



Full Length Research Paper

Hygiene and Motivational Factors that Influence Job Satisfaction and Dissatisfaction among Teachers of Public Primary Schools in Kisumu East and West Sub counties, Kenya: An analytical Study

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Abstract

Job satisfaction and dissatisfaction influence work performance among professionals. This is because the production of any formal organization, educational institutions inclusive depends mainly on how well the employees perform their tasks, which in turn is dependent upon the level of job satisfaction and dissatisfaction among the workers. In the educational sector, teachers are important as they facilitate the learning process by imparting relevant knowledge, skills and attitudes to the learners. For this important role that they play, factors that influence their level of job satisfaction and dissatisfaction in their teaching career should be established. Even though there has been a lot of improvement on the teachers' welfare, there are still many problems facing this cadre of professionals especially at the primary level, where their status, qualifications, professional identity and conditions of service seems to have been neglected. Indicators of job dissatisfaction like cases of absenteeism, low productivity, high staff turnover and low team morale seem to characterize teachers in Kisumu East and West Sub counties. The study found out that the factors that influenced job satisfaction of teachers in public primary schools were job security, cordial working relations with colleagues, good medical services, security, good transport and recognition by general society. On the other hand, the factors that influenced Job dissatisfaction of teachers in public primary schools were low salary, lack of fringe benefits, inadequate physical facilities, poor schemes of service in terms of promotion, lack of opportunities for professional and academic advancement and work overload. Based on the findings, the study recommended that the Teachers Service Commission and the Ministry of Education should put in place and improve on the factors like salary, working conditions, and methods of promotion that greatly increase teacher loyalty and satisfaction with the job in order to perform well in their work. The findings of this study are important to stakeholders in the education sector, particularly to the educational administrators and policy makers in operationalizing the factors like improved salaries and methods of promotion necessary for teacher job satisfaction in Kisumu East and West Sub counties.

Keywords: Hygiene, Motivational, Factors, Influence Job Satisfaction, Dissatisfaction, Teachers, Public Primary Schools, Kisumu, East, West, Sub counties, Kenya.

INTRODUCTION

Teachers are a very important group of professionals for our nation's education sector. This is because teachers inculcate knowledge, attitudes and skills in students and

prepare them to take up roles in national development. This makes education to be one very important factor in socio-economic development of any country, hence a

priority to most governments (World Bank, 1998). Teachers, as human capital, impart knowledge more efficiently and even the best of facilities cannot be substituted for the teachers' roles as these facilities require well-trained instructors to make good use of them (Ahindukha, 2005). Therefore, human capital is very crucial and forms an important input in the education system that has an effect on the school performance, and if teaching is going to attract the best teachers, then it is important that factors that can distract good teachers from their profession be understood and removed (Mutiso, 1985). According to Locke (1983), job satisfaction is the pleasurable emotional state of feeling resulting from the perception of one's job as fulfilling or allowing the fulfillment of one's important job values. This is reported by people's perceptions of their work and working conditions. Lawler (1973) as cited in Sergiovanni (1995) views job satisfaction as an individual's affective relations to his work role and is a function of the perceived relationship between what one wants from one's job and what one perceives it is offering. Brady (2001) concurs with Lawler and defines job satisfaction as an emotional, affective response derived from one's job. These feelings are not limited to salary, but can also include factors like the way employees are treated and valued by management and the degree to which the company takes their input into consideration. Long and Swartzel (2007), defined job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person to say that he/she is satisfied with his/her job.

According to Kooi (1990), ignoring teachers' job satisfaction places efficiency at stake and asserts that the teaching profession is in serious jeopardy if majority of its members are dissatisfied with the job of teaching and/or do not regard matters pertaining to their work as being of central concern. In his opinion, by providing teachers with tasks and conditions that foster job satisfaction, their performance can be enhanced, but when the job dimensions and work conditions necessary for job satisfaction are absent, these teachers are likely to consider their commitment as being "a fair day's work for a fair day's pay", and instead of exceeding minimums and giving one's best, they will only work to meet basic legal and moral work obligations, adds Sergiovanni (1995). Should teachers experience considerable work dissatisfaction, their performance is likely to fall below this fair day's work level, and are likely to become detached, even alienated from their jobs. Perhaps it is too much to ask for all teachers to exceed the fair days' work commitment, but it is clear that excellence will remain elusive unless teachers are willing to make this commitment. Furthermore, a happy worker may not produce more, but considerations of ethics and justice would nonetheless argue for increasing the sum of human happiness (Gross and Etzioni, 1985). Many teachers today, as revealed in a research carried out by

Bishay (1996), are dissatisfied with their jobs and it is crucial that researchers determine how to remove these dissatisfiers as well as finding ways on how to increase teacher satisfaction. Information at the Sub county Education Offices (Kisumu East and West Sub counties) show that a number of issues characterize performance of public primary school teachers. These include: poor performance as evidenced in poor Kenya Certificate of Primary Education results (Table 1), cases of absenteeism, lateness, insubordination, desertion of duty, conflicts and lack of commitment to duty (Table 1).

Many factors do lead to these cases, and among them is job dissatisfaction (Republic of Kenya, 2007). For instance, between 2004 and 2008 ten cases of desertion of duty, twelve cases of chronic absenteeism, nine cases of insubordination, ten cases of lateness and five cases of negligence of duty were attributed to job dissatisfaction (Table 2).

In Kisumu East and West Sub counties, the teacher pupil ratio is above the expected ratio of 1: 40. For example in 2005, the total number of teachers in Kisumu East and West Sub counties was 2,605 with a pupil teacher ratio of 52.23. In 2006, the total number of teachers was 2486 with a pupil teacher ratio of 52.65 (Table 3).

This low job satisfaction influences organizational commitment, which in turn affects employee turnover, a situation normally experienced when employee loyalty is low. For this reason, there was need for extensive research on ways of how to arrange job dimensions and work conditions within schools so that teachers are able to live more satisfying personal lives and to work harder and smarter for effective teaching and learning. It was therefore necessary to conduct a study on factors that influence job satisfaction and dissatisfaction among primary school teachers in Kisumu East and West sub counties.

Research Objectives

The research objectives were to:

- i. Establish hygiene factors influencing job satisfaction and dissatisfaction of primary school teachers in Kisumu East and West sub counties.
- ii. Establish motivational factors influencing job satisfaction and dissatisfaction of teachers in public primary schools in Kisumu East and West sub counties.

Synthesis of Literature

Researchers have devoted considerable efforts in identifying and testing relationships between job satisfaction and a variety of job related facets. Sergiovanni (1994), citing in Lawler (1973), stated that one important reason for distinguishing between facet

Table 1: Kisumu East and West Sub counties mean scores in Kenya Certificate of Primary Education from 2003 – 2006

| Year | Mean score | Deviation |
|------|------------|-----------|
| 2003 | 238.17 | +3.72 |
| 2004 | 245.17 | +7.00 |
| 2005 | 248.32 | +3.15 |
| 2006 | 245.84 | -2.45 |

Source: Republic of Kenya (2007a) Kisumu District Education Board Meeting Report

Table 2: Teachers misconduct in Kisumu East and West Sub counties between 2004 -2008

| Type of misconduct | Number recorded |
|---------------------|-----------------|
| Desertion of duty | 10 |
| Chronic absenteeism | 12 |
| Insubordination | 9 |
| Negligence of duty | 5 |
| Lateness | 10 |

Source: Republic of Kenya (2008), Kisumu District Human Resource Office

Table 3: Teacher population and Pupil Teacher Ratio

| Year | Number of Teachers at National, Provincial and Sub county Levels | | | |
|------|--|-----------------|-----------------------------------|---|
| | National | Nyanza Province | Kisumu East and West Sub counties | Kisumu East and West Districts' Pupil Teacher ratio |
| 2005 | 170,957 | 29,151 | 2,605 | 52.23 |
| 2006 | 170,681 | 29,588 | 2,486 | 52.65 |

Source: Republic of Kenya (2007b) Education Statistics and Indicators Fact Sheet

satisfaction and overall job satisfaction is that overall job satisfaction is determined by a combination of people's effective reactions to the various facets of their job. Each facet of the job contributed differently to the overall job satisfaction. Those aspects perceived by individuals to be more important to them contributed more to the overall job satisfaction than those aspects perceived by them to be less important. Satisfaction was therefore conceived in terms of particular facets of an individual's job, and overall job satisfaction seen as a compilation of feelings of satisfaction on an array of facets. Supporting these sentiments, Karugu (1980) observed that there is a relationship between job factors and motivation in Herzberg's two-factor theory. Herzberg's Motivation – Hygiene Theory was based on two sets of factors that is, satisfiers and dissatisfiers. This theory provoked a lot of controversy because of its general applicability and not being able to take account of individual differences. Herzberg (1968) observed that a person may be satisfied with one aspect of his/her job and dissatisfied with another, and that it is the responsibility of the individual to balance the specific satisfactions against the specific dissatisfactions and arrive at a composite satisfaction with the job as a whole. The hygiene factors that were identified as responsible for job satisfaction are: conditions of work, salary, policy and administration, interpersonal relationship, and relationship with

supervisors. Advocates such as Luthans (1989); Okumbe (1999); Schultz (1982); Sergiovanni and Carver (1973); and Shiundu (1984) also identified other factors such as; control/autonomy, demographic factors (sex, school size and environment/location) and experience in teaching as playing a role in teacher job satisfaction.

According to Sargent and Hannum (2000), a global union federation known as the Education International in their discussion resolved that a precondition for successful combating corrupt practices among teaching staff, head teachers and education workers in general is the provision of adequate salary, enabling all education personnel to make a decent living from their regular work.

In the U.S, salary is one of the most important reasons for leaving teaching, especially those with alternative career options, while in China, both level and reliability of remuneration may be important (Sargent and Hannum, 2000). Most teachers quit their jobs because of heavy loads compared to their pay which is low, observed Mbugua (1998), while carrying out a study on motivational needs and job satisfaction of business studies teachers of Nairobi province, Kenya. Another study done by Karuga (1980) on elementary teachers and Head teachers in Nairobi, Kenya, concluded that Kenyan educators are affected by concepts of both satisfaction and dissatisfaction. The study, looking at the urban setting, showed that teachers in Kenya are more

motivated by extrinsic factors such as salaries compared to studies done in U.S.A which showed that teachers perceive their job satisfaction with intrinsic factors. Teachers' integration of financial and non-financial rewards could enhance employee job satisfaction among schoolteachers, since satisfaction with pay is highly influenced by the feelings about internal and external equity.

According to a study carried out by Baraza (2003) on the effects of rewards on job satisfaction among secondary school teachers in Sirisia/Malakisi Division, most teachers do not recognize the TSC as a caring employer that provides for their needs in terms of security and sometimes their requirements for special financial help. In his research findings, Baraza (2003) observed that money is the main reason for working in many cases in developing countries, although there are many other factors that people take into account when deciding to take or remain in a job. Financial rewards are important as far as motivation is concerned but does not satisfy all the needs. The importance of money as a motivator tends to decline the higher you go in Maslow's hierarchy of needs (Ng'ang'a, 1989) and that people in less developed countries tend to be pre-occupied with lower order needs as opposed to developed countries where higher order needs are pre-dominant. Kimengi (1991), Karuga (1980) and Mutiso (1985), concurring with the findings of Ng'ang'a, revealed that a majority of the Kenyan educators indicated that inadequate pay is one of the reasons that would make them resign. The poor pay is among the many problems faced by the Kenyan primary school teachers that have seen many, mostly young energetic and better trained teachers opt for better paying jobs elsewhere, making the best of their effort not to be utilized in the education sector (Akala, 2002). The low pay among teachers in Kenya resulted into a long-standing row over pay deal that was made between the government and the teachers through their union (Kenya National Union of Teachers) for ten years. The fact that the union is always agitating for teachers' higher salaries and the many strikes as a result is a clear indication that teachers are not satisfied with the salary. In Shiundu's (1984) opinion, one clear way to attract the best brains into the teaching profession is by offering better terms of service, especially, remuneration, better working conditions and remove any element that will harm the status and lower the morale of teachers.

According to Silsil (2010, March 11), when teachers are broke and unable to provide for their daily needs and those of their dependants, they are bound to pursue other means of survival, hence deserting duty. Such a scenario could also precipitate low staff morale hence affecting their level of instruction. The low salaries and the intermittent delays could be the catalyst to the 'internal brain – drain' that is currently facing Teachers service commission. In 2008, according to Silsil (2010, March 11), the Kenya Secondary Schools Heads Association

reported that 600 teachers left the profession for greener pastures in government ministries and well paying state corporations. These underpaid teachers are not likely to improve learning. Instead, they will concentrate on nursing their grudges or acquiring material supplements. Teaching and especially in primary school level is being used or misused as a way of providing jobs to the unemployed, and that there are many people without the initial motivation and orientation to being absorbed as a teacher, but who find themselves into the teaching profession as a way of earning a living (Baraza, 2003). UNESCO and ILO (1967) proposed that salary scales should be reviewed periodically to take into account factors like rising cost of living, increased productivity leading to higher standards of living in the country or a general upward movement in wage or salary levels. Salary would help people satisfy their many basic needs like existence, security and status.

Johnson and Holdaway (1994), using both descriptive and inferential statistics for data analysis and questionnaires and follow-up interviews found out that for the elementary and junior high school principals of Alberta, the factors with satisfaction scores involved the principals' working conditions among other factors. Kimengi (1991), in his research study on factors determining commitment and non-commitment to teaching among primary school teachers in Keiyo – Marakwet, Nyeri, and Kakamega Sub counties, Kenya, found out that poor working conditions and terms of service were described as depressing the public image of the teachers as well as reducing the profession to a lower status, and most of his respondents said that they were only in the profession due to lack of alternatives. General working conditions such as; clean work place, adequate equipment, proper housing and infrastructure, can lead to acceptable levels of job satisfaction. Teachers seek jobs and stay on the jobs if physical, social, status, economic and security dimensions associated with conditions of work are satisfactory and "If work conditions are not perceived as satisfactory, then turnover can be expected" (Sergiovanni and Carver, 1973). In his research in Rift valley province of Kenya regarding job satisfaction of secondary school principals, Sogomo (1993), found out that a large number of Kenyan secondary school principals were satisfied with their total work role, with the greatest source of overall job dissatisfaction being fringe benefits, followed by the working environment. This shows that even the Head teachers are not satisfied with the salary and working conditions. The fact that hardship allowance and higher house allowance are being given to teachers in certain regions of the country is a clear indication that these teachers face certain challenges not experienced in other regions. Shiundu and Omulando (1992) noted that wastage as experienced in most developing countries result from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to a more lucrative and satisfying job. In

their opinion, many trainees in teacher training colleges are there because it is the only profession where employment is readily available.

Primary teachers have been the victims of this negligent attitude by the government and the public alike, where their environment of work is considered “one of the most depressing”, notes Kimengi (1991, p.3). Things are made worse if these teachers are found in the rural areas. A study conducted by Mutiso (1985) on factors that contribute to job satisfaction and dissatisfaction among the rural primary school teachers in Kenya, found out that teachers in the rural areas are worse hit because they always lack basic facilities such as libraries, banking services, housing, clean water, telephone services and electricity. Such teachers may find their jobs unpleasant especially when they compare themselves with their counterparts in the urban areas who are better off in terms of the availability of these facilities. These factors may impact negatively on the morale for work hence affects the performance of teachers.

Ng'ang'a (1989) noted that the sources of satisfaction are many and diverse and depends on the specific environment. Derlin (1999) explored various factors that affect teachers and administrators in urban and suburban settings. His findings showed that teachers and administrators perceive their jobs differently and that differences also exist within these groups when urban and suburban contexts in which they work are considered. His major findings were that job satisfaction is determined by both role and context. Geographical location therefore played a major role in teachers' job satisfaction. Sargent and Hannum (2000) also concurred with the above findings in their research carried out in China, which showed that teachers serving in rural communities in developing countries face particular challenges. For instance, physical conditions due to poverty, lack of access to transportation and cultural facilities, especially where the schools are in remote areas. These teachers may in the end be isolated, especially if they are from outside the community. Ellis and Dick (2002) suggested that the status and working conditions of teaching had to be improved in ways comparable to other college graduates. For example, most primary and secondary school teachers have limited access to an office, telephone, computer, or secretary. Compensation is also not comparable to job requiring similar levels of education and activity and the work load is so large that it denies many, if not most teachers the right to excel in teaching without undue hard ship and personal sacrifice. A meeting held by the Sub county Education Board according to Republic of Kenya (2007), while trying to address the causes of poor performance in the district, found out that some of the challenges facing these teachers were; traveling long distances from Kisumu town to the rural schools, negative impact of hardship areas of the Sub county such as floods, and lack of motivation of teachers and students. While Mutiso

(1985) used questionnaires only in his research, the present study will use questionnaires, interviews and document analysis for both Head teachers and teachers. Mutiso (1985) also recommended replication of the study in other districts. Since working conditions are different in different parts of the country and in different categories of schools, this study examined the working conditions of primary school teachers in Kenya, specifically in Kisumu East and West Sub counties and how they perceived these conditions in relation to their levels of job satisfaction. The concept of job satisfaction is also dynamic as it does change with context, time and the individual person. The present study therefore tried to establish whether the factors responsible for job satisfaction have remained the same or have changed overtime. There is need for strategic approach that could involve developing closer links with schools and universities by increasing retention of existing staff through better attention to the way in which they are supervised, communicated with, paid and given scope for promotion (Rothwell, 2000). Company policy should also include careful planning of the creation of the right climate and culture for today's demanding workforce. Employee commitment is unlikely to be achieved in a traditional climate of managerial control, direction and prerogative.

According to Herzberg's theory, the following factors have been identified as factors that influence job satisfaction: achievement, recognition, work itself, responsibility, and advancement. Master plan on education of 1997 recommended that the Ministry of Education should develop and implement criteria for teachers' professional progression in order to raise their motivation (Republic of Kenya, 1998). The paper sighted lack of teachers' professional progression and promotion as some of the drawbacks in education. Promotions and prospects for upward mobility of teachers are not very many. Bishay (1996) and Owens (2004) indicated that advancement was a major force in motivating administrators to lift their performance. According to UNESCO, as quoted by Mutiso (1985), teachers will always move to places where they find greater opportunities in terms of promotion. Sergiovanni (1993), as cited in Owens (2004), observed that advancement, frequently an important motivator in studies conducted in private sector corporations, was missing in the study of teachers. Opportunities for enrichment and personal advancement are often more limited in the rural areas as compared to those available in towns and cities. This is because teachers in big towns have a chance to enroll for evening classes where they can attend part time lessons, unlike their counterparts in the rural areas. Advancement was simply not mentioned by teachers because teaching as an occupation offers so little opportunity for advancement. If one wishes to advance in teaching, he must leave teaching for a related education profession such as administration, supervision and counseling.

There is therefore need to continually assess the performance of teachers for use in rewarding fair promotions and to offer promotion opportunities for teachers within the classroom which should be equivalent to promotion opportunities to senior administrative grades within the teaching service (Republic of Kenya, 1976). It is important to know more about the teachers, their attitudes about the profession and how this factor affects their sense of satisfaction and performance in their work.

Recognition is in terms of respect, esteem and approval of others. According to Kornberger and Pitsis (2005), people continually seek the approval of others, and regulate their behavior in terms of the views of imagined or real people. People generally need recognition from others if they are to flourish and lack of it often prompts loss of self esteem and motivation. Workers in low paid and low status jobs who experience disrespect and racism often complain more about the disrespect than their low pay (Wills, 2006 and Taylor, 1994). Recognition is also confirmed or contradicted through the distribution of resources and working conditions: the company policy may be that all employees are recognized and valued equally, but if they have very different levels of pay and terms and conditions of employment, then what is purported is contradicted by deeds. Sergiovanni (1991), as cited in Owens (2004); and Johnson and Holdaway (1991) found out that recognition was a very important motivator for both Head teachers and teachers, hence producing high job satisfaction. In his study of Job satisfaction of secondary school principals in the Rift valley province of Kenya, Sogomo (1993) found out that the principals' overall job satisfaction was recognition of principals' work. He used only the Head teachers' questionnaire for data collection. Therefore this study included the Head teachers' interview and document analysis apart from the questionnaire. Muriithi (2007) concurred with these researchers, but noted that motivational needs of managers and subordinates are not the same. Also motivational needs of teachers in primary schools are different from that of their counterparts at the secondary level. Hence this study examined recognition as a factor and its influence on primary school teachers in Kisumu East and West Sub counties.

Money and fringe benefits alone will not automatically lead to high productivity as many companies think. Their primary effect is to encourage people to stay on the job but not to produce or to be happy, as Mutiso (1985) notes, "It is not possible to satisfy the need for money for it is the source satisfying many of the human needs and desires" (p.51). Therefore, administrators and policy makers should begin thinking of how to satisfy psychological needs such as feelings of responsibility and accomplishment, which are things that make people work harder. Johnson and Holdaway (1994), while looking at the facet importance and job satisfaction of school principals in Alberta, Canada, supported the

significance of recognition, advancement and responsibility as significant variables, but extended their analysis to include achievement and a sense of accomplishment in connection with satisfaction of teachers. These findings showed that true job satisfaction is derived from gratification of higher order needs, social relations, esteems and actualization rather than lower order needs. The studies have shown that improvement in teacher motivation in these areas has benefits for students as well as teachers. Kimengi (1991), while looking at factors determining commitment and non commitment to teaching among primary school teachers in Keiyo, Marakwet, Nyeri and Kakamega sub counties, supported the above research findings and concluded that both intrinsic and extrinsic factors are equally important as motivators in Kenya.

Work itself here refers to the number of periods taught, size of classes, time spent in extra curriculum activities, relations with pupils and physical facilities like buildings and equipment. A study by Richardson (1992) on; 'Chicago principals finding reform demands overwhelming', found that 75% of 457 elementary and high school Chicago principals surveyed were overwhelmed by the administrative demands of their jobs. Forty percent said they planned to leave their positions within five years and 75% expected to quit in ten years or less due to incredible increase in work with no corresponding equity in salary, as well as lack of appreciation for the contributions they make in their schools. According to several researchers such as Clegg, Kornberger and Pitsis (2005); Hackman and Oldham (1980); Herzberg (1966); and Peters and Waterman (1982); workers are satisfied when they find their work lively, meaningful, sensible and significant, and when they view the work itself as being worthwhile and important, have reasonable control over their work activities and affairs, and are able to exert reasonable influence over their work events, as well as experience personal responsibility for the work. The nature of the teaching job is quite demanding as supported by Ochieng (1984) when he remarked that teaching is a tough job, whereby apart from having to work the whole day, one also has to prepare lessons which demand a lot of reading; one has to mark examinations and home work. He notes that teachers are definitely overworked compared to people in the civil service. Therefore, job satisfaction is a pre requisite for all professionals, being a complex phenomenon that involves various personal, institutional and social aspects, and should teachers attain these attributes, they will be in a position to fulfill the national educational goals.

In Kenya, there was a significant change from the 7.4.2.3 structure of education to the 8.4.4 system that was established in 1985. This brought about more subjects to be taught at the primary level. This system came into existence "over night" and most teachers were not adequately prepared for it. In addition, the large class

enrollment as a result of the introduction of Free Primary Education in 2003 and the acute shortage of instructional materials and teaching aids hampers teachers' effort to achieve the educational goals. These factors make it difficult for the teachers at this level to be committed and satisfied with their job (Said, 2004). Teachers do teach their assigned lessons, mark examinations and assignments, are involved in co-curriculum activities, supervisory duties and counseling of pupils. All these duties make teachers to be over worked and hence may not give their best output. A research done by Akala (2002) found out that this understaffing of teachers in most public primary schools has a positive relationship with the poor morale and despair among teachers, which has the effect of lowering the quality and relevance of education. Therefore schools should be provided with auxiliary staff to perform non-teaching duties so that teachers concentrate on their professional tasks (Mutiso, 1985).

From the foregoing discussion on researches carried out on teachers and head teachers on job satisfaction, it is evident that teachers are not satisfied with certain aspects of their teaching job. However these aspects (factors) vary in their importance among teachers from one region to another and from time to time. Therefore the present study will find out which factors influence Job satisfaction and dissatisfaction specifically in Kisumu East and West sub counties. The study will also find out whether these factors carry the same weight of importance in influencing job satisfaction and dissatisfaction of teachers in Kisumu East and West sub counties. Research has shown that what makes a classroom teacher happy and satisfied with his teaching job is not the same as what makes an educational administrator like a head teacher or deputy head teacher satisfied or dissatisfied with his administrative work. This is because these two categories of educationists have different duties and responsibilities as well as privileges. Hence the present study was based on classroom teachers and was meant to find out those factors responsible for their satisfaction and dissatisfaction. Most of these studies have used only questionnaires in collecting data with only a few using both questionnaires and interviews. The present study therefore used questionnaires, interviews as well as document analysis to see whether they yield the same results as those only using one instrument to collect data.

CONCEPTUAL FRAMEWORK

This study was guided by a conceptual framework (Figure 1). The framework was adapted from Palmer (1998). According to this framework, there are certain factors that influence teachers' job satisfaction and dissatisfaction. These are hygiene factors and motivational factors. Unlike Herzberg's theory which

says that hygiene factors cannot influence job satisfaction but can only provide conducive conditions necessary for motivational factors to work, this model proposes that although the hygiene factors are necessary and must be provided first, their presence can also lead to job satisfaction when favourable while their unfavourable can cause job dissatisfaction. This conceptual framework model was used in the study to find out which of the hygiene and motivational factors influence job satisfaction and dissatisfaction among primary school teachers in Kisumu East and West sub counties. According to the framework, both the hygiene and motivational factors are the major inputs necessary for job satisfaction or dissatisfaction of teachers. The provision of these factors in satisfactory proportions will lead to the desired outcomes, which is satisfaction with the job whereas their absence will lead to job dissatisfaction. The conceptual framework helped the researcher in data collection by assisting in focusing the hygiene and motivational factors in a school set up and whether these factors had any influence on satisfaction and dissatisfaction of primary school teachers in Kisumu East and West sub counties.

RESEARCH METHODOLOGY

The study adopted a descriptive survey research design. The study population consisted of 2830 teachers and 304 Head teachers. The study sample of 290 teachers and 101 Head teachers from 304 schools were used to collect data. Stratified random sampling technique was used to select the sample. Data was collected using questionnaires, in-depth interviews and document analysis schedule. Three experts in Educational Administration established validity of the questionnaires and in-depth interviews. Reliability of the instruments was determined by piloting in ten schools that were not included in the main study whereby the Pearson's r coefficient of head teachers' questionnaire was 0.84 and teachers questionnaire 0.79 at a p -value of 0.05. Quantitative data derived from closed ended questionnaire items and document analysis was analyzed using descriptive statistics such as frequency counts and percentages. Qualitative data derived from open ended questionnaire items and in-depth interviews were transcribed and analyzed in emergent themes and sub themes.

RESULTS

Demographic Characteristics of the Respondents

The respondents included head teachers and teachers. Their demographic characteristics were sought in terms of; head teachers' professional qualifications, headship

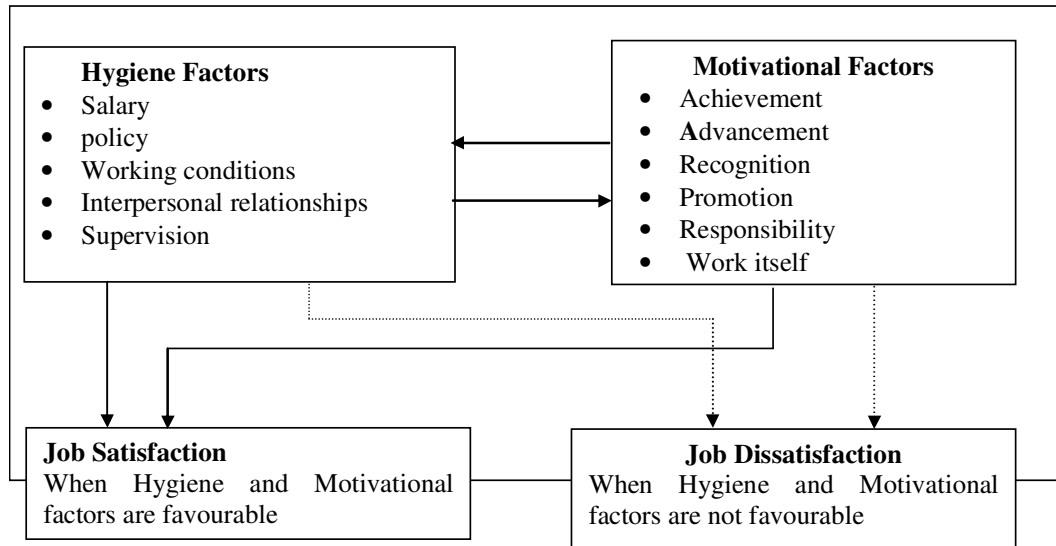


Figure 1: Hygiene and motivational factors that influence job satisfaction and dissatisfaction of teachers (Adapted from Palmer, 1998 p. 171)

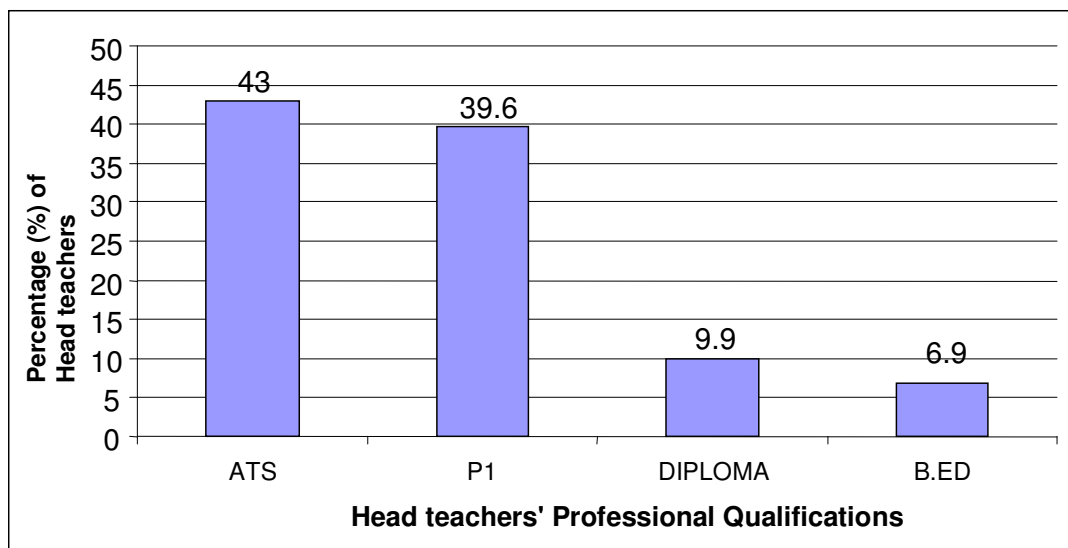


Figure 2: Head Teachers' Professional Qualifications

experience, gender, teaching experience, teaching subjects and the classes taught.

Head teachers' Professional Qualifications

Head teachers were asked to indicate their professional qualifications. Their responses were as shown in Figure 2.

Figure 2 indicates that majority of the head teachers that is 44 (43.6%) had attained the level of Approved Teacher Status (ATS), followed by those at primary

teacher one (P1) level who were 40 (39.6%). Head teachers with Diploma Certificates were 10 (9.9%), whereas only 7 (6.9%) of them had Bachelor of Education degrees. When asked to indicate their headship experience in the current school and other schools, the head teachers' responses were as shown in Figure 3.

Figure 3 indicates that 13 (12.9%) head teachers had had headship experience for five years or less, 35 (34.7%) had served as head teachers for between six to ten years while 33 (32.6%) of them had served for between 11 – 15 years. Only 20 (19.8%) respondents

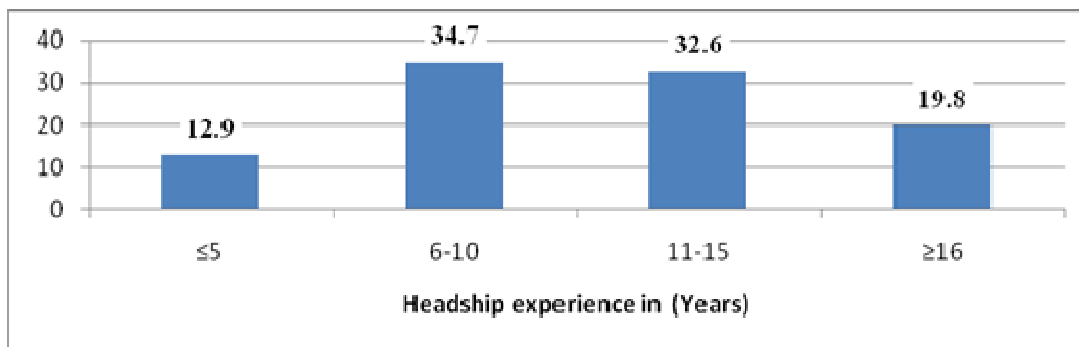


Figure 3: Headship Experience in Years

Table 4: Teaching Experience (n = 290)

| Teaching Experience | Frequency (f) | Percent (%) |
|----------------------------------|---------------|-------------|
| In the Present School | | |
| 0-5 years | 44 | 15 |
| 6-10 years | 102 | 35 |
| 11-15 years | 106 | 37 |
| 16 and above | 38 | 13 |
| Total | 290 | 100 |
| In other Schools | | |
| 0-5 years | 64 | 22 |
| 6-10 years | 75 | 26 |
| 11-15 years | 99 | 34 |
| 16 and above | 52 | 18 |
| Total | 290 | 100 |
| In the Present Sub county | | |
| 0-5 years | 58 | 20 |
| 6-10 years | 99 | 34 |
| 11-15 years | 113 | 39 |
| 16 and above | 20 | 07 |
| Total | 290 | 100 |
| In other Sub counties | | |
| 0-5 years | 107 | 37 |
| 6-10 years | 90 | 31 |
| 11-15 years | 67 | 23 |
| 16 and above | 26 | 9 |
| Total | 290 | 100 |

had served as head teachers for over 16 years. This shows that majority of the respondents that is 87(87.1%) had had headship experience of five years or more. Therefore the information given by them was considered as valid enough to enable the researcher make conclusion. One hundred and fifty one (52%) teachers were female, while one hundred and thirty nine (48%) of them were male. There were also thirty five (34.6%) female head teachers and sixty six (65.4%) male head teachers.

Teachers were requested to indicate their teaching experience in the present schools and other schools and in the present Sub county and other districts. Their responses were as shown in Table 4.

Table 4 shows that majority of the respondents that is 102(35%) and 106(37%) had been in their present schools for a period of between six to fifteen years. Only 44 (15%) respondents had served in the present schools for less than five years. Thirty eight (13%) respondents indicated that they had served in the present school for over sixteen years. Those who had served in other schools for a period of between six and fifteen years also form the majority that is 75(26%) and 99(34%) while the respondents who had served in other schools were only 52 (18%). A relatively smaller number of the respondents that is 64(22%) teachers had also served in other schools for a period less than 5 years. When asked to indicate the number of years they had served in the present Sub

county there was again some consistency in their responses with the majority that is 99(34%) and 113(39%) indicating that they had served in the present Sub county for a period of between six and fifteen years. Those who had served for five years or less were 58 (20%) while those who had served for sixteen years or more were only 20(7%). There was a change of pattern when the respondents were asked how long they had served in other districts. 107(37%) respondents said they had served in other Sub counties for five or less years. Those who had served for between six and ten years in other Sub county were 90 (31%) while 67(23 %) had served for between eleven and fifteen years. Only 26(9 %) had served in other Sub counties for more than sixteen years. All the 290(100%) respondents in the schools within the two Sub counties noted that they taught at least four (4) subjects, with fifty eight (20%) of them noting that they taught more than four subjects. This indicates that there was no specialization among teachers and that they could actually be made to teach any subject where there was a shortage. One hundred and thirty six teachers (47%) noted that they taught pupils from only lower classes or only upper classes. That means that they specialized in teaching pupils only between class one and four, or only between class five and eight. On the other hand, one hundred and fifty four teachers (53%) said that they taught both lower as well as upper classes.

Research Question 1: What are the Hygiene Factors Influencing Job Satisfaction and Dissatisfaction among Public Primary School Teachers in Kisumu East and West Sub Counties?

The head teachers and teachers were asked to indicate the hygiene factors that make teachers to be committed to the teaching service in Kisumu East and West Sub counties such that they would not want to be transferred to other sub counties. Their responses were as shown in Table 5.

From Table 5, the highest number of head teachers, 75 (74.2%) respondents reported that the teachers in their schools were satisfied with the good transport system in the Sub counties while 251 teachers (87%) indicated that they were satisfied with good transport system in the sub county. Those who indicated that good medical services would not make them leave for other Sub counties were 65 (64.4%) head teachers and 220 (76%) teachers, while salary was indicated by 65(64.4%) head teachers and only 15 (5%) teachers as a factor that would not make teachers leave the Sub counties for other counties. Fringe benefits was also indicated by 65 (64.4%) head teachers whereas only 31 (11%) teachers indicated it as a factor that would make them not leave the Sub counties for other sub counties. Cordial working relations with the Head teacher was indicated by 60 (59.4%) head teachers

and 115(49.7%) teachers while cordial working relations with Education Officers were indicated by 51(50.5%) head teachers and only 24(8.3%) teachers. Proper housing was indicated by 61(60%) head teachers and 29(10%) teachers whereas working conditions was indicated by 57(56.4%) head teachers and 180 (62.1%) teachers. While only 15(14.9%) of the head teachers reported that the teachers were satisfied with the job security in the districts, 258(89%) teachers indicated that job security would not make them ask for transfers to other Sub counties because this factor was the same across the country. Cordial working relations with colleagues was also rated low by only 15(14.9%) head teachers but highly rated by 183(63%) teachers as a factor that would not make teachers move to other districts. Other factors that accounted for less than 50% of the head teachers' responses were social security, Sub county education policies, school policies, medical scheme and status, whereas the other factors that were indicated by less than 50% of the teachers were good medical scheme, salary, cordial working relations with education officers, housing for teachers, low cost of living, teachers' office space, cordial working relations with head teachers and academic achievement in the sub county.

From Table 5, forty four (43.5%) head teachers and 78(27%) teachers noted that poor working conditions would make teachers to seek for transfers to other sub counties. Poor Kenya Certificate of primary examinations results were indicated by 41(40.5%) head teachers and 139(48%) teachers as a factor that would make teachers leave the sub county. Poor transport system was indicated by 30(29.7%) head teachers and 64 (22%) teachers. Only 3(2.9%) of the head teachers said that the Sub county Education Policies would make teachers to seek for transfers to other Sub counties and only 12 (4%) teachers indicated poor working relations with colleagues as a factor that would make them leave the district. However, all the factors indicated were less than 50% of the Head teachers' responses, suggesting that they were not strong factors to make teachers want to leave their present Sub counties for other sub counties. This is because according to the respondents, most of these factors that cause lack of satisfaction are found in many of the Sub counties and therefore transferring from one Sub county to another would not solve much of the problem.

Head teachers and teachers were asked to indicate hygiene factors that make teachers to resign or change their profession or seek professional advancement at tertiary level. They responded by indicating the following factors as shown in Table 6.

From Table 6, it can be observed that salary was indicated by the highest number of respondents, that is 89 (88.1%) head teachers and 270 (93.1%) teachers. Poor working conditions were indicated by 74(73.2%) head teachers and 215(74%) teachers who said that the

Table 5: Hygiene Factors that make teachers to be either committed to the Teaching Service in the Sub County or seek for Transfer to other Sub counties

| Job Factors | Head teachers | | Teachers | |
|---|------------------|----------------|------------------|-------------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percentage (%) |
| Job factors that influence job satisfaction | | | | |
| Good transport system | 75 | 74.2 | 251 | 86.5 |
| Good medical Services | 65 | 64.4 | 220 | 75.9 |
| Salary | 65 | 64.4 | 15 | 5.1 |
| Fringe benefits | 65 | 64.4 | 31 | 10.7 |
| Housing | 61 | 60.0 | 29 | 10.0 |
| Cordial working relations with the Head teacher | 60 | 59.4 | 115 | 49.7 |
| Working conditions | 57 | 56.4 | 180 | 62.1 |
| Cordial working relations with Education Officers | 51 | 50.5 | 24 | 8.3 |
| Status | 50 | 49.4 | 145 | 50.0 |
| Medical Scheme | 40 | 39.6 | 12 | 4.1 |
| School policies | 33 | 32.6 | 116 | 40.0 |
| Sub county Education Policies | 25 | 24.7 | 87 | 30.0 |
| Social Security | 20 | 19.8 | 210 | 72.4 |
| Cordial working relations with colleagues | 15 | 14.9 | 183 | 63.1 |
| Job Security | 15 | 14.9 | 258 | 88.7 |
| Academic achievement in the Sub county | 30 | 29.7 | 142 | 49.0 |
| Teachers' Office Space | 34 | 33.7 | 86 | 29.7 |
| Low cost of living | 09 | 8.9 | 35 | 12.1 |
| Job factors that influence job dissatisfaction | | | | |
| Poor Working Conditions | 44 | 43.5 | 78 | 26.9 |
| Poor Kenya certificate of primary education results | 41 | 40.5 | 139 | 47.9 |
| Poor transport system | 30 | 29.7 | 64 | 22.1 |
| Low Sub county performance Index | 29 | 28.7 | 83 | 28.6 |
| Housing | 25 | 24.7 | 96 | 33.1 |
| Hostility from community | 22 | 21.7 | 41 | 14.1 |
| Poor working relations with Education Officers | 12 | 11.8 | 17 | 5.9 |
| School policies | 11 | 10.8 | 15 | 5.2 |
| Poor working relations with the Head teachers | 9 | 8.9 | 15 | 5.2 |
| Social security | 9 | 8.9 | 13 | 4.5 |
| Lack of fringe benefits | 7 | 6.9 | 148 | 51.0 |
| Poor working relations with colleagues | 6 | 5.9 | 12 | 4.1 |
| Status | 6 | 5.9 | 50 | 17.2 |
| Sub county Education Policies | 3 | 2.9 | 38 | 13.1 |

Table 6: Hygiene Factors that make Teachers to Resign or Change their Profession or Seek Professional Advancement at Tertiary Level Head teachers (n = 101) and Teachers (n = 290)

| Job Factor | Head teachers | | Teachers | |
|-------------------------------|------------------|----------------|------------------|----------------|
| | Frequency (f) | Percent (%) | Frequency (f) | Percent (%) |
| Low salary | 89 | 88.1 | 270 | 93.1 |
| Poor working conditions | 74 | 73.2 | 215 | 74.1 |
| Poor medical schemes | 69 | 68.3 | 223 | 76.9 |
| Lack of fringe benefits | 63 | 62.3 | 209 | 72.1 |
| Poor housing | 49 | 48.5 | 183 | 63.1 |
| Status | 40 | 39.6 | 44 | 15.2 |
| Hostility from community | 30 | 29.7 | 67 | 23.1 |
| Poor Transport system | 24 | 23.7 | 93 | 32.1 |
| Job security | 11 | 10.9 | 20 | 6.9 |
| School policies | 11 | 10.8 | 44 | 15.2 |
| Sub county Education Policies | 9 | 8.9 | 23 | 7.9 |
| Poor medical services | 8 | 7.9 | 40 | 13.8 |

Table 7: Hygiene Factors that make Teachers Seek for Transfers from Rural to Peri Urban or from Peri Urban to Urban (n =101).

| Job Factor | Frequency (f) | Percent (%) |
|-------------------------------|------------------|----------------|
| Poor Working conditions | 85 | 84.2 |
| Poor housing | 79 | 78.2 |
| Medical services | 56 | 55.4 |
| Transport system | 25 | 24.7 |
| Fringe benefits | 20 | 19.8 |
| Hostility from Community | 14 | 13.9 |
| Status | 7 | 6.9 |
| Sub county Education Policies | 3 | 2.9 |
| Salary | 2 | 1.9 |
| Medical scheme | 0 | 0 |
| Job security | 0 | 0 |

factor would make them want to resign or change their profession or seek professional advancement at the tertiary level. Poor medical scheme was also indicated by a high number of respondents that is 69 (68.3%) head teachers and 223(77%) teachers. Lack of fringe benefits was indicated by 63 (62.3%) head teachers and 209(72%) teachers. Poor housing had 49(48.5%) head teachers and 183(63%) teachers. Therefore, more than 50% of both head teachers as well as teachers concurred that factors like salary, working conditions, medical scheme and fringe benefits were the major factors for teachers wanting to resign from the teaching profession and moving to other professions or seeking for professional advancement at the tertiary level. Poor medical services, according to the head teachers, was the least factor that would make teachers to resign from their teaching profession, as it was indicated by only

8(7.9%) respondents, whereas the least factor, according to the teachers, was job security with 20(7%) respondents. Other factors indicated by less than 50% of both head teachers and teachers were poor medical services, hostility from community, poor school policies, and status. The head teachers were asked to indicate what Hygiene Factors make teachers seek for transfers from rural areas to peri-urban or from peri-urban to urban areas and they responded by ticking the following factors as indicated in Table 7.

From Table 7, it can be observed that poor working conditions, poor housing, and poor medical services are the factors that would make teachers seek for transfers in order to move to urban or peri urban areas (85%, 79% and 56% respectively). Seventy two (71.2%) Head teachers recorded satisfaction with the physical conditions of the schools and out of this, 59 (58.5%)

schools were those found within the urban set up or within peri-urban, with only 13 schools from the rural areas recording satisfaction with the schools' physical conditions.

Research Objective 2

The research question that was responded to was; Which Motivational factors influence job satisfaction and dissatisfaction among public primary school teachers in Kisumu East and West sub counties.

The head teachers were asked to indicate which motivational factors influence teachers to commit their time and devotion to the teaching service in Kisumu East and West Sub-counties such that they would not want to be transferred to other sub counties. Their responses were as indicated in Tables 8 and 9.

Table 8 indicates that majority of the head teachers 95(94%) respondents indicated that the teachers in their schools were generally satisfied with the academic achievements in the schools. However, only 96 (33.1%) teachers recorded satisfaction with academic achievement in the school. Recognition by head teachers was 87 (86.1%) head teachers as a factor that would make teachers want to remain in the Sub counties while only 46 (15.9%) teachers indicated their satisfaction with recognition by head teachers. According to 85 (84.2%) head teachers, teachers were also satisfied with opportunities for promotion while the same factor was only indicated by 41(14.1%) teachers. Opportunities for professional/academic advancement also featured with a high percentage (69%) being indicated by 70 head teachers but was indicated by only 42% of the teachers. On the contrary, only 10(9.9%) head teachers indicated that teachers were happy with challenging work, which was also indicated by a low number of teachers (6.9%). Recognition by the community, colleagues, and education officers were also indicated by low number of respondents (40.6%, 20.8% and 14.9% respectively) as factors that would make teachers to be committed in the district. Generally, teachers indicated low levels of satisfaction with the above factors, the highest being indicated by only 42.1% of the teachers.

From Table 8, challenging work was indicated by 40(39.9%) head teachers and 64 (22%) teachers as a factor that would make the teachers want to leave the Sub county for other sub counties, giving the highest percentage of the head teachers' and teachers' responses. Lack of academic achievement was given by 37(36.6%) head teachers, while lack of opportunity for promotion was indicated by 20(19.8%) head teachers and 15(5%) teachers. Only nine head teachers (8.8%) indicated that lack of recognition by community and the head teachers themselves would make teachers to seek for transfers to leave the sub county for other sub counties. Also lack of opportunity for professional and

academic growth would not make teachers seek for transfers to other Sub counties as it was indicated by only 11(10.9%) head teachers and 9(3%) teachers. When followed by an interview, 90 head teachers (90%) noted that these factors did not bother their teachers very much. However, no particular factor gave a response of 50% or more, indicating that these factors were not strong enough to make teachers want to move from one Sub county to another because, according to the head teachers' interview responses, these motivational factors were almost the same in all the sub counties in the country.

Head teachers and teachers were also asked to indicate the motivational factors that make teachers to resign or change their profession or seek for professional advancement at tertiary level. Their responses were as shown in Table 9.

Most head teachers (80.2%) indicated that lack of opportunity for promotion would make teachers resign or change their profession or seek for professional advancement at tertiary level. This was followed by 78.2% of them who indicated that lack of opportunity for advancement would make the teachers leave the profession for other jobs. Lack of recognition was indicated by 56(55.4%) head teachers. Fifty one respondents (50.4%) indicated that increased responsibility would make teachers leave their teaching profession. However only thirty-two of them cited challenging work as would make them want to leave the profession. On the other hand, 218 (75.1%) teachers indicated that lack of opportunities for professional and academic advancement would make them resign or change their profession or seek for professional advancement at the tertiary level. Lack of opportunities for promotion was indicated by 194 (67%) teachers while challenging work was indicated by 125 (43%) teachers. Lack of recognition by the general public was indicated by 44 (15%) teachers whereas only 8% of them indicated that increased responsibility would make them resign or change their profession. The head teachers' and teachers'. Questionnaire was followed by an interview that sought to clarify or confirm the consistency of some of the responses that had been given in the questionnaire. They were asked to give the total number of teachers that have sought for transfers from the 101 schools sampled over the last 5 years, which they gave as 236 teachers, representing 25.3%. They also indicated that the total number of teachers who had resigned from the 101 sampled schools over the past 5 years were 89, representing 9.5%, while the total number of those teachers that had gone for further training or moved to tertiary level over the past 5 years are 131, representing 14%.

The majority of the head teachers interviewed indicated that the teachers were involved in decision making, with only a few who argued that they did not involve their teachers in decision-making. Majority of head teachers

Table 8: Motivational Factors that Influence Teachers to be committed to the Teaching Service in Kisumu East and West Sub counties or seek for transfer

| Job Factors | Head teachers | | Teachers | |
|--|---------------|---------|-----------|---------|
| | Frequency | Percent | Frequency | Percent |
| | (f) | (%) | (f) | (%) |
| Job factors that influence teachers to be committed to the teaching service | | | | |
| Academic achievements in the school | 95 | 94.1 | 96 | 33.1 |
| Recognition by head teacher | 87 | 86.1 | 46 | 15.9 |
| Opportunity for promotion | 85 | 84.2 | 41 | 14.1 |
| Opportunity for professional/Academic advancement | 70 | 69.3 | 122 | 42.1 |
| Recognition by community | 41 | 40.6 | 75 | 25.9 |
| Academic achievements in the district | 29 | 28.7 | 40 | 13.8 |
| Recognition by colleagues | 21 | 20.8 | 32 | 11.0 |
| Recognition by Education officers | 15 | 14.9 | 64 | 22.1 |
| Challenging work | 10 | 9.9 | 20 | 6.9 |
| Increased responsibilities | 6 | 5.9 | 12 | 4.1 |
| Job factors that influence teachers to seek for transfers | | | | |
| Challenging work | 40 | 39.9 | 64 | 22.1 |
| Poor academic achievement in the school | 37 | 36.6 | 50 | 17.2 |
| Lack of recognition by colleagues | 25 | 24.7 | 35 | 12.1 |
| Lack of opportunity for promotion | 20 | 19.8 | 15 | 5.2 |
| Lack of recognition by Education Officers | 14 | 13.8 | 15 | 5.2 |
| Poor academic achievement in the district | 13 | 12.8 | 40 | 13.8 |
| Lack of opportunity for professional/ growth | 11 | 10.9 | 9 | 3.1 |
| Lack of recognition by head teacher | 9 | 8.8 | 45 | 15.5 |
| Lack of recognition by community | 9 | 8.8 | 40 | 13.8 |
| Increased responsibility | 10 | 9.9 | 38 | 13.1 |

Table 9: Motivational Factors that Influence Teachers to Resign or Change their Profession or Seek for Professional Advancement at Tertiary Level, Head teachers (n = 101) and Teachers (n = 290).

| Job Factors | Head teachers | | Teachers | |
|-------------------------------------|---------------|---------|-----------|---------|
| | Frequency | Percent | Frequency | Percent |
| | (f) | (%) | (f) | (%) |
| Lack of opportunity for promotion | 81 | 80.2 | 194 | 66.9 |
| Lack of opportunity for advancement | 79 | 78.2 | 218 | 75.1 |
| Lack of recognition | 56 | 55.4 | 189 | 65.2 |
| Increased responsibility | 51 | 50.4 | 154 | 53.3 |
| Challenging work | 32 | 31.6 | 125 | 43.1 |

however, said that although teachers were involved in decision making, they were not involved in all the decisions affected the schools, especially in matters to do with the finances like budgeting for the schools' equipment and other facilities. A few of the head teachers stated that they involved their teachers in all

matters of the decision making in the schools. A few of the head teachers said that most of their teachers did not mind this arrangement with only a few who minded. However, a few of the head teachers indicated that the teachers were not affected by the fact that they were not involved in all matters of the school decision making,

neither did this affect their school work. The head teachers who responded that they did not involve teachers in all matters of decision making of their schools indicated that the teachers were not happy by this, but when probed further, they said that this however did not affect their level of performance in the school. Most of the head teachers indicated that the teachers were normally rewarded publicly during the education days by either giving them certificates and/or trophies. A few head teachers noted that, even though the teachers were supposed to be rewarded on education days, their schools/ teachers had never been rewarded since their schools did not perform well. A few of the head teachers, indicated that they had their own internal ways of recognizing individual teachers whom they thought worked hard. The parents of some pupils, according to these head teachers, also occasionally give small tokens of appreciation for example money or material goods for the individual teachers whom they think have worked hard during a particular year. Most head teachers indicated that most teachers willingly accepted to take up the teaching responsibilities (Co- Curriculum responsibilities) given to them but did not willingly accept any other additional responsibility. However, a few of the head teachers noted that the teachers in their schools took up the responsibilities assigned to them by the school positively.

On teachers' perception towards the method of promotion, 92% of the head teachers noted that the teachers' perception regarding their promotion was negative. Eight percent of the head teachers indicated that the teachers were not affected in any way by the way they were being promoted because, according to them, promotion was purely on merit and those who qualified were getting it. From the documents that were perused, the promotions of teachers were still uncertain, as there were no clear-cut criteria as to how the promotions should be done. This made teachers to stagnate in one job group for a long time before they were promoted to the next level. Consequently, teachers felt unhappy with their profession and were therefore always on the lookout for other professions where there are clear-cut criteria of moving employees from one level to another. However, 8% of the head teachers indicated that the teachers were not affected in any way by the way they were being promoted because, according to them, promotion was purely on merit and those who qualified were getting it. On issues of professional advancement, the documents that were perused revealed that teachers of public primary schools are allowed to pursue further studies for professional advancement so long as they had served for at least three years in the field. However, study leave is only given for specific study areas thus preventing teachers from pursuing studies on areas of their choice. This, the teachers said is discriminatory and that study leave should be granted irrespective of what one intends to do. As it is currently, if one wishes to pursue further

studies on one's area of choice, he can only take study leave without pay and even after completion of the studies, one may not be guaranteed for re-employment.

DISCUSSION

The study findings revealed that those who had indicated poor working conditions, poor Kenya certificate of primary education results, poor transport system, low Sub county performance and housing were mainly from the peri-urban and the rural areas. This is because within these areas, these factors, according to them are in deplorable conditions. These findings on working conditions of teachers of public primary schools are consistent with the research carried out by Sargent and Hannum (2000) and Hoy and Miskel (1980), as cited in Ellis and Dick (2002) who found out that those teachers serving in rural communities in developing countries face particular challenges like; lack of access to transportation, poor housing and poor working conditions. They had suggested that the status and working conditions of teaching had to be improved in ways comparable to other college graduates. Teachers of Kisumu West and East Sub counties come from different settings, which are urban and sub urban settings. From the responses, it was observed that those respondents from the urban setting were contented with such factors as good transport system, working conditions and medical services, whereas those in the rural areas recorded low levels of contentment. Concurring with the findings of Sargent and Hannum (2000), Derlin (1999) observed that differences exist when the urban and suburban contexts in which teachers work are considered. Therefore, geographical location played a major role in teachers' job satisfaction. Teachers serving in rural communities face certain challenges that do not allow them to perform their duties satisfactorily.

The findings also show that there are certain factors and fringe benefits that can greatly increase teacher loyalty and satisfaction with the job. These can be inform of benefits provided by employer over and above the basic things like; subsidized meals, insurance, house purchase, car loans assistance with school fees and other social facilities. These additional incentives are normally missing in most public primary schools as found out by the present research findings which is similar to another research carried out by Said (2004) who observed that these benefits, apart from helping improve teacher performance, will also be able to fulfill the expectations of teachers in line with the social trends and competition. This shows that people must be induced to enter and remain within the system. However lack of these factors makes it difficult for teachers at this level to be committed and satisfied with their job as found out by Said (2004) who noted that the end result is poor morale and despair among this cadre of teachers with the

associated reduced productivity, poor quality work, increased absenteeism and increased turnover of staff. On certain factors however, the head teachers and teachers had different opinions on what they considered would lead to job satisfaction or dissatisfaction. For example, most head teachers indicated satisfaction with teachers' salary, fringe benefits, housing and cordial working relations with Education Officers, whereas only very few teachers indicated satisfaction with the same factors. On the other hand, the factors like social security and job security that few head teachers indicated as leading to satisfaction were indicated by most teachers as leading to satisfaction.

These findings relating to salaries, working conditions and medical scheme are also congruent to a survey carried out by Sogomo (1993) who observed that teachers in Kenya were not satisfied with salary and that teaching in Kenya had been regarded traditionally as employment of higher status than the salary level would indicate. The teachers' status in their community used to operate as a non-monetary incentive helping to offset the otherwise low salary. This equation is being threatened by a drop in the perceived status of teaching, thereby changing the incentive value of the job. This coupled with other factors of dissatisfaction like lack of fringe benefits, poor working conditions and poor medical scheme has encouraged the teachers to look for better job opportunities elsewhere where these factors are available. Also similar to the findings on salaries is the Teachers Service Commission survey by Siringi (2009) who revealed that the most discouraging factor for teachers was low remuneration and stagnation in the same job grade. It showed that teachers wanted better salaries and that the methods used to recruit and reward hardworking teachers need to be reviewed if Teachers Service Commission was to become an employer of choice. Salary has been the main reason for teachers' strikes over the years.

In 2009 when news for promotions came soon after teachers service commission survey showed that teachers wanted better salaries, it was not good news for teachers in the public primary schools. This was because the promotions captured only teachers who were moving from job group M upwards, most of whom were at the secondary schools or tertiary institutions, given that these promotions go hand in hand with higher salary scales. Earlier on, the government had only promoted the primary school teachers who had "A" level qualifications but who had served in one job group for fifteen years (Siringi, 2009). From the above findings, it is observed that general good working conditions like; clean work place, adequate working equipment, proper housing and infrastructure can remove dissatisfaction as well as create acceptable levels of satisfaction with the teaching job. But where these factors are missing, wastage will always be experienced, as is in most developing countries where teaching is taken as a bridging

occupation into which people go prior to settling down to a more lucrative and satisfying job (Kimengi, 1991). Therefore, in order to attract the best brains into the teaching profession, better terms of service need to be provided as well as removing any element that will harm the status and lower the morale of teachers. Supporting these sentiments, Shiundu and Omulando (1992), Akala (2002), and Baraza (2003) recognized money as the major reason for people going to work in most developing countries, and should they not perceive it as adequate, then they in turn are not likely to improve learning.

However, the findings were found to be inconsistent with the study carried out about teacher satisfaction in Alberta; Canada (Johnson and Holdaway, 1991). The researchers reported their teachers' satisfaction with their work and working conditions. However, the findings of the present study are in many ways similar to other studies carried out by a number of researchers, especially those carried out in the developing countries. For instance, the findings of a research carried out by Baraza (2003) on the effects of rewards on job satisfaction among secondary school teachers and Kimengi (1991) found out that money is the main reason for working in many cases in developing countries, although there are many other factors which people take into account when deciding to take or remain in a job. According to Kimengi (1991), most of his respondents noted that they were only in the profession due to lack of alternative jobs. The above findings of the research show that the major sources of teachers' dissatisfaction with the job were salary, fringe benefits, and medical scheme.

Generally, the above responses from the head teachers as well as the teachers show that teachers of primary schools from Kisumu East and West Sub counties are not satisfied with a number of the motivational factors. The research findings on satisfiers are similar to those of Morgan (1997) who found out that employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in their work place. According to him employees work best when motivator factors are present and that the process of motivation lies on allowing people to achieve rewards that satisfy their personal needs. He found this process as not only paying the right rate for the job but also creating conditions for personal growth, promotion and recognition by the managers. Concurring with Morgan (1997), the findings are also consistent to those of Drucker (1996); and Clegg *et al.* (2005) who found that whenever these 'higher level needs' were absent; employees would lack motivation to perform their work, leading to inefficiency. For them, the greatest opportunity for improved economic performance lay in the improvement of the effectiveness of people in their work through the provision of these higher level needs.

The findings relating to promotions and advancement also concur with that of Owens (2004) who found out that advancement and promotions formed an important

motivator in private sector corporations, but were always missing in the teaching service. According to him, money and fringe benefits alone will not lead to high productivity. They will only encourage people to stay on the job but not to produce or be happy, unless other factors like promotions, recognition, advancement and responsibility are present. He also found out that there is a link between job satisfaction and commitment and school effectiveness. The findings indicate that high job satisfaction and strong commitment to work are essential requirements for effective schooling. In successful schools teachers are more committed, hard workers, more loyal to the schools and are more satisfied with their jobs. This would be similar to a research on motivation to work carried out by Palmer (1998) which found out that highly motivated teachers find their work lives to be meaningful, purposeful, sensible and significant and they view the work itself as being worthwhile and important. According to the researcher, satisfaction leads to not only wanting to carry out tasks but wanting to do them well. It pushes a worker to give that extra ten percent and give it gladly. Where there is satisfaction, there is productivity and good performance and people are content. In other words everyone wins. Therefore satisfaction is crucial to the success of any institution, department, project or plan, the primary school teachers inclusive, and arguably one of an administrator's important areas of responsibility. The above findings on promotions are in agreement with a new Teachers Service Commission survey by Siringi (2009) that showed that teachers wanted among other things, faster promotions if the government is to stop staff migrations from public schools to other jobs. Promotion procedures were slow and merit was not usually considered. This was causing a lot of concern to the teachers especially because promotion to the next grade is normally associated with better pay.

Hellriegel *et al.* (2001) also observed the need for positive reinforcers like praise, recognition of accomplishment, promotion among other factors and noted that these positive reinforcers are directly linked to job satisfaction and productivity. Hellriegel, *et al.* (2001) found out that employees would be dissatisfied in jobs lacking hygiene factors and, if hygiene factors were addressed, most employees would be satisfied and productive if motivator factors were present. He therefore recommended that managers should be able to motivate all employees in the same way – by ensuring the presence of both hygiene and motivator factors that would result into job satisfaction. Furthermore, above findings on motivational factors are congruent with those of Said (2004) who found out that teachers in most developing countries are not satisfied with their work, both intrinsic and extrinsic job factors, a fact that caused lack of commitment to their work. He observed that workers would be satisfied when they find their work lively, meaningful, sensible and significant; and when they view the work itself as being worthwhile and

important. Generally, most teachers would not wish to seek for transfers to other Sub counties on the account of the above motivational factors because these motivational factors are not very different in all schools in the country. Supporting these sentiments on opportunities for advancement, a special report by Hay Group (2008, April) found out that successful companies manage to stay at the top by stimulating employees' enthusiasm for their work and directing it toward organizational success. One of the ways in which they achieve this is by ensuring that opportunities for personal advancement and growth – one of the main drivers of employee engagement, are consistently available. They have a strong emphasis on creating a culture that motivates and supports employees.

CONCLUSIONS

The hygiene factors that were found to mostly influence job satisfaction according to head teachers were: Good transport system in the Sub counties and good medical services. The hygiene factors that were found to greatly influence job satisfaction according to the teachers were: Job security, good transport system, and good medical services. The hygiene factors that were found to greatly influence job dissatisfaction according to head teachers were: Low salary (between Kshs. 10,000 and Kshs. 18,000), poor working conditions, poor medical scheme and Lack of fringe benefits. The hygiene factors that were found to greatly influence job dissatisfaction according to teachers were: Low salary, poor working conditions, poor medical scheme and lack of fringe benefits. The main motivational factors that were found to influence job satisfaction according to head teachers were: High academic achievement in the school, Recognition by head teacher, opportunity for promotion and opportunity for professional advancement. The main motivational factors that were found to influence job satisfaction according to teachers were: Academic achievement in the school, recognition by community, and recognition by education officers. The main motivational factors that were found to influence job dissatisfaction of teachers according to head teachers were: lack of recognition by education officers and increased responsibility. The main motivational factors that seemed to influence job dissatisfaction of teachers according to teachers were: lack of opportunity for promotion, lack of opportunity for advancement, lack of recognition by education officers and increased responsibility.

RECOMMENDATIONS

The teachers' medical allowance should be improved by 30%. This will help them be able to cover their medical expenses comfortably.

The Teachers Service Commission and Ministry of Education should review the salaries for public primary school teachers upwards by raising the starting job group for P1 teachers from H to K. This may help them be able to adjust to the ever-rising cost of living.

The head teachers in collaboration with the Parents Associations should improve the working environment for teachers in their respective schools. This would enable them stay in a clean and hygienic environment.

Teachers Service Commission should increase the traveling allowance for teachers of Kshs. 1,000.00 per month by 50% to supplement their travelling allowance.

Teachers Service Commission should improve on teachers' house allowance by 30% to allow them stay in decent houses.

Methods of promoting teachers from one grade to another should be improved. Promotions should be done after every five years for the teachers who merit so that they do not stay in one job group for a long time.

The government should give stipend to teachers who take study leave. This will encourage teachers to take capacity building courses seriously.

Teachers Service Commission should hire more teachers in order to reduce the increased responsibilities and work over load. The current teacher shortage is well over 50,000 teachers, overall in the country, prior to tertiary skills.

Head teachers, Teachers Service Commission and the Ministry of Education should enhance the academic achievements in the non-performing schools by organizing workshops for teachers.

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