

**SELECTED FACTORS INFLUENCING CAREER SATISFACTION AND
PROFESSIONAL ACHIEVEMENT AMONG SECONDARY SCHOOLS
TEACHERS IN GATANGA DISTRICT, MURANG'A COUNTY**

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**A Research Project Report submitted to Graduate School in Partial fulfillment of
the Requirements for the Award of the Degree of Master of Arts in Guidance and
Counseling of Egerton University**

EGERTON UNIVERSITY

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DECLARATION AND RECOMMENDATION

Declaration

This Research Project Report is my original work and has not been presented for an award of degree in this or any other university.

Signature.....

Date.....

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Recommendation

This Research Project Report has been submitted for examination with my approval as University Supervisor.

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DEDICATION

This project is dedicated to my wife Esther and children Grace, Elizafaith and Daniel.

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I take this opportunity to express my gratitude to all the people and institutions that made it possible for me to undertake postgraduate studies in Egerton University. First, I wish to acknowledge the tremendous contribution of my supervisor, Prof. Aggrey M. Sindabi of the Department of Psychology, Counselling and Educational Foundations who took time to guide me on the intricacies of the research world while at the same time providing me access to a reservoir of literature on this topic. I am also very grateful to the entire fraternity of the Department of Psychology, Counselling and Educational Foundations and Faculty of Educational Foundations and Community Studies for their significant contributions, which helped shape this study. I would like to acknowledge all the respondents who took time off their busy academic schedules to attend to my research needs. Finally yet importantly, sincere regards go to my family for their great role in terms of encouragement, time and material support throughout my studies. Above all I thank God for it is by His grace I have come this far. May the Almighty God bless you all.

ABSTRACT

Career satisfaction among teachers is very crucial to the long-term growth of any educational system around the world. However, many teachers in Kenya are leaving the teaching frontline for jobs in other sectors. This study sought to establish the influence of the selected factors on career satisfaction and professional achievement among secondary school teachers in Gatanga District. The target population of the study was 460 teachers from 32 secondary schools in Gatanga District, Kenya. The sample composed of 170 teachers selected using random sampling methods, 30 HODs and 10 principals purposively selected. Schools were stratified into girls' schools, boys' schools and mixed secondary schools. The study employed *ex post facto* research design. Items sought responses on working conditions, motivation, supervision and qualification as selected factors influencing career satisfaction and professional achievement among secondary school teachers. Piloting was done with twenty teachers and five HODs from two schools which were not part of the sample. Cronbach alpha coefficient of 0.707 was established for teachers' questionnaire. Reliability for the HODs questionnaire was 0.732. Descriptive statistics (percentages and frequencies) were used to analyze data with the aid of Statistical Package for Social Sciences (SSPS). Results revealed that the teachers' and HODs' characteristics such as personality, age and gender had no statistically significant influence on career satisfaction and professional achievement. However, working conditions, motivation, supervision and qualification were statistically significant. About 65.4% of teachers agreed that the selected factors had influence on career satisfaction and professional achievement. The study recommends that all stakeholders should be consulted since career satisfaction and professional achievement had proven to have great impact on teachers' performance. The findings of the study are expected to be useful to TSC, Heads of Institutions and the Ministry of Education to reduce career satisfaction and professional achievement related problems exhibited among secondary school teachers.

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LIST OF ABBREVIATIONS AND ACRONYMS

CS	-	Career Satisfaction
HOD	-	Head of Department
JAB	-	Joint Admission Board
KNUT	-	Kenya National Union of Teachers
KSSHA	-	Kenya Secondary School Heads' Association
LIDCs	-	Low Income Developing Countries
MOEST	-	Ministry Of Education Science and Technology
PA	-	Professional Achievement
ROK	-	Republic Of Kenya
SPSS	-	Statistical Package for Social Science
TSC	-	Teachers Service Commission

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Employees in organizations and learning institutions like to feel that someone cares about their work and appreciates it which in turn motivates them to work more effectively. Owens (2004) describes motivation as the forces that cause people to behave as they do. He further points out that behaviorists think of it as extrinsic while others believe it is intrinsic. Generally, in schools, the challenge for administrators is to develop highly motivated teachers who are actively engaged in teaching and learning, open to new ideas and approaches, and committed to students and change over the lifetime of their teaching careers. Teacher motivation plays an important role in the promotion of teaching and learning excellence. Generally, motivated teachers are more likely to motivate students to learn in the classroom, to ensure the implementation of educational reforms and feelings of satisfaction and fulfillment. While teacher motivation is fundamental to the teaching and learning process, several teachers are not highly motivated. This observation should be taken seriously and an investigation into the factors influencing teacher motivation is therefore necessary to achieve the educational goals in every learning institution. Compared with other professions, teachers across various countries, school contexts, and subject fields exhibit higher levels of emotional symptoms. According to Dai and Sternberg (2004), high levels of job dissatisfaction, stress, and burnout can negatively influence motivation and job performance. According to Gorham and Millete, (1997) teachers who report low levels of motivation tend to perceive their students' motivation levels as low.

Many factors have been found to promote teacher motivation. Pay incentives, for example, have been found to be unsuccessful in increasing motivation. In a study done by Ofoegbu (2004) in Nigeria on: Teacher motivation as a factor for classroom effectiveness and school improvement; he found that teacher motivation enhances classroom effectiveness and improves schools. Teachers are arguably the most important group of professionals for our nation's future. Michaelowa (2002) in her study on analysis of the

key determinants of teacher motivation in the developing country context, found that large class size, double-shifting, rural location, high educational attainment and active parental involvement negatively correlated with teacher job satisfaction in these countries. She further found that the level of communication between teachers and school managers had no statistically significant impact on teacher job satisfaction.

A study done by Organization for Economic Co-operation and Development (OECD), which is an international organization, in 1994 pointed to the importance of the motivation of teachers towards their jobs. In a research report on teachers in developing countries, undertaken by Voluntary Service Overseas (VSO) in the U.K in 2002 noted that, one of the main findings was that teachers' motivation was fragile and declining. The report noted that "There is a strong link between teachers' motivation and performance, and education quality, but improving teachers' motivation is not uniformly prioritized as a major concern of national and international policy-makers" (VSO, 2002: 2). The report added that addressing the factors that reduce teachers'

motivation should be a major concern of policy makers; this was to create conditions for the success of other education interventions (VSO, 2002). In Kenya, a study done by Majanga, Nasongo and Sylvia (2010) on the influence of class size on classroom interaction in the wake of Free Primary Education (FPE), they found that FPE created increased class sizes, shortage of teachers, heavy teachers' working load and lack of teacher motivation. They further found that teachers are demoralized with heavy workloads, handling many lessons, many pupils and work for long hours. Sirima and Poipoi (2010) also reported in a study in Busia District in Kenya that public secondary school teachers with high levels of job satisfaction tend to have high social, and psychological atmosphere in the classroom that result in high productivity and effectiveness in job performance and willingness to stay longer.

Lukuyani, M. (2004) observes that there are various difficulties in attracting teachers to the hard to reach areas. These difficulties arise because of a number of reasons among them: low compensation (other professions requiring similar educational qualification offer

higher compensation); poor working conditions; lack of professional development opportunities; little mobility to better positions; inadequate professional support and supervision; unprofessional treatment of teachers; and lack of incentive systems to stimulate and motivate teachers to remain in the teaching field. Gatanga district of central province has not been spared in these issues in the education sector. 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 factors influences the career satisfaction and professional achievement as it relates to the teaching profession in secondary schools in Gatanga district of the Central province in Kenya.

1.2 Statement of Problem

Career satisfaction among teachers is very crucial to the long-term growth of any educational system around the world. However, many teachers in Kenya are leaving the teaching frontline for jobs in other sectors. There have been a number of studies on teacher motivation and job satisfaction which has prescribed interventions to address the challenges. However, despite the many efforts of addressing these challenges, we are still witnessing a teaching force that is lethargic and indifferent in assisting the learners to acquire the knowledge and competencies for future career formation. This study aims at contributing to the knowledge of career satisfaction factors among the teaching force taking a case of Gatanga District, Kenya.

1.3 Purpose of the Study

This study sought to establish the influence of the selected factors on career satisfaction and professional achievement among secondary school teachers in Gatanga District.

1.4 Research Objectives

The following objectives guided this study.

- i) To determine the level of career satisfaction and professional achievement among secondary school teachers in Gatanga district in relation to their teaching profession.

- ii) To examine the influence of working conditions, motivation, supervision and qualification as the selected factors on the career satisfaction and professional achievement among secondary school teachers.
- iii) To establish whether there is a relationship between career satisfaction and professional achievement among secondary school teachers.
- iv) To establish whether there is a difference between male and female teachers in career satisfaction and professional achievement
- v) To examine the influence of the career satisfaction and professional achievement on the teachers performance.

1.5 Research Questions

The following questions were answered by the study:

- i) What is the teachers' level of career satisfaction and professional achievement in Gatanga district related to their teaching profession?
- ii) What impact do the selected factors have on the career satisfaction and professional achievement among secondary school teachers?
- iii) Is there any relationship between career satisfaction and professional achievement?
- iv) Is there any difference between male and female teachers in career satisfaction and professional achievement?
- v) What impact does career satisfaction and professional achievement have on teachers' performance?

1.6 Significance of the Study

Secondary school teachers perform very important curriculum and co-curriculum duties. This study reveals the influence of selected factors such as working conditions, motivation, supervision and qualification on career satisfaction and professional achievement among secondary school teachers. The study is expected to aid the Ministry of the Education in strengthening the teaching profession which is facing challenges related to teachers' career satisfaction and professional achievement. The study findings will contribute to the general field of knowledge, which is one of the main objectives of

research work.

1.7 Scope of the Study

This study targeted secondary school teachers who were randomly selected from Gatanga district. Teachers in different categories of schools were involved. These categories included Girls', Boys' and Mixed schools. This scope was considered adequate enough to provide diversity in the respondents' characteristics and their responses as well. Selected factors that might influence career satisfaction and professional achievement were also investigated. These included working conditions, motivation, supervision and qualification.

1.8 Limitation of the Study

This study encountered a number of limitations.

- i). The study was restricted to selected secondary schools in Gatanga District.
- ii). Only teachers, HODs and Principals from sampled schools were involved in the study. Therefore, the findings of the study should be confined to the sampled schools and generalization to other schools should therefore be done with caution.

1.9 Assumptions of the Study

In this study it was assumed that:

- i) The respondents had similar characteristics with all other teachers in secondary schools throughout the district.
- ii) The respondents were able to interpret the questionnaires correctly.
- iii) All teachers had a need for career satisfaction and professional achievement.

1.10 Definition of Terms

In this study, certain terms were operationally defined as follows:

Behavior: Refers to the way a teacher perceives or interprets his or her school environment in relation to the teaching profession.

Career Satisfaction: It is a pleasurable emotional state or feeling a teacher has in relation to his or her teaching profession.

Contribution: Addition of value that a teacher can put on school performance during his or her teaching.

Motivation: Is the driving force by which teachers are able to attain career satisfaction hence developing professionally.

Professional Achievement: Refers to the advancement a teacher has made in his or her line of career in terms of academic qualifications.

Professional Development: a comprehensive, sustained, and intensive approach to improving teachers' effectiveness in raising student achievement.

Teacher: A person employed by the Teachers Service Commission to teach in a secondary school.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This study looked at the meaning and importance of career satisfaction and professional achievement in secondary school teachers, the history of career satisfaction and professional achievement, attitudes of teachers, motivation of teachers, the theoretical framework and the conceptual framework.

2.1 History of Career Satisfaction and Professional Achievement

Organizations exist because there are human beings who direct their existence. It is important to remember, however, that individuals are only assets in so far as they choose to invest knowledge and skills that benefit their organizations. This implies that, in a nation or an organizational setup, the most important of all the resources (assets) is the human resources. This partly accounts for the current interest in Human Resource Accounting (HRA), given that apart from it being important, it is also the most expensive and difficult to retain. At the core of a nation's human capital formation is the teacher. Bishay (1996) noted that, 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 & Loadman (1994), teachers' career satisfaction is an effective response to one's situation at work.

Adams (1963) suggested that people perceive their job as a series of inputs and outcomes. Inputs are factors such as experience, ability, and effort, while outcomes include things like salary, recognition, and opportunity. The theory is based on the premise that job satisfaction is a direct result of individuals' perceptions of how fairly they are treated in comparison to others. This "equity theory" proposes that people seek social equity in the

rewards they expect for performance. In other words, people feel satisfied at work when the input or contribution to a job and the resulting outcome are commensurate to that of their co-workers.

According to Milkovich and Newman (1990), this social equity is not limited to others within the same workplace, and the equity comparisons often reach into other organizations that are viewed as similar places of employment. Vroom's (1964) theory of job satisfaction was similar in that it looked at the interaction between personal and workplace variables; however, he also incorporated the element of workers' expectations into his theory. The essence of this theory is that if workers put forth more effort and perform better at work, then they will be compensated accordingly. If employees receive less than they expect or otherwise feel as if they have been treated unfairly, then dissatisfaction may occur. Conversely, overcompensation may also lead to dissatisfaction and the employee may experience feelings of guilt. The compensation does not have to be monetary, but pay is typically the most visible and most easily modified element of outcome. Salary also has significance beyond monetary value and the potential to acquire material items, and Gruenberg (1979) notes that it is also an indication of personal achievement, organizational status, and recognition.

2.2 Career Satisfaction

Career satisfaction is one of individuals' needs fulfillments (Evans, 1998). Evans argue that overall career satisfaction will vary directly with the extent to which the needs of an individual that can be satisfied in a job are actually satisfied, and that the stronger the need, the more closely will job satisfaction depend on its fulfillment. Rodes (2004) on the other hand observe that job satisfaction involves liking for the work and acceptance of the pressures and aspirations connected with that work. He contends that career satisfaction can be most adequately be conceptualized as a personality evaluation of conditions existing on the career or outcomes that arise as a result of having a career meaning, hence being taken as the perception of internal responses. According to Rao and Sridhar (2003) all types of work are not inherently satisfying. People engaged in the work which is not

satisfying in itself naturally look for satisfaction from sources external to it. Thus, career satisfaction does promote happiness, success and efficiency in one's professional activity. Every profession has got certain aspects conducive for career satisfaction and at the same time other aspects that lead to dissatisfaction. As pointed out by Saari and Judge (2004), career satisfaction can be an important indicator of how employees feel about their careers and a predictor of work behaviors' such as organizational citizenship, absenteeism, and turnover. Further, career satisfaction can partially mediate the relationship of personality variables and deviant work behaviors. This study sought to find out which aspects conducive for job satisfaction are present in teaching profession.

A study carried out by Rain *et al.*, (1991) revealed that job satisfaction is correlated with life satisfaction and that this correlation is reciprocal, meaning that people who are satisfied with life tend to be satisfied with their career and vice versa. However, some research has found out that career satisfaction is not significantly related to life satisfaction when other variables such as non-work satisfaction and core self-evaluations are taken into account (Rode, 2004). An important finding for organizations to note is that career satisfaction has a rather tenuous correlation to productivity on the job (Krishnan & Singh, 2010). This is a vital piece of information to researchers and businesses, as the idea that career satisfaction and performance are directly related to one another is often cited in the media and in some non-academic management literature.

Research studies carried in America have explored factors that affect teacher satisfaction and retention. As Riehl and Sipple (1996) found out in their studies, eleven percent of the teachers who joined the profession chose to leave. According to their findings, there were several factors that contributed to the choice of the teachers to leave the profession. These factors include: emotional factors, school and community support, instructional support, preparation in teaching curriculum, managing students, collaboration, compensation and benefits, motivation to teach and culture shock. These findings concur with Karen and Myers (2005) who argue that one of the major reasons for teachers exit from the profession is lack of job satisfaction and poor remuneration. Akiri and Ugdorugbo (2009)

contends that job satisfaction is an emotional affective personal response, which is a result of the estimation of the degree to which some facts of career reality is congruent or incongruent with values. Gosnell (2000), in a seminar paper on determinant of career satisfaction among federal employees on public policy in USA, identified three primary determinants of job satisfaction as: individual attributes or demographic variables; characteristics of the career itself; and organizational characteristics. According to Akiri and Ugborugbo (2000), the extent to which these factors are satisfied will determine the extent to which worker's career satisfaction is enhanced.

2.3 Professional Development of Teachers

Since student outcomes depend greatly on teacher quality, governments, local politicians and school managers need to foster teachers' continuous professional development in order to cope effectively with ongoing changes and improve the quality of education. Strengthening internal school conditions to promote teachers' professional developments considered an important prerequisite for addressing a continuous stream of changes in their environments (*e.g.* demographic changes, large-scale educational innovations, and socio-cultural renewal), the multidimensional restructuring demands to which they must respond, and the considerable external pressures arising from the tighter "output" controls introduced by accountability policies.

Furthermore, promoting the professional development of teachers is also expected to reduce the alienation that bureaucracy may produce. Most professional development efforts in the late 1980s and early 1990s were based on a training paradigm which implied a deficit-mastery model and consisted of "one-shot" professional development approaches. Research on these programmes has provided evidence of the failure of earlier concepts of teacher learning as something that is done to teachers (Clarke & Hollingsworth, 2002).

Career satisfaction has also been correlated with factors related to work itself or to the outcomes (such as the rewards for excellence and performance) directly derived from it, such worker's and teachers' subjective evaluation of their work, in other words on their career satisfaction (Clark, 1998). 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 & Hollmans, 2000).

Managers should therefore ensure career satisfaction of employees for the benefit of the organizations. 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). Because of their relative isolation from other adults, teachers have little opportunity to share their successes with colleagues and administrators (Lumsden, 1998). This results in greater reliance on student responsiveness for the teachers’ professional satisfaction (Lumsden, 1998).

2.4 Work Environment and Teacher Motivation

The work environment has a significant impact upon employee performance and productivity. By work environment we mean those processes, systems, structures tools or conditions in the work place that impact favorable or unfavorable individual performance. The work environment also includes policies; rules, culture, resources, working relationships, work location and internal and external environmental factors, all of which influence the ways those employees perform their job functions. According to Clements-Croome (2000), environment in which people work affects both job performance and job satisfaction. The tasks workers perform in modern office buildings are increasingly complex and depend on sophisticated technology; and companies whose occupancy costs are increasing generally seek to reduce them without adversely affecting the workers. Such workspace decisions aspire to create an investment in employees’ quality of life, the argument being made that measurable productivity increases will result. Dilani (2004) adds that, researchers are increasingly finding links between employee health and aspects of the physical environment at work such as indoor air quality and lighting. Contemporary literature on stress in the work environment typically focuses on psychosocial factors that affect job performance, strain and employee health. Some theoretical models of stress at work have included the physical environment as a factor. But in many cases, studies referring to physical environment factors tend to refer

to the physical parameters of the tasks being performed rather than to features of the physical space in which work is done. As research on job strain and other aspects of stress at work tends not to address the growing body of work on the environmental psychology of workspace, the purpose of this paper is to create a link between these two fields of endeavor. According to Macfie (2002), it is important for management's effort to create a working environment where everyone is highly motivated and feels valued. He adds that if staff look after their health, they will be better in their own lives and in the business. If people feel better about the way they manage, their lives they will be more creative and more productive in the way they contribute at work.

2.5 Importance of Career Satisfaction

The importance of career satisfaction among the employees of organizations and institutions goes back to the second half of the 20th century, with the appearance of Maslow's theory (1956). Since then, researchers have given deep consideration to the matter and various analytical studies have been undertaken. The movement towards human relationships sheds more light on the importance of the morale and improvement of the work conditions for the employees of organization's and institutions aiming at increasing productivity. It can be argued that teacher satisfaction refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher (Lawler, 1973). Morse (1953) views the strength of an individual's "desires, or his/her level of aspiration in a particular area" to be an important factor in job satisfaction (p. 28). Smith (1969) noted that, career satisfaction describes how content an individual is with his or her job. Career satisfaction has also been defined as a pleasurable emotional state resulting from the appraisal of one's job, an effective reaction to one's job and an attitude towards one's job (Brief, 1998). Weiss (2002) argued that it is an attitude but pointed out that researchers should differentiate between the objects of cognitive evaluation which affect (emotion), belief and behaviors. Wanous and Lawler (1972) observed that there is a serious lack of goods theory about the very meaning of employee satisfaction. The career satisfaction of employees in any organization, as Conley et al.

(1989) have indicated, is regarded as a main component of the work environment and one of the main factors determining organizational climate. In addition, Hoy and Miskel (1987) have stated that job satisfaction is viewed as a decisive factor as to the general efficiency of an organization. It is known that research into job satisfaction started in the field of industry and business administration, with a special emphasis being laid on the working classes. Later on this research moved into the field of education, with more concentration being placed on the teaching sector.

Abdualkhalig (1982) pointed out that the majority of job satisfaction research has been directed towards lower level employees, adding that it is limited with regards to looking at managers, technicians and professionals. Furthermore, Bacharch & Mitchell (1983) have expressed that within the educational context the importance of the reality of teachers and their attitudes towards their jobs came at the cost of studying the importance of the reality of other employees in the educational context, such as head teachers and supervisors.

Career satisfaction is regarded as a very important issue within the educational context, especially for teachers. This is mainly due to the fact that it is connected with different aspects of their role and those which consume most of their time both in and outside the school. Therefore, it is necessary that they feel satisfaction and harmony in carrying out their duties to ensure effectiveness in delivering their role.

2.6 Attitude of Teachers toward Career Satisfaction

People's attitudes towards their profession have an effect on their performance. It is also valid for teaching profession. Kimengi (1990) indicated that generally all secondary school teachers had poor attitude towards their job. The study noted that societal attitudes as well as remuneration had influenced teacher's view of their jobs. Kimengi asserted that most teachers therefore would want to leave the teaching profession if an opportunity arises elsewhere. Njoka (2002) in her study on job satisfaction among HODs found out that salary level was ranked as one of the most important factors influencing motivation and job satisfaction among the HODs.

Olando (1999) investigated job satisfaction of public secondary school teachers in

Nairobi province. The study assessed the level or degree of satisfaction based on factors of remuneration and job conditions. Most of the teachers in Nairobi province recorded a low degree of job satisfaction. Smith (1990) has claimed that teacher's personality in the attitudinal sense is a significant factor in teacher's behavior and it has great impact on student's achievement. The teachers must know the art of communication, understanding others and ability to learn from the experiences. The importance of teachers' professional development is being too much emphasized today. Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviors which show teacher's intellect, desire to excel, extended professionalism and teaching as a life concern (Goodwin et.al. 1995. The way teachers interact with students influences their motivation and attitudes toward school.

2.7 Motivation of Teachers on Career Satisfaction and Professional Achievement

According Ifinedo (2003) employee motivation is a complex and difficult term to define; therefore a precise definition of this concept is elusive as the notion comprises the characteristics of individual and situation as well as the perception of that situation by the individual. Lewis, Goodman and Fandt (1995) assert that organization's liveliness comes from the motivation of its employees, although their abilities play just as crucial a role in determining their work performance as their motivation. Motivated and committed staff can be a determining factor in the success of an organization. According to Hoy & Miskel (1987), teacher 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. While motivation is primarily concerned with goal-directed behavior, job satisfaction refers to the fulfillment acquired by experiencing various job activities and rewards. It is possible that teachers may display low motivation from the organization's perspective yet enjoy every aspect of the career. This state represents high career satisfaction.

Peretomode (1991) also argued that a highly motivated employee might also be dissatisfied with every aspect of his or her job. Ifinedo (2003) demonstrated that a

motivated teacher is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. Some studies showed that there is a correlation between job satisfaction and the needs of a teacher. Pastor and Erlandson (1982) found that there is a statistical significance correlation between job satisfaction and the needs of teachers, Ruben (1994) found that the essential factors for dissatisfaction included teacher's lacking of achievement, the lack of appreciation, and the lack of student's success. Moreover, he found that the external factors of dissatisfaction exemplified with the poor working conditions and unkind relationship between students and teachers.

2.8 Teacher Turnover

Concerns about educator turnover and attrition are reported widely as a global phenomenon. In most African countries, the phenomenon of teacher turnover is associated mainly with the HIV/AIDS epidemic, especially in sub-Saharan countries like Zambia, Kenya, Nigeria, the Central African Republic and South Africa (Coombe, 2002). In some countries notably Gambia, massive exit of teachers from the profession is due to, amongst other reasons, a lack of adequate salaries, allowances, housing and promotion (Xaba, 2003). In the US, since the early 1980s, educational theory has predicted that shortfalls of teachers resulting primarily from two converging demographic trends: increasing student enrollments and increasing teacher retirements- will lead to problems staffing schools with qualified teachers and, in turn, lower educational performance (e.g., National Commission on Excellence in Education, 1983; National Commission on Teaching, 1997). In the US, there are significant effects of school characteristics and organizational conditions on teacher turnover (Ingersoll, 2001). This study endeavored to determine whether there is a relationship between school characteristics and science teacher turnover in public secondary schools in Kenya. In China, the recent opening-up of labor markets, in general and within the school system, has raised concerns about retaining qualified teachers in schools serving poor communities (Sargent, 2003). The researcher notes that indicators of economic status of communities such as village income per capita and presence of rural enterprises are associated with lower levels of teacher

satisfaction. However the result from this study also suggests that economic development alone may not ameliorate the problem. The study underscores the challenge that faces rural, impoverished communities as they seek to retain teachers, and especially well educated teachers. Most public secondary schools in Gatanga District and by extension Kenya are rural schools most of which are located in areas which are not well economically endowed. It was therefore of interest to find out how far the teachers' job satisfaction in the District is affected by selected factors.

In South Africa concerns about teachers' shortages are beginning to be articulated strongly. In a speech before parliament to support World Teachers' Day, the then Minister of Education, passionately urged students to study to become teachers, assuring them not to fear retrenchments and further instability in respect of appointments following the termination of the agreement of rationalization and redeployment (Xaba, 2003). In Kenya, the Government continues to encourage construction of new secondary schools to cater for the rising number of pupils who complete primary education. More teachers are required to teach in these secondary schools. It is important therefore to address the challenge of teachers' turnover in public secondary schools in Kenya in an effort to alleviate the shortage. This turnover could be due to lack of job satisfaction among teachers in public secondary schools and was therefore the endeavor of this study. Wafubwa (1991) explored the mobility of teachers from Kenyan secondary schools to other employment. The study emphasizes that not only was there shortage of qualified teachers in Kenyan secondary schools, but also teachers were leaving the profession to take up non-teaching employment. A substantial number of qualified graduate teachers leave the profession soon after entering it. The study does not outline the reasons why the teachers leave the teaching profession. In Kenya, teachers' salaries have been relatively very low compared with financial rewards in the private sector.

2.9 Situational Theories

Quarstein, McAfee, & Glassman (1992) stated that job satisfaction is determined by two factors: situational characteristics and situational occurrences. Situational characteristics

are things such as pay, supervision, working conditions, promotional opportunities, and company policies that typically are considered by the employee before accepting the job. The situational occurrences are things that occur after taking a job that may be tangible or intangible, positive or negative. Positive occurrences might include extra vacation time, while negative occurrences might entail faulty equipment or strained co-worker relationships. Within this theoretical framework, job satisfaction is a product of both situational factors and situational occurrences.

2.10 Theoretical Framework

This study utilised two theories; Herzberg's theory of motivation and Maslow's hierarchy of needs. The application of these theories to career satisfaction and professional achievement was illustrated and explained in various parts of the study as appropriate.

2.11 Herzberg's Theory of Motivators and Hygiene Factors

Herzberg (1959) constructed a two-dimensional paradigm of factors affecting people's attitudes about work. He concluded that such factors as company policy, supervision, interpersonal relations, working conditions, and salary are hygiene factors rather than motivators. According to the theory, the absence of hygiene factors can create career dissatisfaction, but their presence does not motivate or create satisfaction. In contrast, he determined from the data that the motivators were elements that enriched a person's job; he found five factors in particular that were strong determiners of career satisfaction: achievement, recognition, the work itself, responsibility, and advancement. These motivators (satisfiers) were associated with long-term positive effects in job performance while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance, which quickly fell back to its previous level. In summary, satisfiers describe a person's relationship with what she or he does, many related to the tasks being performed. Dissatisfies, on the other hand, have to do with a person's relationship to the context or environment in which she or he performs the job. The satisfiers relate to what a person does while the dissatisfiers relate to the situation in which the person does what he or she does.

Hertzberg argues that the absence of hygiene factors can create job dissatisfaction, but their presence does not motivate or create satisfaction. Five types of motivators strongly determine job satisfaction achievement, recognition, the work itself, responsibility and advancement. Motivators are associated with long-term positive impacts on job performance while hygiene factors only tend to produce short-term changes in job attitudes and motivation, which quickly fall back to their previous level. Improved pay for senior posts, for example, may not motivate eligible teachers if they have no confidence in the system of assessment and selection for such posts. A fourth area of theory focuses on the use of goals for motivation.

Locke (1976) argues that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. This argument raises important issues for educational systems of developing countries, in which teachers are often left to guess at what their professional goals should be, or have goals imposed on them without consideration of their views. Work motivation has a collective, and an individual dimension, which is explored by 'equity theories' (Wilson & Rosenfeld, 1990). Teachers compare their own efforts and rewards with those of peers. The peers in question may be in other occupations as well as within the teaching profession. Such comparisons are likely to influence teachers' perceptions of their status and are just as relevant to motivation in developing countries as in industrialized ones.

Teachers who are tired and hungry and excessively preoccupied about meeting their household's livelihood needs are unlikely to become strongly motivated by their involvement in professional development activities. It is also to be expected that the fine-tuning of pay to individual teacher performance, tasks or skills, which has received so much attention recently in the USA and England (Chamberlin *et al*, 2002; Conley & Odden, 1995), will not be seen as a major issue where teachers feel that they do not earn a 'living wage'. People are strongly motivated to satisfy these needs. If they are not fulfilled, they are likely therefore to become dissatisfied with their jobs and thus demotivated. Herzberg (1974) suggested that the work itself could serve as a principal

source of job satisfaction. His approach led to the above mentioned two-continuum model of job satisfaction where job satisfaction was placed on one continuum and job dissatisfaction was placed on the other.

Hertzberg's theory recognized that work characteristics generated by dissatisfaction were quite different from those created by satisfaction. He identified the factors that contribute to each dimension as "motivators" and "hygiene". The motivators are intrinsic factors that influence satisfaction based on fulfilment of higher level needs such as achievement, recognition, and opportunity for growth. The hygiene factors are extrinsic variables such as work conditions, pay, and interpersonal relationships that must be met to prevent dissatisfaction. Similarly, when teachers are satisfied with their job, motivators are present, but removing the motivators does not automatically lead to dissatisfaction. Essentially, career satisfaction depends on the extrinsic characteristics of the career, in relation to the career's ability to fulfil ones higher level needs of self-actualization hence the two continuum model of Hertzberg's Motivator-Hygiene theory. According to Hertzberg(1993) report, there are five factors which act as strong determiners of career satisfaction which include; achievement, recognition, work itself, responsibility and advancement. Other determinants are company policy, administration policies, supervision, working conditions, salary and interpersonal relations.

2.12 Maslow's Theory of Hierarchy of Needs

Maslow (1954) introduced his theory about how people satisfy various personal needs in the context of their work. He postulated, based on his observations as a humanistic psychologist, that there is a general pattern of needs recognition and satisfaction that people follow in generally the same sequence. He also theorized that a person could not recognize or pursue the next higher need in the hierarchy until her or his currently recognized need was substantially or completely satisfied, a concept called prepotency. Maslow's Hierarchy of Needs theory postulated that humans have specific needs that must be met. There are five 'levels' of need, namely physiological (thirst, sex, hunger), safety (security, stability and protection), love and belongingness, self-esteem and self-

actualization (Maslow, 1943). A key proposition is that if the lower level needs remain unmet, the higher level needs cannot be fulfilled.

This theory seems particularly relevant to teachers in low income developing countries like Kenya because meeting the basic needs for food and shelter as well as security in conflict situations are major daily challenges for teachers in many countries. Maslow's (1954) noted that, traditionalist views of career satisfaction were based on his five-tier model of human needs. At the lowest tier, basic life sustaining needs such as water, food, and shelter were identified. The next level consisted of physical and financial security, while the third tier included needs of social acceptance, belonging, and love. The fourth tier incorporated self-esteem needs and recognition by one's peers and at the top of the pyramid was reserved for self-actualization needs such as personal autonomy and self-direction. According to Maslow, the needs of an individual exist in a logical order and that the basic lower level needs must be satisfied before those at higher levels. Then, once the basic needs are fulfilled, they no longer serve as motivators for the individual. The more a job allows for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her career. Furthermore, the success of motivating teachers depend on recognizing the needs that are unsatisfied and helping the individual to meet those needs.

2.13 Conceptual Framework

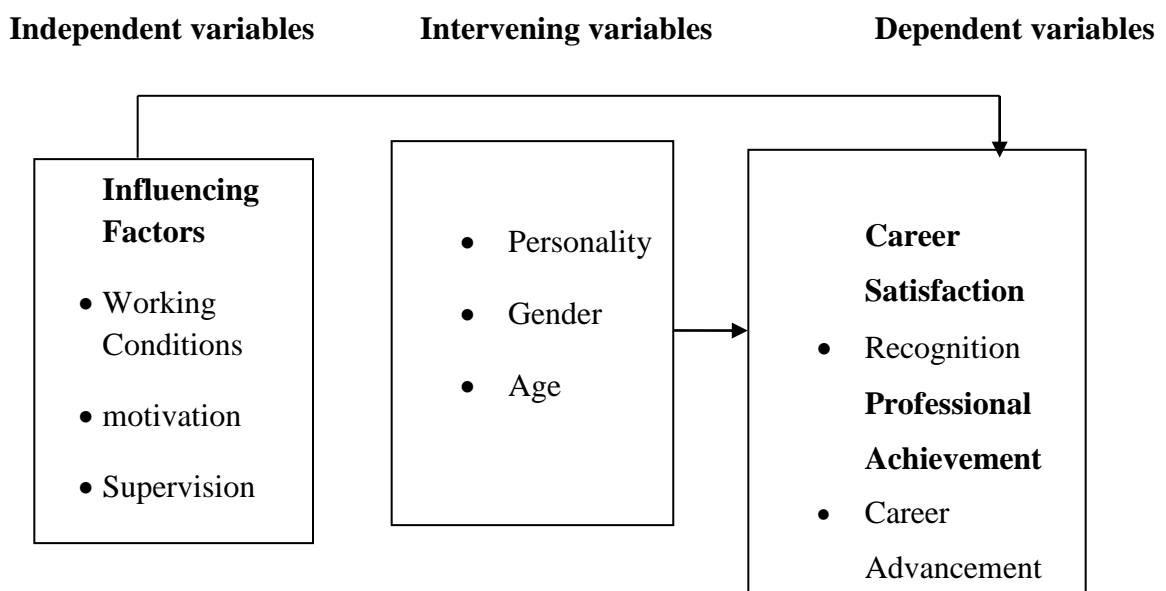


Figure 1: Selected Factors Influencing Career Satisfaction and Professional Achievement among Secondary School Teachers.

Conceptual framework can be understood to be a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation, (Reichel and Ramey, 1987). The independent variables include working conditions, motivation, supervision and qualification. The dependent variables include career satisfaction and professional achievement. The intervening variables include personality, gender and age. The conceptual framework demonstrates that career satisfaction and professional achievement will be influenced by the selected factors such as working conditions, motivation, supervision and qualification.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter presents the procedures that were used to conduct the study. The chapter focuses on research design, population, sampling procedures and sample size, instrumentation, data collection procedures and data analysis.

3.1 Research Design

The study was a descriptive survey using *ex post facto* research design. It was intended to obtain pertinent information concerning current status of the selected factors influencing Career Satisfaction and Professional Achievement among secondary school teachers in Gatanga District. This design was found appropriate because it enables observation of the independent variables (selected factors) influence on dependent variables (Career Satisfaction and Professional Achievement) without any treatment or manipulation of the subjects by the researcher. This is because in an *ex post facto* research design the researcher has no control over the variables and can only report what has already happened or observes what is happening (Kothari, 1990).

3.2 Study Location

The study was conducted in Gatanga District in Central Province Kenya. Gatanga District has a total of 32 secondary schools based on the data given by the D.E.Os office. Gatanga district is located between Thika West and Gatundu North Districts. It is a rich agricultural area where tea and coffee growing as well as dairy farming are the main activities.

3.3 Population of Study

The target population was all the 460 teachers from 32 secondary schools with 10,200 students (MOEST- Gatanga District, 2011). The respondents of the study were teachers,

HODs and principals.

Table 1

Distribution of Population by Type of School

Type of School	No. of Schools	No. of Teachers
Girls	6	120
Boys	4	80
Mixed	22	260
Total	32	460

Source: D.E.O, Gatanga District, 2011

3.4 Sampling Procedure and Sample Size

A sample is a small part of a large population, which is thought to be representative of the larger population (Orodho, 2005). Stratified random sampling was used to select teachers in the three categories of schools namely; Boys' Schools, Girls' Schools and Mixed Schools. Stratified sampling was used to ensure all categories were adequately represented. The population was divided into three strata by type of school. Table 2 presents a summary of distribution sample population by type of school.

Table 2

Distribution of Sample by Type of School

Type of School	No. of Schools	No. of Teachers
Girls	3	60
Boys	2	40
Mixed	10	110
Total	15	210

Table 2 shows that out of thirty two secondary schools within the District, two boys' schools, three girls' schools and ten mixed schools were selected to form the sample.

According to Kathuri and Pals' (1993), a research should use a sufficiently large size to allow accurate interpretation of the results. In order to select a representative sample, the researcher developed a sampling frame using a list of the thirty two secondary schools within the District. The list indicated the type of school in terms of gender. Fifteen out of the thirty two secondary schools were therefore selected through stratified random sampling method as indicated in table 2 above. A sample of 210 teachers was achieved through randomly selecting 20 teachers in each of the two Boys' and three Girls' schools respectively. Then the remaining were selected from 10 mixed schools where 11 teachers were randomly selected per each school.

3.5 Instrumentation

The main tools of data collection for this study were two questionnaires and an interview schedule formulated by the researcher. The questionnaire for the teachers elicits demographic information, working conditions and their perceptions towards professional achievement. The questionnaire for the Heads of Departments elicits information on their advancement in their teaching profession, the retention rate of members of the department and also gives information on the contribution of career satisfaction to the students' performance as well as teachers' professional achievement. Thirdly an interview schedule for the principals was used to elicit information on the motivation of teachers. The overall aim of these questionnaires was to gather data on the relationship between career satisfaction and professional achievement in Gatanga District.

3.6 Validity of the Instruments

Borg Gall (1989) defines validity as the degree to which a test measures what it purports to measure. Kasomo (2006) explains that, validity refers to the quality that a procedure or an instrument used in the research is accurate, correct, true, meaningful and right. Validity is also defined as the accuracy and meaningfulness of inferences, which are based on the results (Mugenda & Mugenda, 1999). The research was validated in two ways. The first method involved the researcher going through the instruments in relationship with the set objectives to make sure they contain all the information that can

answer the research objectives and that the respondents would interpret all questions in the similar ways (Orodho,2003). Some items were found ambiguous at the first stage and were revised. The second method involved consulting and seeking for the opinion of the experts from the Department of Psychology, Counseling and Educational Foundations, Faculty of Education Community Studies, Egerton University. The research experts looked at the measuring technique and coverage of specific objectives under study. They advised the researcher on corrections on the identified items hence fine- tuning the items, making them more effective in gathering the required data. Finally, the instruments were piloted on a population that was similar to the target population in two schools in Kihumbuini Division. The piloting included 20 teachers and five HODs.

3.7 Reliability of the Instruments

Reliability is the measure of the degree to which a research instrument gives consistent results or data after repeated trials (Mugenda & Mugenda, 1999). It refers to the degree to which an instrument's scores are free from errors of measurement. Errors may arise from inaccurate coding of raw data, inaccurate instruments or ambiguous instructions to the respondents or bias. The split-half technique was preferred to test internal consistency of the instruments due to its ability to reduce chance error that may arise from different test conditions of the respondents when using test-retest or the equivalent-form technique. Piloting was done with twenty teachers and two HODs from two schools from Kihumbuini Division which were not part of the sample. Eleven items were used to test reliability of teachers' questionnaire. It was established a 0.707 using Cronbach alpha coefficient. Similarly, twelve items were used from the HODs' questionnaire on two HODs from the same schools. Reliability for the HODs' questionnaire was 0.732. This is a high coefficient for both instruments implying that items correlated highly among themselves; that is, there was consistency among items. This was considered acceptable for the study (Nachmias & Nachmias, 1996)

3.8 Data Collection Procedure

The Researcher collected data from the selected respondents after receiving permission

from the Department of Psychology, Counseling and Educational Foundation Egerton University and the District Education Office in Gatanga. The researcher visited the selected schools before hand for acquaintance with targeted respondents, especially the Principals and the HODs in order to familiarize himself with the respondents, explaining the essence of the study and booking appointments for the data collection. After familiarization, data was then collected from the respondents using the above mentioned instruments. The researcher distributed and collected the questionnaires from the sampled teachers after filling them.

3.9 Data Analysis

Data was coded and entered into the computer using Statistical Package for Social Sciences (SPSS). Data cleaning was then done to remove outliers and any missing responses. The descriptive analyses (frequencies, means, and percentages) were used to summarize, organize the data and describe the characteristics of the sample population. The inferential statistics used were correlation coefficient and the t-test. The main themes and patterns in the responses were identified and analyzed qualitatively to determine the adequacy, usefulness and consistency of information.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.0 Introduction

This chapter presents results and discussion of the research findings which were analyzed according to the following research objectives:

- i) To assess the level of career satisfaction and professional achievement among secondary school teachers.
- ii) To examine the impact of selected factors on the career satisfaction and professional achievement.
- iii) To establish whether there was a relationship between career satisfaction and professional achievement.
- iv) To establish whether there was a difference between male and female teachers in career satisfaction and professional achievement.
- v) To examine the impact of the career satisfaction and professional achievement on teachers' performance.

4.1 Demographic Characteristics of Respondents

This section describes the demographic characteristics of the respondents. There were two groups of respondents in the study. These were teachers and HODs. The teachers' characteristics are discussed under gender, age, teaching experience, level of education and, school category. Head of Departments' (HODs) characteristics included gender, age, level of education, in-service training and capacity building. These variables were considered important in providing a clear understanding of the respondents as well as presenting a good foundation for detailed discussion of the results.

4.1.1 Gender of Teachers

This section categorizes the sampled students according to their gender. Okunbor and

Magbor (2005) as cited in Chesire and Kodero (2011) argue that gender is an important variable because it defines behaviour, attitudes and relationships in society.

Table 3
Teachers' Gender

Gender	Frequency	Percentage
Male	97	57.1
Female	67	39.4
No response	6	3.5
Total	170	100.0

The results presented in Table 3 indicate that there was unequal representation of respondents from both gender of the teachers from sample populations. Table 3 indicates that 97 (57.1%) of the sampled teachers were males and 67 (39.4%) were females. This information may not necessarily mean that female teachers are more dissatisfied than their male counterparts. Studies carried out by Michaelowa (2002) and Spear *et al.* (2000) have shown that female teachers have higher overall job satisfaction than male teachers. Consistent with these studies are Bishay's (1996) and Mwamwenda's (1997) who concluded that female teachers were more satisfied than male teachers. However, some other studies (Gosnell, 2000; Sargent and Hannum, 2003) found out that there is no relationship between gender and teachers' career satisfaction. In most of the sampled schools, the male teachers were preferred than female teachers for night duties and other demanding responsibilities.

Table 4
HODs' Gender Distribution

Gender	Frequency	Percent
Male	16	53.3
Female	10	33.3
No response	4	1.3
Total	30	100.0

Table 4 indicates that among the Heads of Department respondents 16 (53.3%) were men while 10 (13.3%) were female respondents. On HODs, the unequal representation could be as a result of the fact that female teachers have been shying away from assuming responsibilities as heads of Departments in schools, hence majority of HODs are males. Njoka (2002) study on HODs indicated that a greater percentage of males were interested in advancing to deputyship or headship if given a chance than the females.

4.1.2 Respondents' Age

Age is a very important psychosocial factor which determines the decision making ability and vulnerability of a person.

Table 5
Teachers Age by Gender

Teachers' Age	Female (%)	Male (%)
Below 25 years	6.0	8.2
Above 25-35 years	40.3	40.2
Above 35 -45 years	37.3	41.2
Over 45 years	16.4	10.3
Total	100.0	100.0

Table 5 indicates that teachers in the 25-35 year age bracket were slightly higher for the

female respondents while the 35- 45 year age bracket were more from the male respondents. Generally majority of the respondents were between 25 and 45 years. It is essential to realize that the pattern of satisfaction, as a function of age is likely to differ from occupation to occupation and possibly between the services (Gruenberg, 1976). Lee and Wilbur (1981) investigated the relationship between age and job satisfaction. They reported that level of satisfaction was higher among young workers, because they were fresh, energetic, having high expectations, values for the future. This is in reference to their beginning years of their job, but as the years increased their high expectations did not seem to be fulfilled. They felt dissatisfaction. Level of education, moral values, cultural background and life experiences are different at different age levels. This is a prime age where individuals have many demands of life. Pastor and Erlandson (1982) found that there is a statistically significant correlation between job satisfaction and the needs of teachers.

Table 6
HODs Gender versus Age

HOD Gender	20-30 years	30 - 40 years	40 and above
Versus Age	Percent	Percent	Percent
Female	100.0	28.6	38.9
Male	0.0	71.4	61.1
Total	100.0	100.0	100.0

Table 6 indicates that majority of the respondents between 30-40 age bracket were male respondents (71.4%) while the female respondents in the same age bracket were less (28.6%). For 40 years and above the male respondents had (61.1%) while female respondents had (38.9%). There was only one respondent in the age bracket of 20 to 30 acting as HOD.

This means that there were relatively many experienced teachers who can serve as mentors and provide professional support and leadership thus motivating teachers. A

study in Tanzania by Bennell and Mukyanuzi (2005) on teacher motivation crisis, they found that individual teacher characteristics can also adversely impact on motivation levels.

4.1.3 Respondents' Teaching Experience

Teachers were asked to indicate the period for which they had taught in school. It turned out that 28.4% of females and 26.8% of males had taught for a period between 5-10 years, 16.4% of females and 24.7% of males had taught for a period between 11-15 years, 29.9% of females and 26.8% of males had taught for more than 15 years, 25.4% of females and 21.6% of males had taught for less than 5 years. The above findings were tabulated as follows in Table 7.

Table 7
Teachers' Experience versus Gender

Teachers' Gender	Experience	versus	Percent	Percent
	5 to 10 years		28.4	26.8
	11 to 15 years		16.4	24.7
	Above 15		29.9	26.8
	Less than 5 years		25.4	21.6
Total			100.0	100.0

From the findings of the study, it can be said that majority of teachers interviewed had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experience tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They

found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience.

Table 8
HODs Teaching Experience versus Gender

HODs Teaching Experience	0-5 years	6 -10 years	11-1 years	15 20 years
	Percent	Percent	Percent	Percent
Female	50.0	50.0	33.3	35.7
Male	50.0	50.0	66.7	64.3
Total	100.0	100.0	100.0	100.0

Table 8 indicates that 35.7% females HODs and 64.3% of the female HODs had taught for a period between 15 - 20 years, 33.3% of females and 66.7% of males had taught for a period between 11-15years, 50.0% of females and 50.0% of males had taught for a period between 6-10 years, 50.0% of females and 50.0% of males had taught for a period between less than 5 years. This information shows that majority of HODs had worked for over 5 years and therefore were experienced. Akiri and Ugborugbo (2009) noted that teachers' years of experience are significantly negatively related to teacher's career satisfaction. This was attributed to the fact that the longer one works, the higher the financial responsibilities expectations of friends and family members. The study findings also revealed that the highly qualified teacher in Nigeria is the least satisfied.

Table 9**Teachers' Level of Education by Gender**

Level of education by gender	Female	Male
	Percentage	Percentage
Degree	70.1	82.5
Diploma	19.4	9.3
Masters	10.4	8.2
Total	100.0	100.0

Table 9 indicates that (70.1%) of females and (82.5%) of males were degree holders, 19.4% of females and 9.3% of males were diploma holders while 10.4% of females and 8.2% of males had Masters degree qualifications.. Therefore, most of the teachers have enough qualifications to offer the best service in their schools. Hayon (1989) observed that teachers who possessed professional and interpersonal skills were more effective in their classrooms in terms of students' behavior, attitude and achievement. Lukuyani (2004) on factors contributing to job satisfaction among secondary school teachers in Turkana district revealed a significant correlation between job satisfaction, teaching experience and professional qualifications. He noted that teachers with higher education such as those with masters' degree and above left teaching for better paying jobs. According to Akiri and Ugborugbo (2009), attainments beyond Bachelors degree tend to lead to a mismatch between teachers expectations and professional realities. Teachers tend to improve their knowledge through higher educational attainment hoping that their efforts would be recognized by their employers through promotion and appointment to posts of responsibilities like principal ship. However, they are not recognized after their career attainment leading to dissatisfaction in the job. This dissatisfaction makes these teachers to move out of the teaching profession whenever chances occur.

Table 10**Category of Schools and Distribution by Teachers Gender**

School category	Male	Female
	Percentage	Percentage
Boys' boarding	43.3	35.1
Day school	40.3	50.5
Girls' boarding	11.9	9.3
Mixed boarding	4.5	5.2
Total	100.0	100.0

Table 10 shows that (43.3%) of the females and 35.1% of males were from Boys boarding schools, 40.3% of females and 50.5% of males were from Day schools, 11.9% of females and 9.3% of males were from Girls boarding schools, 4.5% of females and 5.2% of males were from Mixed boarding schools. From table 11, it is notable that most male teachers preferred working in day schools than in boarding schools compared to female teachers. This may be due to the fact that teachers in boarding secondary schools have more responsibilities than those in day secondary schools. They interpret these responsibilities as overwork hence dissatisfaction. Njoka (2002) in her study found out that a greater percentage of teachers in District Boarding Schools was satisfied than in Provincial Boarding Schools. This she contends suggested that there were possibly more challenges in provincial Boarding Schools that contributed to job dissatisfaction than in District boarding ones. Rodes (2004) observe that job satisfaction involves liking for the work and acceptance of the pressures connected with that work. He contends that, job satisfaction can be conceptualized as a personality evaluation of conditions existing on the job.

4.2 Level of Career Satisfaction and Professional Achievement

Objective one sought to assess the level of career satisfaction and professional achievement.

4.2.1 Level of Career Satisfaction

This research has used the following as parameters to determine career satisfaction among the teachers: Comfort, Teacher's Ability, Promotion, Recognition and Work relations.

Comfort in Work Station

Comfort of the teacher in their current station and reasons for seeking transfer

Table 11

Teachers' Seeking Transfer

Teachers Seeking Transfer	Frequency	Percent
No	69	42.1
Yes	95	57.9
Total	164	100.0

Table 11 indicates that majority of the respondents 95 (57.9%) had thought of transferring from their current stations while 69 (42.1%) were comfortable in their workstations. The reasons for the transfer were cited as; teachers wanted a change from their current work stations and the students' poor performance. Ruben (1994) found that the essential factors for dissatisfaction included teacher's lack of achievement, appreciation, and lack of student's success. Moreover, he found that the external factors of dissatisfaction exemplified with the poor working conditions and unkind relationship between students and teachers.

Table 12
Reasons for Stepping Down

Reasons	Frequency	Percent
	18	69.2
Overwhelming workload	4	15.4
Intimidation by colleagues	3	11.5
Demanding Administration	1	3.8
Total	26	100.0

Table 12 indicates that most of the HODs cited overwhelming workload 15.4% and Intimidation by colleagues 11.5% as the reasons that would make them step down. Ifinedo (2003) demonstrated that a motivated teacher is easy to spot by his or her agility, dedication, enthusiasm, focus, zeal, and general performance and contribution to organizational objectives and goals. Some studies showed that there was a correlation between job satisfaction and the needs of a teacher. Pastor and Erlandson (1982) found that there is a statistically significant correlation between job satisfaction and the needs of teachers. Ruben (1994) found that the essential factors for dissatisfaction included teacher's lacking of achievement, lack of appreciation, and lack of student's success. Moreover, he found that the external factors of dissatisfaction exemplified with the poor working conditions and unkind relationship between students and teachers.

Table 13
Teachers' Ability to Design a New Program

	Frequency	Percent
No	93	56.7
Yes	71	43.3
Total	164	100.0

Table 13 shows majority of the teachers did not assist in coming up with new programs 56.7% against 43.3% who came up with new programs. The ability to design a new program is an indication that the respondents were satisfied with their career. Hayon (1989) says that the teachers who possess professional and interpersonal skills are more effective in their classrooms in terms of students behaviour, attitude and achievement. Teaching is a profession, which exalts service above the personal gains (Goodings et.al., 1995). Most of the teachers seemed not willing to own their work for lacking opportunity to exploit their talents.

4.3 Impact of selected factors on the career satisfaction and professional achievement

Objective two sought to examine the impact of selected factors on the career satisfaction and professional achievement.

4.3.1 Career satisfaction

This research has considered the parameters of measuring career satisfaction as follows:

Promotion of Respondents

The study investigated the impact of promotion of respondents from one grade to another on their Career Satisfaction.

Table14

Promotion of Teachers

	Frequency	Percent
Promoted	106	64.6
Not promoted	58	35.4
Total	164	100.0

Table 14 indicates that majority of the respondents 106 (64.6 %) had been promoted from one grade to another while 58 (35.4%) were yet to be promoted. The more a job allows

for growth and acquisition of higher level needs, the more likely the individual is to report satisfaction with his or her career. Furthermore, the success of motivating people depends on recognizing the needs that are unsatisfied and helping the individual to meet those needs (Herzberg, 1974). Promotion of teachers from one grade to another encourages career development. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale included: dissatisfaction with school authorities, low turnover and constant shortage, inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, attitudes and behavior of the school head and of other teachers, and pupils' poor work attitudes and lack of interest in school.

4.3.2 Discrimination in the Work Station

Frequent discrimination is a measure of job dissatisfaction. Table 17 below outlines the respondents' views towards discrimination.

Table 15

Teachers' Discrimination in Schools

Witnessed discrimination?	Frequency	Percent
No	64	39.0
Yes	100	61.0
Total	164	100.0

Table 15 shows that majority of the teachers 100 (61%) had witnessed discrimination at their places of work. Teaching involves human nurturance, connectedness, warmth and love (Hargreaves, 1994). A principal's ability to create a positive school climate and culture can affect teacher morale. Adams (1992) noted that Principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behaviour, are the keys to improving the morale and self-esteem of teachers. A recent report on job satisfaction among American teachers identified more

administrative support and leadership, good student behaviour, a positive school atmosphere, and teacher autonomy as working conditions associated with higher teacher satisfaction (National Centre for Education Statistics, 1997). Favourable workplace conditions were positively related to teacher's job satisfaction regardless of whether a teacher was employed by a public or private school, regardless of the teachers' background, characteristics or school demographics.

Table 16

Type of Discrimination

Type of Discrimination	Frequency	Percent
	64	39.0
Biased due to nepotism	30	18.3
Gender biased in promotions	27	16.5
Favouritism	25	15.2
Biased against BOG teachers	18	11.0
Total	164	100.0

Table 16 indicates that the highest type of discrimination was based on nepotism standing at 30 (18.3%) closely followed by gender bias 27 (16.5%) where teachers of a particular gender were denied promotions in a school where students were of the opposite gender. Ruben (1994) found that the essential factors for dissatisfaction included teacher's lack of achievement, lack of appreciation, and lack of student's success. Moreover, he found that the external factors of dissatisfaction exemplified with the poor working conditions and unkind relationship between students and teachers. One of the employees' wants that contributes to motivation and job satisfaction is competent and fair leadership. Flippo (1984) contend that good leadership ensures that psychological and security needs for workers are adequately met. Nzuve (1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational

goals and satisfies the employee needs. If the workers deem the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction Flippo (1984).

Table17

Recognition of Teachers for Achievement of good results

Recognition of Teachers for Achievement	Frequency	Percent
Appreciated	134	81.7
Not appreciated	30	18.3
Total	164	100.0

Table 17 shows teachers’ recognition for achievement of good results. Out of 164 respondents, 134 (81.7%) felt appreciated for good results, while 30 (18.3%) were not appreciated at all. Locke (1976) concluded that employee motivation is likely to be enhanced if work goals are specific, challenging, formed through employee participation and reinforced by feedback. According to (Donna, 1994) employees want to be recognized wherever they are with rewards as unique as they are in one convenient solution. Everyone wants to be recognized for their hard work, loyalty or special achievements. Other changes necessary to enhance satisfaction of teachers in their order of importance include: salary increase, reward with promotions, enhanced career development, access to study leaves and enhancing conflict resolutions mechanisms.

4.3.3 Work Relations with the Current Boss

When there are good working relations with the bosses and supervisors then career satisfaction is achieved. The following table represents the various responses from the teachers.

Table 18
HODs Stepping Down

	Frequency	Percent
Would want to step down	7	26.9
Would not want to step down	19	73.1
Total	26	100.0

Table 18 indicates that for the heads of departments, majority 73.1% would not want to step down as the heads of departments implying some level of satisfaction. While those that would want to step down (26.9%) cited some of the outlined reasons. HODs felt that constant work conflicts observed between teachers and their supervisors bruised the rather cordial relationship expected in any organization. Often teachers seek transfers from their working stations due to poor relations with their superiors. Lack of cordial relationship between teachers and their superiors undermines the spirit of teamwork and consequently leads to job dissatisfaction among the teachers. In the US, there are significant effects of school characteristics and organizational conditions on teacher turnover (Ingersoll, 2001). According to Keith (1993), career satisfaction is the favorableness with which employees view their work. It signifies the amount of agreement between one's expectations of the career and the rewards the job it provides. Career satisfaction can be applicable more to parts of an individual's career. If each person is highly satisfied with his/her job, then only it will be considered as group career satisfaction. The degree of satisfaction of job is largely dependent on satisfaction of employee variables.

Table 19**Reasons for Poor Relationship with Immediate Boss**

Reasons	Frequency	Percent
Favourism and imposition	107	65.2
Imposes unworkable policies in school	24	14.6
Teachers efforts are not recognized	16	9.8
Does not take teachers views seriously	10	6.1
Intimidation by the administration	7	4.3
Total	164	100.0

Table 19 shows that majority of the respondents 107 (65.2%) cited favourism and imposition of unworkable policies in the schools as the major reasons. A principal's ability to create a positive school climate and culture can affect teacher morale. Adams (1992) noted that principals, who control many of the contingencies in the work environment and are the source of much reinforcement for teaching behaviour, are the keys to improving the morale and self-esteem of teachers.

4.3.4 Professional Achievement

This research has considered the parameters of measuring professional achievement as follows:

In-Service Training**Table 20****In-Service Training for HODs**

In-service training for HODs	Frequency	Percent
Received in-service training	24	92.3
No in-service training	2	7.7
Total	26	100.0

Table 20 shows the distribution of HODs that had received in-service training. Majority of the HODs 24 (92.3%) had received the in-service training and only 2 (7.7%) with no in-service training. From the findings of the study, it can be said that HODs training affected their motivation. The findings are in line with the findings of a study done by Burke (1995) who found that employees that participated in the most number of training programs and rated the trainings they attended as most relevant, viewed the organization as being more supportive, looked at the company more favorably, and had less of intent to quit. The respondents were further asked to explain how the trainings affected their motivation. The following were the explanations given: Those who had attended the trainings on special education programs organized by KISE were motivated in that their attitude towards teaching changed and they could handle the students better, trainings on better teaching methods helped in curriculum delivery which improved the performance of students thus motivating teachers and that it gave the teachers opportunity to become better equipped and competent. In an interview with the principals on the effect of teacher training and development on their motivation, they mentioned that training improves teachers' confidence and knowledge which helps them in implementing curriculum thus motivating them.

Table 21
HODs Level of Training

Training	Frequency	Percent
Seminars and workshops	15	57.7
First degree and above	7	26.9
none of the above	3	11.5
Certificate course	1	3.8
Total	26	100.0

Table 21 indicates that the level of training for the majority of the HODs was at 57.7% in seminars and workshops, 26.9% had first degree and above, 11.5% had no training while (3.8%) had certificate course level of training. A teacher is instrumental for a better instruction. He is required to have a higher professionalism because of rapidly changing circumstances. He is expected to use the best practices and strategies to meet the challenging demand of his career, which involves imparting knowledge and developing essential skills in the students. Based on an analysis of teacher training policies in 25 countries, the OECD (2005) report cogently entitled Teachers Matter comes to the conclusion that teacher quality is the most important factor in an education system, and the second most important factor (only preceded by family background) among the variety of influences affecting student achievement. The respondents were further asked to mention other ways by which training affects teacher motivation. The following were mentioned: that the trainings sharpens their teaching skills thus motivating them to teach better, that they learn new methods of teaching aimed at ensuring full understanding of the respondents and that attending teacher trainings allows them to be given promotion. In an interview with the principals on how reward system affect teacher motivation, they mentioned that good reward systems make teachers to feel satisfied and realize that their work is appreciated.

Table 22

Capacity Building Attendance and In-service Training for Teachers

Attendance of capacity building and in-service training	Frequency	Percent
Few	123	75.0
Many	22	13.4
None	19	11.6
Total	164	100.0

Table 22 indicates that majority of the teachers had attended both in- service and capacity training courses. There were 164 respondents with majority of the teachers having

attended few capacity building courses 123 (75%) while very few teachers had not attended capacity building course 19 (11.6%). To promote order and learning in the classroom every teacher should possess essential teaching skills. No one can teach something to someone without doing it in some particular way, and that way of teaching has significant effects on the entire teaching and learning situation. Ehindero and Ajibade (2000) postulated that teaching is a process of continuous personal development and professional self-discovery alongside an emerging understanding of the teaching and learning process.

4.3.5 Interdepartmental Relationships

Frequent meetings are a parameter that indicates that the interdepartmental relationships are good and that there is professional satisfaction. The HODs were comfortable with the relations in the department.

Table 23
Number of Meetings Attended

Regularity	Frequency	Percent
Often	19	73.1
Rarely	5	19.2
Most Often	2	7.7
Total	26	100.0

Table 23 shows that majority of the HODs 19 (73.1%) called for meetings in their departments often while 5 (7.7%) rarely called for meetings. When a healthy school environment exists and teacher morale is high, teachers feel good about each other and, at the same time, feel a sense of accomplishment from their jobs (Hoy & Miskel, 1987). Evans (1998) notes that job satisfaction is one of the individuals' needs fulfillments and that overall job satisfaction vary directly with the extent to which the needs of an individual including good interpersonal relations can be satisfied. Good interpersonal relations enhances teamwork in an organization hence ensures good results which may

contribute to job satisfaction among workers.

Table 24

Length of Working at the Department

Period of working in years	Frequency	Percent
0-5	8	30.8
6-10	9	34.6
10 and above	9	34.6
Total	26	100.0

Table 24 indicates that 34.6% of HODs had 6- 10 years working in the department, 34.6% had 10 years and above, 30.8% had less than five years of working as HODs. From the findings of the study, it can be said that majority of HODs had taught for a long period of time, they may not be dissatisfied with their jobs due to stress but by other factors which was the interest of this study. The findings of the study are supported by Nagy and Davis (1985) who found that motivation reduce with years of experience thus teachers with more experienced tends to be more motivated and satisfied than the youth who are less experienced. Esther and Marjon (2008) did a study in Netherlands on motivation to become a teacher and its relationships with teaching self-efficacy, professional commitment and perceptions of the learning environment. They found that teachers' ratings of the academic assessment during their training related significantly to teachers' motivation based on prior learning and teaching experiences and teachers' motivations based on teaching as a fallback career. The researcher therefore considered the information given by the teachers to be reliable as it was given out of experience. Therefore it seemed that HODs can work in their departments for a longer time as long as their needs are met. Most of the HODs also assisted in coming up with proper learning policies since it is their duty.

4.3.6 Nature of promotions from TSC

Teachers' promotions are made by the TSC. The distributions of the support of the

current promotion opportunities posted by the TSC are shown in the table below.

Table 25

Respondents' Support for the Current TSC Promotion Opportunities

I support the current TSC promotion	Frequency	Percent
No	112	68.3
Yes	52	31.7
Total	164	100.0

Table 25 shows that majority of the respondents 112 (68.3%) did not support the current promotions and only 52 (31.7%) supported the current promotions. Most of the teachers seemed to disagree with the TSC policies based on promotions citing reasons such as not based on performance, biased on selection rules. From the findings of the study, it can be said that fairness in promotion opportunities, availability of promotion opportunities influences job satisfaction among teachers. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale among many lack of promotion opportunities was included.

Table 26

Reasons for not Supporting Current TSC Promotions

Reasons	Frequency	Percentage
Promotions take too long	99	60.4
Discriminative on teachers in smaller schools	22	13.4
Unprofessionalism in awarding promotions	12	7.3
Discriminative in comparison to other public servants	12	7.3
Not based on performance	11	6.7
Biased on selection rules	4	2.4
Poor communication on TSC opportunities	4	2.4
Total	164	100.0

Table 26 indicates that majority of the respondents 99 (60.4%) cited that the promotions took too long while there were rampant discrimination for the teachers that taught in small schools 22 (13.4%).From the table above 12% were concerned of unprofessionalism in awarding of promotions while an equal percentage said promotions were discriminative compared to other public servants. Another 11% said performance was not considered as a factor during promotions. The least number of respondents 4 (2.4%) cited both the selection rules and poor communications methods on opportunities posted by the commission affected them slightly.

Table 27

Teaching as a Choice

Chose teaching as a career?	Frequency	Percent
No	55	33.5
Yes	109	66.5
Total	164	100.0

Table 27 indicates that majority of the respondents 109 (66.5%) chose the teaching career while 55 (33.5%) did not choose to join the teaching career. A good teacher is expected to be committed to his work and have the ability to take the initiative (Sparks, 1979). Gupta (1996) describes that the task of teachers is central to education. Teachers must transmit to new generation the cultural heritage of society - the knowledge, skills, customs, and attitudes acquired over the years. They must also try to develop in their students the ability to adjust to a rapidly changing world. The effective teacher is capable of creating a desire to learn (Conant, 1993). Teaching is a complex and demanding profession.

To sustain their energy and enthusiasm for teaching, teachers need to maintain personal commitment to the job (Day, 2000).

4.3.7 Type of Leadership

As for the principals interviewed, those in boys schools were seemed to be authoritarian

while those in mixed and girls' schools seemed to be more democratic. Schools with the more democratic principals seemed to have teachers that enjoyed their work more and teachers enjoyed working under their bosses. One of the employees' wants that contributes to motivation and job satisfaction is competent and fair leadership. Flippo (1984) contend that good leadership ensures that psychological and security needs for workers are adequately met. Nzuve (1999) indicates that effectiveness of leaders' behavior is measured by the degree to which the manager meets both the organizational goals and satisfies the employee needs. If the workers deem the supervisory leader unworthy and incompetent it becomes frustrating to them thus producing job dissatisfaction Flippo (1984).

4.3.8 Advancement in Career

From the principals interviewed majority seemed to agree that there was need to advance in their career out of the many endorsements for interviews with the TSC. Dibble (1999) asserted that development is now considered as gaining new skills and taking advantage of many different methods of learning that benefit employees and organization alike. Employees benefit by experiencing greater satisfaction about their ability to achieve results on the job and by taking responsibility for their career; the organization benefits by having employees with more skills who are more productive. Employees say that the availability of skill development opportunities and career movement are key attractors to organizations. According to Kreisman (2002), if an organization does not recognize the individual's need and desire to grow, then development becomes a primary reason for resignation.

4.3.9 Teaching Staff Turnover

Except for one particular case which can be considered an extraneous variable, majority of the principals did not have massive transfer of teachers to other professions or any transfer whatsoever except for the instances where teachers were transferred on promotions .All the respondents' principals agreed that they are comfortable with their teachers. However from observation in particularly boys' schools the converse would be

true.

4.4 Relationship between Career Satisfaction and Professional Achievement

Objective three sought to establish whether there was a relationship between career satisfaction and professional achievement.

Table 28

Correlation between Professional Achievement and Career Satisfaction

	Pearson Correlation	Sig. (2-tailed)	N
Will retire as a teacher	-0.123596253	0.290760815	75
Receives internal work recognition	0.194931208	0.093754212	75
Appreciated at work	0.121455637	0.29926127	75
Has good relations with administration	0.098977823	0.398192741	75
Has good relations with colleagues	-0.067365652	0.565793358	75

Pearson's correlation coefficient between the parameters of career satisfaction was weak.

There was a negative correlation of career satisfaction and the fact that the respondent would retire as a teacher. Likewise career satisfaction was negatively correlated with other selected factors on Table 29

Table 29**Correlation with Professional Achievement and selected Factors**

	Pearson		N
	Correlation	Sig. (2-tailed)	
Good working conditions	0.181454151	0.119230963	75
School programs are friendly	0.350842824	0.002028083	75
Content with promotions	0.258337308	0.025232552	75
Attendance of seminars	0.058640311	0.617257647	75
Prefer my own set schedule	-0.041162447	0.725859534	75

The Pearson's correlation on professional achievement with selected parameters showed a weak but positive correlation with most factors. The fact that respondents preferred to set their own schedule was negative and almost uncorrelated to professional achievement.

4.5 Gender Differences in Career Satisfaction and Professional Achievement

Objective Four sought to establish whether there were Gender Differences in Career Satisfaction and Professional Achievement.

The differences between female and male teachers on career satisfaction and professional achievement had been investigated from the demographic information. It can be concluded that:

- i Out of the issued questionnaires majority of the teachers who responded were males taking the higher percentage (57.1%) than the females (39.4%).
- ii This is also replicated among the heads of department respondents where 53.3% are males while 33.3% are female respondents. It may also be an indication that there may be more male teachers in the schools than female teachers.
- iii The principals that responded were on an equal percentage. No major correlations can be drawn from the sampled principals.

Table 30
Gender Differences in Career Satisfaction

Career Satisfaction Parameters	Female		Male	
	Mean	Std. Dev	Mean	Std. Dev
Job satisfaction	4.55	0.872	4.31	0.987
Job security	3.25	1.342	3.54	1.447
Enjoy working	2.10	1.106	2.66	1.369
Retire a teacher	3.77	1.232	3.82	1.358
Internal work recognition	3.34	0.898	3.64	1.089
Appreciation	3.75	0.851	3.71	1.2771
Attendance of seminars	2.85	1.061	2.77	1.235
I love my job	1.71	0.677	2.38	1.034

Table 30 indicates that the major parameter among female teachers was job satisfaction (M=4.55, SD=0.872), followed by retire a teacher (M=3.77, SD=1.232), appreciation (M=3.75, SD=0.851), internal work recognition (M=3.34, SD= 0.898), job security (M=3.25,SD=1.342), attendance of seminars (M=2.85,SD=1.061), enjoy working (M=2.10, SD=1.106) and i love my job (M=1.71, SD=0.677) while male teachers had major parameter as job satisfaction (M=4.31, SD=0.987), followed by retire a teacher (M=3.82, SD= 1.358), appreciation (M= 3.71, SD= 1.2771), internal work recognition (M= 3.64, SD=1.089), job security (M= 3.54, SD= 1.447), attendance of seminars (M=2.77, SD= 1.235), enjoy working (M=2.66, SD= 1.369) and i love my job (M=2.38, SD=1.034). From the findings it was notable that there were gender differences in career satisfaction where females seemed more dissatisfied with job in areas like appreciation while males are dissatisfied on job security, retirement as a teacher and internal work recognition. This information may not necessarily mean that female teachers are more dissatisfied than their male counterparts. Studies carried out by Michaelowa (2002) and Spear *et al.* (2000) have shown that female teachers have higher overall job satisfaction than male teachers. Consistent with these studies are Bishay's (1996) and Mwamwenda's

(1997) who concluded that female teachers were more satisfied than male teachers. However, some other studies (Gosnell, 2000; Sargent and Hannum, 2003) found out that there is no relationship between gender and teachers' career satisfaction. Research carried out by Shepard and Hawley (1974) showed that female teachers were less satisfied than male teachers, the difference reaching its maximum extent among workers under 30 years. Reyes (1990) study of 150 teachers in Mid-west region of United States also revealed that gender was related to job satisfaction. The study however showed that more women were happy with their job and more committed to school than men. It has been suggested that it is not the worker sex that relates to level of job satisfaction but rather a group of factors that vary with sex.

Table 31
Gender Differences on Professional Achievement

Professional achievement	Female		Male	
	Mean	Std. Dev	Mean	Std. Dev
Equality among colleagues	2.44	1.09	2.5	1.14
Good relations with colleagues	2.02	0.7	1.86	0.79
Long working hours	2.98	1.04	3.14	1.23
Good working conditions	3.6	1.18	3.23	1.29
School programs are friendly	2.84	1.21	2.79	1.09
Prefer my own set schedule	2.49	0.98	2	0.91
I can exploit my own abilities	3.47	1.16	3.36	1.44
Content with promotions	4.02	1.15	4.41	0.87

Table 31 shows that the most important factor in professional achievement among females was content with promotions (M=4.02, SD=1.15) followed by good working conditions (M=3.6, SD=1.18), exploitation of one's own abilities (M=3.47, SD=1.16), long working hours (M=2.98, SD=1.04), friendly school programs (M=2.84, SD=1.21), preference of one's own set schedule (M=2.49, SD=0.98), equality among colleagues

(M=2.44, SD=1.09) and good relations with colleagues (M=2.02, SD=0.7) while in males content with promotions had (M=4.41, SD=0.87), followed by exploitation of one's own abilities (M=3.36, SD= 1.44), good working conditions (M= 3.23, SD= 1.29), long working hours (M= 3.14, SD= . 1.23), friendly school programs(M= 2.79, SD=1.09), equality among colleagues(M= 2.5, SD=1.14), preference of one's own set schedule (M= 2.0, SD= 0.91) and good relations with colleagues(M=1.86, SD= 0.79). Most of the males strongly disagreed while the female respondents disagreed. There was a high and positive correlation between the values presented by the male and female respondents. There was a significant distinction between the values of mean and standard deviation among the values. From the findings of the study, it can be said that fairness in promotion opportunities, availability of promotion opportunities influences job satisfaction among teachers. A study done by Mwangi (2002) on factors related to the morale of Agriculture Teachers in Machakos District, he found that the factors affecting teachers morale among many lack of promotion opportunities was included. Luthan's (1989) study contends that clean and attractive surroundings' tend to make workers happy when doing their work hence increasing job satisfaction. The work characteristics for teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction. Evans (1998) notes that job satisfaction is one of the individuals' needs fulfillments and that overall job satisfaction vary directly with the extent to which the needs of an individual including good interpersonal relations can be satisfied. Good interpersonal relations enhances teamwork in an organization hence ensures good results which may contribute to job satisfaction among workers.

Table 32

T-test Results for Male and Female Respondents

Gender	N	Mean	Std. Deviation	Std. Error Mean	df	t - value	p-value
Male	16	3.133	0.75937	0.18984	15	0.732	0.476
Female	16	3.074	0.78854	0.19714			

Table 32 revealed that there was no statistically significant difference between the male and female respondents $df (15) t = .732, p = .476$. Every teacher would like to advance on his or her profession in terms of gaining skills Maeroff (1988) described teachers' "sense of empowerment" as a major way "to make teachers more professional and to improve their performance" (p. 4). The power Maeroff referred to is "the power to exercise one's craft with confidence and to help shape the way that the job is to be done" (p. 4).

4.6 Impact of Career Satisfaction and Professional Achievement on Teachers' Performance

Objective five sought to examine the impact of career satisfaction and professional achievement on teachers' performance

The impact could be measured by outlining the challenges that the teachers faced and also the improvements that they would like to be seen.

Table 33
Challenges Facing Teachers by Gender

Challenges	Female	Male	Total
	percent	percent	percent
Heavy workload	42.6	57.4	32.9
Unfair promotions	48.8	51.2	25.0
Poor remuneration	35.3	64.7	20.7
Poor relations with boss	37.5	62.5	9.8
Inadequate facilities	25.0	75.0	7.3
Indiscipline among students	40.0	60.0	3.0
Lack of teamwork	50.0	50.0	1.2
Total	40.9	59.1	100.0

Table 33 shows that the major challenge facing female teachers was lack of teamwork (50.0 %), followed by unfair promotions (48.8%), heavy workload (42.6%), indiscipline among students (40.0%), poor relations with the boss (37.5%), poor remuneration (35.3%) and inadequate facilities (25.0%) while for males the major was inadequate facilities (75.0%) followed by poor remuneration (64.7%), poor relations with the boss (62.5%), indiscipline among students (60.0%), heavy workload (57.4%), unfair promotions (51.2%) and lack of teamwork (50.0%). Kimengi's (1983) findings implied that teachers' salary is an important factor that contributes to teachers' job satisfaction. He suggested that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Kimengi's (1983) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers. Okumbe (1998) suggested that job satisfaction is enhanced when workers perceive equitable pay compared to their input. When workers feel that they are inequitably remunerated, dissatisfaction sets in. Gordon (1986) indicated that the larger

the reward the more the job satisfaction of a worker.

Table 34

Improvements Recommended by Teachers

Improvements	Female	Male	Total
	percent	percent	percent
Harmonization of salaries	42.6	57.4	32.9
Promotions after 3 years	48.8	53.7	25.0
Improve teachers welfare	35.3	67.6	20.7
Employ more teachers	37.5	68.8	9.8
Reduce workload	50.0	83.3	7.3
Total	40.9	59.1	95.7

From table 34 the major improvement recommended by the female teachers was reduce workload (50.0%), followed by promotions after 3 years (48.8%), harmonization of salaries (42.6%), employ more teachers (37.5%) and improve teachers welfare (35.3%) while male teachers had their major recommendation as reduce workload (83.3%), followed by employ more teachers (68.8%), improve teachers welfare (67.6%), harmonization of salaries (57.4%) and promotions after 3 years.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents a summary of the findings, conclusions of the study, their implications to the career satisfaction and professional achievement in particular and recommendations to the researchers and other relevant stakeholders in general.

5.1 Summary of the Findings

- i In this study, it was established that majority of the teachers had low levels of career satisfaction and professional achievement.
- ii The findings revealed that the intervening variables such as Personality, age and gender had no statistically significant difference on the career satisfaction and professional achievement unlike independent variables such as motivation, work relation, supervision and qualification which were statistically significant among the secondary school teachers.
- iii From the study, there existed a statistically significant relationship between career satisfaction and professional achievement among the teachers.
- iv In this study, it was established that there were no statistically significant differences between male and female teachers on career satisfaction and professional achievement.
- v The findings revealed that career satisfaction and professional achievement had great impact on teachers' performance.

5.2 Conclusions

The following are conclusions drawn from the study on career satisfaction and professional achievement among the secondary school teachers.

- i) From the findings, the low levels of career satisfaction and professional achievement was an indicator of dissatisfaction among the teachers in their

teaching profession.

- ii) It was evident from the findings that teachers were different in terms of their personality, age and gender yet most of them similarly shown great impact brought about by motivation, work relation, supervision and qualification on their performance.
- iii) Both career satisfaction and professional achievement seemed inseparable on teachers' performance since there existed statistically significant relationship between them.
- iv) Both gender equally responded to career satisfaction and professional achievement
- v) From the findings, the great impact on teachers' performance by career satisfaction and professional achievement was an indicator of their importance to the teaching profession.

5.3 Recommendations

The positive correlation between career satisfaction and professional achievement is a clear indication that teachers' satisfaction cannot be put into isolation from their career advancement in the teaching profession.

The following therefore were the recommendations to be made:

- i) Career satisfaction and professional achievement are of paramount importance to teachers' performance and therefore much attention should be given to them so as to raise their levels.
- ii) Regardless of the gender, age and personality of teachers, the selected factors influencing career satisfaction and professional achievement should be taken in consideration since their impact on teachers' performance cannot be overlooked.

- iii) There should be no biasness in teaching fraternity since similar responses are evident to both genders regardless of the school the teacher is teaching.

5.4 Suggestions for Further Research

The study had revealed a close relationship between career satisfaction and professional achievement among secondary school teachers. The factors which might have affected their satisfaction had also been highlighted. The following were the areas recommended for further research:

- i) The relationship between motivation, morale and career transition of teachers.
- ii) The scope of this research should be widened to cover teachers in the primary and post-secondary institutions.
- iii) The role of teachers' trade unions on the career dissatisfaction in the teaching fraternity.

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APPENDICES

APPENDIX A

TEACHERS' QUESTIONNAIRE

Dear Sir/Madam,

I am a student pursuing an MA in Guidance and Counseling at Egerton University. I have completed the course work and now doing a research on selected factors influencing Career Satisfaction and Profession Achievement among secondary school teachers in Gatanga District. This questionnaire is meant for research purpose. You are kindly requested to provide answers to these questions as honestly as possible. Responses of these questions will be treated confidentially. Thank you

Yours Cordially

Peter K Mwangi

SECTION A: Demographic Data

Tick or fill in the spaces as appropriate.

1. Gender

Male Female

2. Gender of students in your school

Boys Girls Mixed

3. Teaching experience

Less than 5 years 5 years to 10 years

11 years to 15 years 15 years and above

4. Age :

Less than 25 years 25 years to 35 years

36 years to 45 years 46 years and above

5. Level of Education

Diploma () Degree () Masters and above ()

6. Tick categories of your school

Boys Boarding () Girls Boarding ()

Mixed Boarding () Day school ()

7. Is this the only school you have taught since you graduated from college/university?

Yes () No ()

Section B: Career Satisfaction

1. (a) Have you ever thought of transferring from the current school?

Yes () No ()

If yes, state the reason.....

2. Have you ever designed a new programme for use in the school?

Yes () No ()

3. In the mentioned years of teaching experience in question 4 have you ever been promoted from one grade to another?

Yes () No ()

4. While working as a teacher did you happen to witness any sort of discrimination

Yes () No ()

If Yes explain the type of discrimination.....

5.

6. Have you ever been recognized for good results posted in your teaching subjects

Yes () No ()

If yes specify by ticking in the following blank spaces

Once () Twice () Many times ()

7. Do you enjoy working under the immediate boss

Yes () No ()

If No, give a reason.....

Section C: Professional Achievement

1. How often do you attend capacity building seminars or workshops for advancement of your teaching career?
 None () Few () Many ()
2. Do you regret for being in the teaching profession?
 Yes () No ()
3. Did you choose to be a teacher
 Yes () No ()
4. Do you support the current promotion opportunities posted by the Teachers Service Commission (TSC)
 Yes () No ()
5. If No give an explanation
6. Have you ever been denied an opportunity to advance in your teaching career .
 Yes () No ()
7. Below are some thoughts about career satisfaction and professional achievement. Give one of five options corresponding to those thoughts: strongly Agree (SA) Agree (A) Undecided (U) Disagree (D) and strongly Disagree (SD)

Statement	SA	A	U	D	SD
1 As teacher, I am satisfied with the pay I get every month					
2 I have no worry while working as a teacher					
3 I enjoy working as a teacher					
4 I feel comfortable to reach retirement age while working as a teacher					
5 I am contented with the promotion opportunities in the teaching profession					
6 My work is always recognized by the administration					
7 I am always appreciated on every well done job					
8 I relate well with my immediate boss					
9 I get along very well with my fellow teachers					

10 I do attend seminars and workshops to improve on my teaching skills					
11 I love working more hours					
12 Prevailing conditions at work give me more satisfaction					
13 I love my job					
14 I like working on already existing programmes					
15 I prefer working on my own set schedule					
16 Working environment has given each teacher an equal opportunity to exploit one's abilities					
17 I feel equal among the other members of the teaching staff					

- In the following list below tick any three **major** challenges you face while working as a teacher in your school :(**a**) poor relationship with immediate boss,(**b**) workload , (**c**) salary, (**d**) inadequate facilities, (**e**) lack of team work, (**f**) indiscipline among students,(**g**) unfair promotion of teachers.
- Suggest on the areas that you think need to be improved in the teaching profession.

.....

.....

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.....

.....

Thank you for the information you have given

APPENDIX B: QUESTIONNAIRE FOR HEADS OF DEPARTMENTS

Introduction

The information given on this questionnaire will be treated with absolute confidentiality and will be used only for the purpose of research. Please complete the following questionnaire appropriately. Truthfully and honestly. Your name is not required.

Section A: Demographic Data

Tick whichever is appropriate

1. Gender: Male Female
2. Age: 20-30years 30-40 years 40 and above
3. Tick the category of your school
Boys Boarding Girls Boarding
Mixed Boarding Day school
4. For how long have you taught?
(i) 0-5 Years (ii) 6-10 years
(iii) 11-15 years (iv) 15-20 years
5. Are you TSC appointed? or internally appointed?

Section B: Professional Achievement

6. Have you undertaken any training or in-service course related to your department?
Yes No
7. If yes in (6) above what level? (Tick the appropriate)
First degree and above Higher diploma
Diploma course Certificate course
Seminars and workshops None of the above
8. If you have received any training related to your departmental issues who sponsored the training?

9. Are you comfortable relating with the members of your department?

Yes () No ()

10. Do you cope up well with your assigned responsibility as well as your teaching subjects?

11. How long have you worked in the department?

0-5 years () 6-10 years ()
10 years and above ()

12. How often do you call for departmental meeting?

(i) Most often () (ii) Often ()
(iii) Rarely () (iv) Most rarely ()
(v) Not at all ()

13. Have you ever designed any programme to be used by your department?

Yes () No ()

14. Do you assist your school in coming up with proper learning policies?

Yes () No ()

Section C: Career Satisfaction

15. Have you ever thought of stepping down as a head of department

Yes () No ()

16. If Yes in (15) above state a reason.....

17. Is there any time you got recognition for your department?

Yes () No ()

18. What could be done to improve the level of satisfaction among your members of department, state any three ways?

.....

19. What recommendations would you give to the Teacher Service Commission for career satisfaction and professional achievement among secondary schools teachers

.....

I would like to take opportunity to thank you most sincerely for your time and for the Information you have given.

APPENDIX C: INTERVIEW SCHEDULE FOR PRINCIPALS

Introduction

The information given will be treated with absolute confidentiality and will be used only for the purpose of research.

Background information

1. How long have you been in this profession?
2. Did you choose to be in the teaching profession?
3. Have you ever advanced in training within your profession?
4. How often do you engage yourself in teaching besides other responsibilities?

Leadership

1. Which kind of style do use among the teaching staff?
2. Do you think whether the style has made any positive impact among the teachers?

Human Relations

1. How often have teachers shown the need for professional achievement?
2. Have you ever had mass transfer of teachers to other areas other than their teaching profession?
3. Are you comfortable working with your teaching staff?

Thanks for your cooperation.