanding the employees motivational factors, a wide range of factors have been found useful in interpreting employee turnover (Kevin, Joan and Adrian, 2004). There is need therefore to develop a full understanding of the employee turnover, more especially, the causes i.e. what determines employee job satisfaction, effects and strategies that managers can put in place to improve employees job satisfaction.

Motivation has to do with the forces that maintain and alter direction, quality and intensity of behaviour. Hoy and Miskel (1997) postulate that employees motivation is the complex forces, drives, needs, tension states, or other mechanisms that start and maintain voluntary activity directed towards the achievement of personal goals. To achieve a high quality of education in the era of *Education for All* is not an easy task. In order to achieve this, the government needs to supply a large numbers of teachers and to provide the related educational resources; and as Dessler (2001) asserts that organizations liveliness, whether public or private, comes from the motivation of its employees, although their abilities play a crucial role in determining the work performance.

According to Bishay (1996), the teaching profession ranks high on the success list of a society. In conjunction with this, "teachers' motivational factors such as job satisfaction" have been identified as important to understanding the work behaviour of employees in organizations. For example, people work because they expect returns which will help meet their needs in life. According to Kim and Loadman (1994), teachers' job satisfaction is an effective response to one's situation at work. Thus, teacher job satisfaction refers to a teacher's effective relation to his or her teaching role. With globalization which is heightening competition, organizations must continue to develop tangible products and provide

services which are based on strategies created by employees. Teachers are extremely crucial to the organization since their value to the organization is essentially intangible and not easily replicated (Meaghan and Nick 2002). Managers must recognize that teachers are major contributors to the efficient achievement of the education sector (Abbasi and Hollman, 2000). Managers should therefore ensure job satisfaction of employees for the benefit of the organizations. In Kenya, the morale of the teaching profession has for many years been an area of concern. Perennial perceptions such as; low status, low pay, growing class sizes, changes in education system, and lack of professional autonomy have been related with the profession. More so recently causes of teachers job satisfaction have been suggested. Teachers are charged with other duties such as guiding and counselling, disciplining students, managing classes and participating in curriculum development panels other than teaching. Moreover, the freezing of the hiring of teachers to public schools by the Kenyan government in 1998 created a teacher shortage in many secondary schools leading to increased workload. Numerous official documents over the last decade have increasingly drawn attention to the fragility of perceived teacher job satisfaction (RoK, 2007). Notably is the recent policy which demands that newly employed teachers stay in the same station for a mandatory five-year service before asking for transfer to a new station of work. Further, there is a demand that teachers must sign performance contracts. Furthermore, KNUT and KUPPET have tried to improve the work environment of their members by exerting pressure on the government to harmonize teachers' salaries with those of civil servants through negotiations with the Government or strikes such as those witnessed in 1997 and 2009 (<http://www.ei-ie.org>, 2009), in which teachers were threatened with sacking or withholding of their salaries.

Moreover, the management structure of Kenya's education system could also be contributing to teacher's job satisfaction. The system is overly centralized, and the participation of parents and communities is minimal. Policies on education, to a large extent, are still elitist and promote rote learning. The Education Act (1968) revised in

1980, assigned the responsibility for education to the Ministry of Education and instituted various organs for the organization and management of education at all levels. One of these organs is the Teachers' Service Commission (TSC). The TSC Act (1967), established a single employer and unified terms of service for teachers. However, it has not been able to keep up with the growth of the education sector. Hence, there have been delays in decision-making, ineffectiveness in implementing recommendations, lack of adequate resources and inadequate remuneration, leading to low morale and lack of accountability at the district and school levels (UNESCO, 2006).

The success of the education system depends on having an operation process that is reliable and fit to satisfy quality demands of its teachers. Unfortunately, some teachers have crossed over to the civil service and private sector where the terms of service are clear and more attractive (Otieno and Wambugu, 2008). According to the Kenya Secondary School Heads' Association (KSSHA), a record 600 teachers left the teaching profession between March and June 2008 for lucrative jobs and 15,000 teachers were needed then; however, currently 23,000 teachers are required to make up the deficit in secondary schools (Agutu, 2010). Busia District of Western Province has not been spared in these happenings in the education sector, see appendix G (DEO's Office, Busia, 2009). Teachers are the key factor in school organization and the development of any country depends on their work; every country needs educated citizens. It is against this background that the study sought to establish how the aforementioned motivational factors influence public secondary school teachers' to join the teaching profession.

MATERIALS AND METHODS

The study adopted a descriptive survey design. A survey is a method of securing information concerning an existing phenomenon from all or a selected number of respondents of the concerned universe (Kothari, 2003). The study was descriptive because it looked at the various aspects of a phenomenon that already existed namely, the perceived teacher's job satisfaction. The study

sample was drawn from a total population of 49 Public Secondary Schools and 329 teachers. Stratified random sampling technique was used to ensure appropriate representation; therefore it was used to select public secondary schools from the three divisions. In addition, simple random sampling was used to select teachers while purposive sampling was used to pick the Head Teachers from the sampled schools as key informants. The sample size thus, encompassed 125(36.9%) respondents. Accordingly, the study employed the techniques of questionnaires, and observation schedules to seek information from various samples of groups. Before the commencement of actual fieldwork, the study was piloted on a small scale in 1 girl's and 1 boy's school. Reliability of research instruments was established through the split-half method. To validate the research instruments, the researcher used the technique of face validity. The technique was preferred because of its simplicity and was further supplemented by reviewing of each formulated questions and observation schedule in consultation with experts from the department of Educational Planning and Management of Masinde Muliro University of Science and Technology to assess and verify their validity and appropriateness. They made corrections and offered suggestions which were used to make modifications in the questionnaires. Data analysis involved descriptive statistics such as percentages, means, standard deviations, and frequency counts. This was facilitated by using Statistical Package for Social Sciences (SPSS) version 16.0 for easy interpretation.

RESULTS

This section presents findings from a research survey conducted on Perceived factors influencing public secondary school teachers' to join the teaching profession in Busia District, Kenya. The data was analyzed thematically based on objectives of the study regarding establishment of motivational factors influencing public secondary school teachers' to join the teaching profession and identification of motivational factors influencing teachers' job satisfaction and its implications. Questionnaires and observation schedule were used to collect data.

Table 1: Frequency and Percentage Scores for Motivational Factors that Influenced Teachers to Join the Teaching Profession

Statement	Respondents	Strongly agree/agree		Neutral		Strongly disagree/Di sagree		Total	
		F	%	F	%	F	%	F	%
Always wanted to be a teacher	Teachers	49	51.0	13	13.5	34	35.4	96	100
	Head teachers	2	15.4	1	7.7	10	76.9	13	100
Pressure from parents	Teachers	55	57.3	17	17.7	24	25.0	96	100
	Head teachers	8	61.5	1	7.7	4	30.8	13	100
Parental occupation	Teachers	49	51.0	20	20.8	27	28.0	96	100
	Head teachers	9	69.2	1	7.7	3	23.1	13	100
Available market	Teachers	14	14.6	18	18.8	64	66.7	96	100
	Head teachers	5	38.5	2	15.4	6	46.2	13	100
Academic grade	Teachers	37	38.5	14	14.6	45	46.9	96	100
	Head teachers	6	46.2	4	30.8	3	23.1	13	100
Available holiday	Teachers	53	55.2	18	18.8	25	26.0	96	100
	Head teachers	8	61.5	2	15.4	3	23.1	13	100
Flexible teaching programme	Teachers	64	66.7	10	10.4	22	22.9	96	100
	Head teachers	8	61.5	2	15.4	3	23.1	13	100
Good pay	Teachers	54	56.3	19	19.8	23	23.9	96	100
	Head teachers	10	76.9	3	23.1	0	0	13	100
Self desire	Teachers	42	43.7	13	13.5	41	42.7	96	100
	Head teachers	9	69.3	1	7.7	3	23.1	13	100
Study leave	Teachers	39	40.6	11	11.5	46	47.9	96	100
	Head teachers	10	76.9	2	15.4	1	7.7	13	100

Table 2: Mean and Standard Deviation Scores for Perceived Factors that influenced Public Secondary School Teachers to Join the Teaching Profession

Reasons for joining the teaching profession	Teachers			Head teachers		
	Rank	Mean	Std. Dev.	Rank	Mean	Std. Dev.
Good pay	1	3.85	1.322	2	4.23	.832
Pressure from parents	2	3.55	1.213	8	3.54	1.561
Flexible teaching programme	2	3.55	1.178	5	3.85	1.281
Available holiday	4	3.52	1.248	4	3.85	1.281
Parental occupation	5	3.34	1.263	6	3.69	1.316
Always wanted to be a teacher	6	3.16	1.292	10	2.23	1.363
Self desire	7	3.08	1.382	1	4.38	1.261
Academic grade	8	2.96	1.368	6	3.69	1.316
Study leave	9	2.89	1.398	3	4.15	1.214
Available market of job	10	2.31	1.190	9	2.92	1.382
Total		3.22	1.285		3.66	1.271

Motivational Factors that influenced Public Secondary School Teachers to Join the Teaching Profession

One of the objectives of the study was to establish motivational factors that influenced public secondary school teachers to join the teaching profession. Descriptive statistics in the form of frequency counts, percentages, arithmetic means, and standard deviations were computed for the various dimensions of the questionnaire. Results are presented in Tables 1, and 2.

In order to establish this objective, the respondents were provided with a list of possible factors that might have influenced them to join the teaching profession. They were then asked to indicate by ticking factors that influenced their joining of the teaching profession. According to results as shown in Table 1, 51% and 15.4% of the teachers and head teachers respectively strongly agreed/agreed that they joined the teaching profession because they always wanted to be teachers while 35.4% and 77.9% of the teachers and head teachers respectively did not agree with the statement.

Joining the teaching profession due to pressure from parents was supported by 57.3% and 61.5% of the teachers and head teachers respectively. However, 25% and 30.8% of the teachers and head teachers respectively disagreed with the statement. 51% and 69.2% of the teachers and head teachers respectively agreed that they were influenced to join the teaching profession due to parental occupation; however, 28% and 23.1% respectively disagreed with this statement. Surprisingly, only 14.6% and 38.5% of the teachers and head teachers respectively were in agreement with the statement that they joined the teaching profession because of available market while 66.7% and 46.2% disagreed with the same statement respectively. In addition, 38.5% and 46.2% of the teachers and head teachers respectively agreed that they joined the teaching profession due to their academic grade while 46.9% and 23.1% respectively disagreed with the statement. Available holiday was supported by 55.2% and 61.6% of the teachers and head teachers respectively. However, 26% and 23.1% of the teachers and head teachers respectively disagreed with the statement. 66.7% and 61.5% of the teachers and head teachers respectively responded that they joined the teaching profession because of flexible teaching programme whereas 22.9% and 23.1% respectively tended to disagree with the statement. 56.3% and 76.9% of the teachers and head teachers were in agreement that they were influenced by an assumption of getting good pay. In addition, only 23.9% of the teachers disagreed with the statement that they joined the teaching profession due to good pay while none of the Head teachers disagreed with the statement. Self desire was supported by 43.7 % and 69.3% of the teachers and head teachers respectively.

However, 42.7% and 23.1% of the teachers and head teachers respectively were in disagreement with the statement. Respondents who were in agreement with the state of joining the teaching profession because of study leave formed 40.6% and 76.9% of the teachers and head teachers respectively. However, 47.9% and 7.7% of the teachers and head teachers respectively were in disagreement with the statement. Descriptive statistics in the form of arithmetic means and standard deviations were computed for the various dimensions assessed for the motivational factors

for joining the teaching profession. The results are presented in Table 2.

The results in Table 2 indicate that the total mean and standard deviation for the reasons of joining the teaching profession for the teachers and head teachers is (mean=3.22, SD=1.285) and (mean=3.66, SD=1.271) respectively giving an average mean of 3.44. Since a mean score of approximately 3 is indicative of an average level of perception of a given point of view, a mean score below 3 showed unfavourable perception and a mean score above 3 suggested a favourable perception, it may be concluded that the sample of teachers from Public Secondary Schools evidence average levels of job satisfaction.

Based on this findings, teachers ranked the factors that influenced them to join the teaching profession as; good salary (mean=3.85, SD=1.322), Flexible teaching programme (mean=3.55, SD=1.178), pressure from parents (mean=3.55, SD=1.213), sufficient school holidays (mean=3.52, SD=1.248), parental occupation (mean=3.34, SD=1.263), wanted to be a teacher (mean=3.16, SD=1.292), self desire (mean=3.08, SD=1.382), academic grade (mean=2.96, SD=1.368), opportunities for further study (mean=2.89, SD=1.398), and available market of the job (mean=2.31, SD=1.190).

The result further revealed that, the most important factor that influenced public secondary school teachers to the teaching profession is good pay which has a mean rating of 3.85, pressure from parents and flexible teaching programme with a mean rating of 3.55 each, while sufficient school holidays scored a mean of 3.52. The teachers expressed lower satisfaction with available job market by scoring a mean of 2.31. Whereas results of the sampled head teachers indicated that good pay, pressure from peers (mean=4.38, SD=1.26), pressure from parents (mean=3.54, SD=1.56), parental occupation (mean=3.69, SD=1.316), environmental factors (mean=3.69, SD=1.316) are some of the major reasons that made the principals join the teaching profession. Always wanted to be a teacher was seen as insignificant in influencing them to join the teaching profession as it scored the least mean of 2.23. This implies that most teachers

Table 3. Motivational Factors influencing Public Secondary School Teachers' Job Satisfaction in Busia district

Job satisfaction factors	Strongly Agree/Agree		Neutral		Disagree/Strongly Disagree		TOTAL	
	F	%	F	%	F	%	F	%
	Job security	29	30.2	5	5.2	62	64.6	96
Work it-self	41	42.7	13	13.5	42	43.8	96	100
Good working conditions	32	32.3	4	4.2	61	63.5	96	100
Achievement leads to job satisfaction	20	20.8	7	7.3	69	71.9	96	100
Recognition by management	29	30.1	12	12.5	55	57.3	96	100
Standards of excellence	24	25	11	11.5	61	63.5	96	100
Responsibility within the teaching profession	28	29.2	19	19.8	49	51.1	96	100
Taking new challenges leads to job satisfaction	30	31.2	24	25.0	42	43.8	96	100
Good pay	12	12.4	6	6.2	78	81.2	96	100
Fringe benefits	39	40.6	13	13.5	44	45.8	96	100
Available training opportunities	21	21.8	18	18.8	57	59.4	96	100
Time for family members	8	8.3	22	22.9	66	68.8	96	100
Good interpersonal relationships	14	14.6	14	14.6	68	70.8	96	100
Available promotion opportunities	5	5.2	0	0	91	94.8	96	100

Table 4: Descriptive Statistics Showing Means and Standard Deviations for motivational Factors influencing Public Secondary School Teachers' Job Satisfaction in Busia District

Job satisfaction factors	Teachers		Head teachers	
	Mean	S.D.	Mean	S.D.
Job security	2.40	1.546	2.15	.899
Work it-self	3.08	1.335	1.92	.760
Good working conditions	2.51	1.487	2.38	1.121
Achievement leads to job satisfaction	2.31	1.324	3.31	1.316
Recognition by management	2.69	1.364	2.62	1.044
Standards of excellence	2.48	1.338	3.62	1.193
Responsibility within the teaching profession	2.71	1.178	2.15	1.345
Taking new challenges leads to job satisfaction	2.81	1.242	4.31	.855
Good pay	1.99	1.129	2.46	1.050
Fringe benefits	2.92	1.533	2.62	1.121
Available training opportunities	2.44	1.255	1.92	.760
Time for family members	2.09	.996	2.38	1.121
Good interpersonal relationships	2.20	1.092	2.15	.899
Available promotion opportunities	1.52	.906	1.92	.760
Total	2.44	1.201	2.38	1.121

joined the profession with a hope of earning "good pay" however, with time they realized that it is not adequate as they compared their standards of living with their counterparts in other professions with the same qualifications.

Motivational Factors influencing Public Secondary School Teachers' Job Satisfaction

Various motivational factors were found to influence public secondary school teachers' job satisfaction in Busia district of Western province

Kenya. To achieve this objective, the respondents were provided with a list of possible factors that influence their job satisfaction. Table 3 and Table 4 summarise and present their responses. The results in table 3 indicate that 94.4% of the teachers are dissatisfied with the process of promotion opportunities. In addition, majority (81.2%) of the teachers expressed disagreement with the statement that they received good pay, while only 12.4% and 20.5% seemed to be satisfied with the statements: achievement leads to job satisfaction and that they experience good interpersonal relationships,

majority of the teachers 71.9%, and 70.8% disagreed with the statements respectively. Respondents forming 68.8% expressed disagreement with the statement of having time for family members while only 8.3% agreed with the statement. Furthermore, 64.6% expressed their dissatisfaction with job opportunity with only 30.2% agreeing to this statement. Accordingly, 63.5% are not satisfied with their working conditions and standards of excellence. Concerning available training opportunities 59.4% were in disagreement while only 21.8% agreed with the statement. In rank ten (57.3%), eleven (51.1%) and twelve (45.8) teachers showed less satisfaction in areas of recognition, responsibility and fringe benefits with only 30.1%, 29.2%, and 40.6% respectively agreeing with the statements. However, 42.7% seemed to enjoy their work, and 31.2% expressed agreement with the statement that taking new challenges leads to job satisfaction compared to 43.8% who did not agree with the statements.

Table 4 shows the means and standard deviations for the dimensions of job satisfaction as assessed. According to the findings the following results were obtained and ranked from the least satisfying factor as; available promotion opportunities, good pay, time for family members, good interpersonal relationships, achievement, job security, available training opportunities, standards of excellence, responsibility, recognition, taking new challenges, fringe benefits and work itself. Whereas, the head teachers ranked; available promotion opportunities, training opportunities and work itself as the least satisfying factors all with (mean = 1.92) and taking new challenges as the most satisfying factor (mean=4.31). The results indicate the mean for the total job satisfaction of the sample is 2.41 with a standard deviation of 1.161.

Further Table 2 shows high means against good salary (mean=3.85, SD=1.322), Flexible teaching programmes (mean=3.55, SD=1.178), pressure from parents (mean=3.55, SD=1.213), and sufficient school holidays (mean=3.52, SD=1.248), indicating least satisfaction in these areas among teachers. Further, the head teachers ranked; available promotion opportunities, training

opportunities and work itself as the least satisfying factors all with a mean of 1.92 while taking new challenges was ranked as the most satisfying factor with a mean of 4.31.

Teachers were most satisfied with work-itself (Mean = 3.08, SD = 1.335), and less satisfied with the interpersonal relationships (Mean =2.20, SD =1.092), time for family (Mean =2.09, SD =0.996), pay (Mean =1.99, SD =1.129), and least satisfied with the promotion opportunities (Mean =1.52, SD =0.906). On the other hand, head teachers seem to be more satisfied with taking new challenges (Mean =4.31, SD = .855), and standards of excellence (Mean =3.62, SD = 1.193), and achievement (Mean=3.31, SD=1.316) while they are least satisfied with work it-self, training opportunities and promotion opportunities all giving (Mean =1.92, SD = .760).

DISCUSSIONS

Career choice is the identification of a suitable job by an individual. For most people, it is a lifelong process of engaging in the world of work through choosing among employment opportunities available to them. Studies on how individuals select careers demonstrate that many individuals find themselves in occupations not really knowing why they were propelled in that particular direction (Omolola, 2006). Motivational factors that influenced teachers to join the teaching profession in this study were ranked in order as: good salary, Flexible teaching programme, pressure from parents, sufficient school holidays, parental occupation, wanted to be a teacher, self desire, academic grade, opportunities for further study, and available market of the job. In a study in Nigeria by Omolola (2006), on characteristics and study motivation of Students in Nigeria Universities, the majority of admissions into undergraduate programs are determined using scores obtained at the University Matriculations Examinations conducted by the Joint Admissions Matriculation Board. This finding is dissimilar to the current study in which respondents identified the motivational factors that most influenced secondary school teachers to join the teaching profession as good salary and flexible teaching

programme. The results of this study correspond with that carried out by Mugonzibwa & Kikwilu (2006) on Factors influencing Career Choice among High School students in Tanzania, who noted that status and financial security appeared to be more the relevant factors in the choice of a career among the students. Research (Bedi & Gilthorpe 2000), indicates that talking to relatives or friends in the teaching profession was the most influential factor in most developed countries like Finland, United Kingdom, and United States while in most developing countries, advice from teachers and parents appeared to be more relevant in career choice. Career choice variations occur from one population to the other. Therefore, the choice of any career is a critical decision that has an obvious impact on individuals. It is also important to understand the priorities and socio demographic backgrounds of those choosing a profession. This is because economic factors may influence an individual's level of commitment to the profession.

Further, the relationship between years of teaching and increased job satisfaction may provide some implications for retaining new teachers, who stand a higher risk of leaving the profession than their experienced teacher. Job satisfaction is the extent to which an employee feels about his or her job (Demir, 2002). According to Abassi and Hollman (2000), individuals with high levels of job satisfaction would have healthier physical and psychological records that very likely result in higher productivity and effectiveness in their job performance and willing staying longer in organization. Teacher job satisfaction has been the focus of research agenda in various developing countries for a long time.

Results from the current study corroborate that of Chang'masa (1993), indicating job dissatisfaction in education. Similarly, Devkota (2005), report that there is a tendency worldwide towards job dissatisfaction in education. In Nepal, for example, only slightly more than half the teachers have permanent job status. He further notes that, the difficulty of getting promoted to permanent status is a major source of frustration for many Nepalese teachers, many of whom have waited years for permanent position. In some countries even for those officially appointed it can

take up to a year for them to be put on the government payroll. This situation is similarly experienced Kenyan, whereby there are so many graduate teachers who have not yet been employed on permanent basis. The means for promotion opportunities, good pay, interpersonal relationships, and time for family and job security are all lower than others. Based on the fact that a mean of approximately 3 is indicative of an average level of satisfaction on these scales, it appears as though the majority of the employees in the sample are not satisfied with the nature of their work, job security, promotion opportunities and pay. Hence, it may be concluded that the overall job satisfaction of the sample is relatively low. Teachers were strongly dissatisfied with their limited opportunities for promotion. This result revealed that, in those passing years, the Kenyan Government has not done enough to meet the needs of secondary school teachers in this respect. As promotion itself can be a sign of recognition, professional growth and advancement in career, scarce promotion opportunities (especially for Graduate students) may make teachers feel uncertain about their prospects and blocked in their careers. What makes the situation even worse is that promotion processes in some schools are perceived by their staff as unfair, irrational, and not based on competence. If the government remains indifferent to this facet of job satisfaction and does nothing, this will probably continue to be the main source of job dissatisfaction among secondary school teachers.

The degree of consensus among teachers in giving their responses to each scale could be examined by the standard deviation. A relative large dispersion of scores in job fringe benefits and working conditions reflected that different sub-cultures exist within the same school. Though most teachers were slightly satisfied with the work itself and fringe benefits, some were not. Despite teacher's satisfaction with work itself, the variability in job satisfaction is very high. This could be because of the teachers various levels of education, salary differences and teaching experience. Teachers were also unhappy about their work conditions giving. This could be mainly because they did not have enough time for planning and preparation and have a heavy

teaching load. This finding concurs with those of Ingersoll, (1999) who found that, in the United States teachers teach many large classes every week, and they were sometimes assigned to teach out of their specialty field if there was a staff shortage. Furthermore, they are not provided with enough instructional materials. Although the MoE has tried to improve teachers' work conditions for a long time, these results suggest that it is still the major area needed for reform.

Low item means with high standard deviations for pay was yielded. This result reaffirms the complaint that, comparing with employees in other sectors, public secondary school teachers receive low pay. With respect to promotion opportunities, irregular promotions and limited opportunities for promotion may be the main sources of dissatisfaction. Xiaofeng (2001) found that, remuneration in public education lagged behind that in private sector, and teachers in private sector typically earn more than do teachers with comparable educational qualifications. In addition, salary increase is often stagnant in public education because it is costly to give a cross the board salary raise to all the teachers. Similarly, Filak & Sheldon, (2003), report that an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied. These results indicate that previous cross the board increases are not enough. Teacher's satisfaction with remuneration is not correlated with their satisfaction with work conditions. Thus, this finding offers suggestions for educational policy makers that use monetary incentives as the only remedy to retain teachers. This strategy may be insufficient because increasing teachers' remuneration may not improve teachers' satisfaction with their work conditions. This means that monetary incentives may not compensate for teachers' disappointments with their work conditions. Even after remuneration is improved, teachers' may still feel upset about their work conditions and choose to leave the teaching profession.

Based on the findings public secondary school teachers in Busia District seemed to be least satisfied with the job satisfaction factors as; available promotion opportunities, good pay, time

for family members, good interpersonal relationships, achievement, job security, available training opportunities, standards of excellence, responsibility, recognition, taking new challenges, fringe benefits and work itself. Factors such as promotion opportunity and job security are highly valued by the public secondary school teachers in Busia district. Job satisfaction therefore, tends to be low among teachers who are employed on temporary basis since they are not assured of the above factors. Long delays in recruiting qualified teachers in Kenya are the norm in Kenya as shown in Busia district. The study revealed that salary was determined to be a factor in job satisfaction. Workers have great job satisfaction when they are paid by performance than when they are not. This also helps to improve worker's feelings about job security. It was also revealed that some education policies such as a newly employed teacher staying in the same station for a mandatory five years also contributed to teacher's job dissatisfaction. Universal primary and secondary education is now the single most important goal in nearly all low-income developing countries. Teachers now have to cope with increased workloads and class sizes as a direct result of UPE policy. Out of the respondents who filled the questionnaire 84% strongly agreed/ agreed that some education policies caused their job dissatisfaction. Teachers and trade unions complain that most of the additional resources have been used to increase enrolment capacity and compromised education quality without directly addressing the professional needs of teachers.

Conclusion

The study concluded that motivational factors influencing public secondary school teachers to join the teaching profession have a big bearing on student's academic performance of Kenya certificate of secondary education. The study revealed that most popular motivational factors influencing public secondary school teachers to join the teaching profession included promotion opportunities, remuneration, job security, interpersonal relationships and good working conditions. On the other hand factors such as education policies, poor pay and delayed promotion opportunities, contribute to job

dissatisfaction. It can also be deduced that there are inadequate teaching and learning resources aggravated by subsidized secondary education. These have significantly affected the teachers' moral which is reflected in the poor performance recorded over years. Further, it was noted that even if economic rewards and job security have an impact on teachers' job satisfaction; the results in this study indicate that the most perception for job satisfaction is to have interesting work tasks. This insight should be taken into consideration in schools. However, the discrepancies with the current research findings can either be attributed to differences in sampling design, but also because the conditions under which schools operate in developed countries differ significantly from those characterised by operating in environments in which teachers have to deal with abject poverty and inadequate resources. On the basis of the evidence presented in this study, the unavoidable conclusion is that most schooling systems in Busia district are faced with what amounts to a teacher motivation crisis, which has far reaching implications for the education Millennium Goals for basic education and for development as a whole. The study recommends that the Ministry of Education need to forecast and plan to enrol and train teacher students at the tertiary level according to the skills demanded in the labour market. The Government of Kenya could use these findings to enhance refresher courses so as to equip the teachers with skills relevant to their changing environments and further, lift the ban on teacher recruitment so as to encourage more students to enrol in teacher training institutions and promote teachers based on academic merit.

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