

**INFLUENCE OF DISSATISFIERS AND MOTIVATORS ON LEVEL OF JOB  
SATISFACTION OF TEMPORARY AGRICULTURE TEACHERS IN PUBLIC  
SECONDARY SCHOOLS IN HOMA-BAY COUNTY, KENYA**

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**A Thesis Submitted to the Graduate School in Partial Fulfilment of the Requirements  
for the Master of Science Degree in Agricultural Education of Egerton University**

**EGERTON UNIVERSITY**

**OCTOBER, 2023**

## DECLARATION AND RECOMMENDATION

### Declaration

I hereby declare that this thesis is my original work and has not been presented in this university or any other for the award of a degree.

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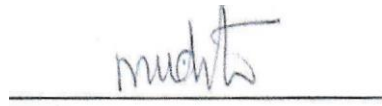
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### Recommendation

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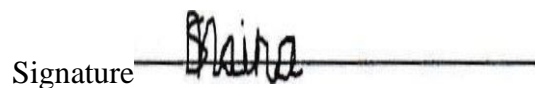
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## **DEDICATION**

With great humility, I dedicate this work to family members Lucy, Gudylean, Marcus, Buncy, Yvonne, Candy, Micky, Bliss and Faith whom I thank for believing in me even when I faltered. I will always be grateful to you for this achievement which is all because of you.

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## ABSTRACT

Globally, teacher job satisfaction has been positively related to school reform issues such as participative decision-making, teacher growth and empowerment, collegiality, and workplace conditions which in turn improves the school effectiveness as a whole. A satisfied employee is more motivated and shows commitment to duty. Job dissatisfaction on the other hand has been associated with absenteeism, poor collegial relations and low motivation. In Kenya, labour turnover in public secondary schools among agriculture teachers has been common. This situation could be related to presence of dissatisfiers and absence of some motivators leading to lack of job satisfaction among these teachers. In Homa-Bay County however, there was little that was known about the level of job satisfaction of temporary agriculture teachers that schools hired to alleviate teacher shortage and the dissatisfiers and motivators that influenced their job satisfaction. This study therefore sought to analyse the dissatisfiers and motivators that influenced job satisfaction of temporary agriculture teachers in public secondary schools in Homa-Bay County, Kenya. The study employed a descriptive survey design. The target population was 316 agriculture teachers employed by the Board of Management (BOM) who were in service during the study period. Proportionate stratified random sampling was used to select 176 teachers. A questionnaire with closed ended items was used to collect data. It was given to two experts from the Department of Agricultural Education and Extension, Egerton University and two agriculture teachers from the technical department at Obara secondary school to assist with the validation. Data collection was preceded by a pilot test with 29 temporary agriculture teachers from Migori County, whose analysis resulted in a reliability coefficient of 0.83. Data was analysed using descriptive and inferential statistics on SPSS version 22. Inferential statistic (linear regression) was used to test hypotheses at  $0.05\alpha$ . The study found that 84.6 percent of Temporary Agriculture Teachers in Homa-Bay County were satisfied with their jobs. Among the dissatisfiers, only work condition was found to have independently contributed statistically ( $\beta = .398$ ,  $t = 2.973$ ,  $p < .05$ ), and significantly to temporary agriculture teachers' job satisfaction. The five predictor variables however jointly contributed statistically ( $R^2=0.09$ ,  $F=2.976$ ,  $p < .05$ ), and significantly to their job satisfaction. Of the motivators, recognition independently contributed statistically ( $\beta = -.385$ ,  $t=-2.038$ ,  $p < .05$ ), and significantly to temporary agriculture teachers' job satisfaction. Predictors of motivators however, jointly did not contribute statistically ( $R^2=0.048$ ,  $F=1.525$ ,  $p > .05$ ), and significantly to job satisfaction of temporary agriculture teachers. The researcher recommends maintenance of good work condition and recognition to sustain higher levels of job satisfaction of Temporary Agriculture Teachers.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>BOM</b>	Board of Management
<b>CBA</b>	Common Bargain Agreement
<b>CVI</b>	Content Validity Index
<b>FPE</b>	Free Primary Education
<b>FDSE</b>	Free Day Secondary Education
<b>GoK</b>	Government of Kenya
<b>ILO</b>	International Labour Organization
<b>KNUT</b>	Kenya National Union of Teachers
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>MOE</b>	Ministry of Education
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>PPTA</b>	Post Primary Teachers Association
<b>TAT</b>	Temporary Agriculture Teacher
<b>TFA</b>	Teach for America
<b>TSC</b>	Teachers Service Commission
<b>UNHCR</b>	United Nations High Commission for Refugees
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## CHAPTER ONE

### INTRODUCTION

#### 1.1 Background of the Study

Studies on job satisfaction from various occupations in the globe continue to emerge. When employees are satisfied, generally they care more about their work, are more committed, have higher retention rates, and are more productive (Bravendam Research Incorporated, 2002). Studies have examined the levels, determinants and factors associated with levels of job satisfaction from every vocation ranging from nursing to sales, but more commonly in careers where high rates of attrition are common. These studies have all attempted to identify the factors associated with job satisfaction (Davis, 2017). Employees who are satisfied tend to care more about their work, are more committed to the organization, have higher retention rates, and tend to be more committed to the organization (Bravendam Research Incorporated, 2002). Aziri (2011) further argues that job satisfaction is a complex phenomenon attributed to every vocation on earth. Within the field of agricultural education, demands both in and out of the classroom have led many to question the level of job satisfaction among agricultural education teachers as a way to address issues facing the profession (Chenevey et al., 2008). This seem to be in concurrence with the view of Spector (1997) that the main importance of job satisfaction includes the human values that are important in orienting the organization by respecting and treating their staff, the behaviour of employees as it impacts on the organization and assessment of employees and identification of the areas in need of improvement. Job satisfaction is considered a key factor in improving shortage of teachers, according to education policy makers in North Carolina in the United States of America (Davis, 2017).

In Turkey, lack of audio visual teaching aids, ineffective assessment, students' attitude towards their classroom, extra tasks, low income and huge amount of paper work are the major contributors to low job satisfaction of special education teachers (Ari & Sipal, 2009). In China, teacher retention is a growing concern due to the problem of net movement of teachers out of the teaching profession into the commercial sector where working conditions are better and opportunities for advancement are numerous (Sargent & Hannum, 2006). In Ghana, primary school teachers' motivation has declined as reported by Bennell and Akyeampong (2007) in their study. This situation is similar to that of Nigeria as reported by Ololube (2006) when he pointed out that teachers in Nigeria feel that they are cheated, underpaid and made to work in unsecure environment where the government pays less attention to their dignity and self-esteem. Job satisfaction is therefore a universal phenomenon. Most of the expectations of

workers, somewhat correlate worldwide although there are divergent views arising from sociological, political and cultural backgrounds. However, there are similar expected aspects from a job from all global workers such as good pay, good environment, recognition and respecting their human rights. On the other hand, job satisfaction is a desired commodity worldwide (Heywood, 2008). Moreover, Turner (2007) contends that many teachers raise concerns about dissatisfaction with working conditions, time allocated for planning instruction, poor relations at school with colleagues and the general school environment. In Kenya, staffing policies have evolved from the time the first school was set up by the missionaries and has changed from time to time during the colonial and post-colonial era. By independence (1963) recruitment of teachers had been supply driven. This was basically to replace the expatriates that were leaving and to cater for increased student enrolment. Under this system, graduates were posted as soon as they graduated from colleges (Sifuna & Otiende, 2006).

According to Mwangi *et al.* (2014) the Government of Kenya (GoK) froze employment in the public sector, including teaching, in 1998. In 2001 this freeze was partially lifted and the Teachers Service Commission (TSC) was allowed to employ teachers to replace those exiting the service through natural attrition. The Teachers Service Commission then introduced a demand-driven policy on teacher recruitment (TSC, 2002). The shortage of teachers was never addressed and this situation worsened (Mwanzala, 2016). The situation has been exacerbated by the introduction of Free Primary Education (FPE) in 2003 and Free Day Secondary Education (FDSE) in 2008 by the Kenyan government (Orodho *et al.*, 2013). To meet the shortfall most schools employed teachers paid by boards of management (Mwangi *et al.*, 2014). However, there has not been any attempt to harmonize their terms of service by different schools and yet they have a direct impact on the learners' activities (Nyamwembe, 2018). Studies by Juma *et al.* (2011), Mugo (2009), and Njue (2004) in Kenya on job satisfaction among the teaching force majorly focussed on those employed by the TSC and revealed an increasing trend of job dissatisfaction among teachers. More particularly, the study by Ombuya (2015) pointed out that Rachuonyo South Sub-County which is an integral component of the county had qualified teachers that were expected to perform their tasks well yet this remained a tall order due to the motivation gaps that existed among schools within the Sub-County. This situation is similar to that of Mbita and Suba Sub-counties where there is a high teacher transfer requests indicating a high level of teacher transfer intention (Kawasonga & Gogo, 2015).

Although job satisfaction among the teaching force has been studied in Homa-Bay County, there still exists inconclusive literature about the job satisfaction of the temporary agriculture teachers in the County despite the fact that due to the ever persistent teacher

shortage, this teaching force remains a permanent feature in Kenyan education sector. Teachers' Service Commission Act (1967) and the Education Act (1980) give mandate to the BOM of various schools to recruit qualified teachers to address the teacher shortage in schools. According to Nyamwembe (2018) BOM terms of employment tend to vary among schools hence varied work conditions. This has led to little knowledge of the job dissatisfiers and motivators that influence the job satisfaction of Temporary Teachers especially those teaching agriculture as they perform extra duties such as farm management, conducting lab practical lessons and also offering extension service to the neighbouring community besides their normal classroom instruction.

This uniqueness of expectations from the agriculture teacher is not only particular to the Kenyan situation but also seems to be the case in North Carolina where Tippins (2010) points out that, the pressures of family life and the duties and expectations of an agriculture teacher can place strain and stress on the teacher, which relates directly to their overall job satisfaction levels. The duties of the agriculture teacher go beyond the walls of the classroom and the closing bell of school to career development events, practices, field trips, and Supervised Agricultural Experience (SAE) visits to students' homes or employment. These additional duties add hours to the job and the work week and can make it difficult to fulfil family obligations (Tippins, 2010).

It is important for the learners to be properly equipped with knowledge and skills in agriculture to enable them contribute significantly to the agriculture sector. Contributions of agriculture to the Kenyan economic development cannot be overlooked and they include provision of food, provision of raw materials to the agro based industries, provision of direct and indirect employment, provision of market for industrial goods, and exports of agriculture commodities earn the country foreign exchange. This study therefore sought to establish the influence of selected dissatisfiers (work condition, interpersonal relations, appraisal, induction, and supervision) and motivators (incentive, recognition, advancement, feedback provision, and consultation) on job satisfaction among temporary agriculture teachers in Homa-Bay County. Studies by Hesselquist *et al.* (2017) established that dissatisfiers and motivators have been found to impact job satisfaction of agriculture teachers differently. This seemed to concur with the findings of Sorensen and Mckim (2014) when they studied job satisfaction among agriculture teachers in Ohio State and found out that job satisfiers and dissatisfiers impacted job satisfaction differently for male and female agriculture teachers. Teachers espouse being provided proper facilities and an adequate budget to maintain those facilities by their school as important aspect of a good working condition (Boone & Boone, 2009; Brunetti, 2001; Morris,

2006). This is especially true in agricultural education where teachers use specialized facilities and equipment in their daily practice. If these spaces and finances are not provided to a satisfactory level, it is cited as a negative aspect (Mundt & Connors, 1999; Torres *et al.*, 2008). Positive relationships between colleagues play a role in motivating teachers (Brunetti, 2006; Gu & Day, 2007).

In a study of mid-career teachers, DeLay and Washburn (2013) found that collaboration between peers increased job satisfaction, as it “forms a welcoming culture and helps teachers advance relationships beyond acquaintanceship to develop a deeper understanding and tolerance for one another and their work” (p. 114). However, teachers who work with unmotivated peers or those who do not perform tasks associated with their jobs are shown to increase stress on agriculture teachers (Torres *et al.*, 2008).

## **1.2 Statement of the Problem**

Kenya is facing a shortage of qualified agriculture teachers and those still in the profession show significant dissatisfaction with their jobs. This is the case in Homa-Bay County where lack of devotion to work, absenteeism and low morale in pedagogical duties have been reported among teachers employed on permanent terms as a result of extremely low level of job satisfaction. The County addresses the shortage by hiring teachers on temporary terms as a remedial measure. Teaching of agriculture involves farm management, conducting laboratory practical activities and offering extension service to the school community besides the normal classroom instruction. It is therefore a more demanding responsibility and anybody performing these tasks needs to be satisfied with the job in order to offer good service to the school and the community. The available literature reports extremely low levels of job satisfaction among those employed on permanent terms, however it is inconclusive on the level of job satisfaction of Temporary Agriculture Teachers and dissatisfiers and motivators that influence it despite the fact that these teachers are ever present and are part and parcel of curriculum implementation in the school set up. This study therefore sought to determine the influence of job dissatisfiers and motivators on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.

## **1.3 Purpose of the Study**

The purpose of this study was to determine the selected job dissatisfiers and motivators that influence job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.

## **1.4 Objectives of the Study**

In this study the objectives were:

- i. To determine the level of job satisfaction among Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.
- ii. To establish the influence of dissatisfiers on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.
- iii. To establish the influence of motivators on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.

## **1.5 Research Question**

The study had the following research question:

- i. What is the level of job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County?

## **1.6 Hypotheses of the Study**

The following hypotheses were used to guide the study:

- i. ***H<sub>01</sub>*** There is no statistically significant influence of selected dissatisfiers on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.
- ii. ***H<sub>02</sub>*** There is no statistically significant influence of selected motivators on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.

## **1.7 Significance of the Study**

The findings of this study may enable the school Boards of Management and heads of secondary schools to improve the levels of job satisfaction of Temporary Agriculture Teachers for enhanced work delivery. The Temporary Agriculture Teachers may benefit from enhanced work condition and better motivation strategies leading to their improved job satisfaction as well as work delivery. The learner may get better teaching services as a result of satisfied Temporary Agriculture Teachers and hence increased academic performance and enhanced skills for agriculture production which in turn may boost food production in the country and

hence food security. The government may use the recommendations of the study to formulate policies that can be used to improve the quality of management of the Temporary Agriculture Teachers in public secondary schools in order to raise the standards of education in the country.

### **1.8 Scope of the Study**

This study sought to establish the job satisfaction of the Temporary Agriculture Teachers that were in service during the study period. For the purpose of this study level of job satisfaction was established based on voluntary participation in co-curricular activities, willingness to take other duties, talking positively about the school, interest in other non-teaching jobs, preparation of professional documents, regular attendance, and punctuality of the temporary teacher. The job dissatisfiers were defined by the work environment, interpersonal relation, appraisal, induction and supervision. The study focused on incentives, recognition, advancement, feedback and consultation of Temporary Agriculture Teachers as motivators.

### **1.9 Assumptions of the Study**

This study was guided by the following two assumptions during the data collection process.

- i. Temporary Agriculture Teachers experience satisfaction or dissatisfaction due to some factors in the teaching environment.
- ii. There are Temporary Agriculture Teachers in most of the public secondary schools in the county.

### **1.10 Limitations of the Study**

This study had three limitations.

- i. Job satisfaction is a value judgement which is contributed to by several motivators and dissatisfiers. This researcher could not study all of them however a large number were studied to reduce this bias.
- ii. Issues of job satisfaction of Temporary Agriculture Teachers may be of interest to the school principals as they may not want the true position captured. To avoid limited access to respondents, the names of the schools were not included in the questionnaire to enhance anonymity.
- iii. The population of Temporary Agriculture Teachers in the county is not properly documented. This made development of a valid sampling frame difficult. The

researcher however assumed every school had at least a Temporary Agriculture Teachers. Purposive sampling however was employed to ensure a valid sample size.

### **1.11 Definition of Terms**

**Appraisal:** Establishment of performance gaps in an employee through a formal assessment (Applegate, 2013). According to this study, it is formal assessment of the Temporary Agriculture Teacher's effort in class room instruction, sharing the outcome with the teacher and allowing the teacher to make improvements on areas of weakness.

**Board of Management (BOM):** The body of persons comprising of parents and other members of the community to play a central role in the administration of schools and has been given authority to influence and control important issues such as school budget, discipline, and appointment and promotion of teaching and administrative staff (The Education Act Cap. 211, 2012).

**Consultation:** "Being in the act" (Koontz, 2009). According to this study, it is sharing of ideas with the Temporary Agriculture Teacher involvement in decision making and allowing the teacher to give an input during staff meetings and briefs.

**Dissatisfiers:** A set of extrinsic job conditions that are needed to maintain at least a level of no dissatisfaction (Herzberg, 1959). According to this study, dissatisfiers are those factors related to the context of the job of teaching agriculture as a subject in secondary school by temporary agriculture teacher. Work condition, interpersonal relations, appraisal supervision and induction are the extrinsic factors of a Temporary Agriculture Teacher.

**Feedback:** acknowledgement of employee's contribution by the supervisor (Smith, 2010). In this study, feedback provision will be information from students' evaluation results, teacher evaluation results and thank you notes from superior.

**Incentives:** a cash reward or some other reward that is offered to employees conditioned on improvement in performance (Heery & Noon, 2001). According to this study, an incentive refers to school trips attended, cash reward by BOM or award of plaques by students to a Temporary Agriculture Teacher.

**Induction:** is the process of providing employees with the knowledge and skills needed to do a particular task or job (Werner & Dismore, 2009). According to this study it is creating awareness to the teacher on the school ethos through orientation at work, workshops, seminars, staff meetings and briefs.

**Interpersonal relation:** working collaboratively with colleagues, making contributions in a community and working with children in harmony (Zembylas & Papanastasiou, 2004). According to this study it is how the Temporary Agriculture Teacher interacts with the colleague teachers, students and school administration.

**Job Satisfaction:** a pleasurable or positive emotional state resulting from the appraisal of one's job experience (Okumbe, 1998). According to this study, job satisfaction refers to the measurement of Temporary Agriculture Teacher's total feelings and attitudes towards the teaching job in secondary school.

**Motivator:** English Cambridge dictionary defines motivator as something that makes someone happy with their job and their employer. According to this study, motivator factor is defined as aspect related to the content of the job of teaching agriculture in secondary school that results into enhanced performance of the Temporary Agriculture Teacher and include: incentives, recognition, promotion, feed-back provision and consultation.

**Promotion:** Advancement of a worker to a better job in terms of more skills, responsibilities, status and remuneration (Njoroge, 2011). According to this study, promotion refers to giving a Temporary Agriculture Teacher additional responsibility which is associated with authority and additional pay which makes the teacher enter a new pay grade.

**Recognition:** The act of acknowledging and appreciating teachers' contribution towards the success of the school (Muchelule, 2015). According to this study, recognition is award of gifts, certificates on achievement and praise from administrators, parents and students to the Temporary Agriculture Teacher.

**School type:** A category of school which is culturally, ideologically, historically, Organizationally or legally meaningful (Courtney, 2015). For the purpose of this study a school type is a group of schools sharing a common characteristic. Examples boarding boys, boarding girls, mixed day and boarding, boarding mixed and day mixed.

**Supervision:** Formal oversight of an employee's work by a superior with a view of meeting the organizations goals and the employee's needs (Nzuuve, 1999). According to this study, it is the formal oversight of Temporary Agriculture Teacher's work by competent supervisors that offer guidance to the teacher and at the same time holding the teacher responsible for student's learning.

**Temporary Agriculture Teacher:** the person who works from the get-go for a defined period in teaching of agriculture in order to fill the void (Kokemullar, 2019). For the purpose of this study, a Temporary Agriculture Teacher will refer to a teacher recruited,

employed and remunerated by the board of management of public secondary school to ease teacher shortage until Teachers Service Commission posts a teacher on contract or permanent terms to the same school to alleviate the shortage.

**Work Environment:** an atmosphere upon which work is done (Ombuya, 2015). According to this study work environment is the availability of school farm, life lab and laboratory technicians school.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

In this chapter, the researcher reviewed literature related to job satisfaction. The review is conceptualised under the objectives of the study and focuses mainly on job satisfaction, job dissatisfiers, motivators, effects of low job satisfaction, outcomes of job satisfaction and dissatisfaction, enhancing job satisfaction, school Board of Management, teaching of agriculture in secondary school. It also discusses the theoretical framework and the conceptual framework.

#### 2.2 Job Satisfaction

Globally, job satisfaction is a topic that attracts wide interest from both the workers who work in the organizations and scholars who study the subject. It is an often studied variable in organizational behaviour research, and also a core variable in both research and theory of organizational phenomena ranging from job design to supervision (Kreitner & Kinicki, 1989). The traditional model of job satisfaction focuses on all the feelings that an individual has about his/her job. However, what makes a job satisfying or dissatisfying might not only depend on the nature of the job, but also on the expectations that individuals have of what their job should provide (Kreitner & Kinicki, 1989).

A satisfied employee is inclined to be more industrious, inspired, and dedicated to their work (Slocum & Hellriegel, 2009). According to Leithwoods (2006) a review of the literature on teacher job satisfaction strongly connects teacher motivation and commitment to satisfaction. Other researchers have also investigated this relationship (Blase *et al.*, 1986; Dinham, 1992, 1993, 1995; Dinham & Scott, 1998, 2000; Hom & Griffeth, 1995; Ostroff, 1992; Spector, 1997). More specifically, the research of Dinham (1992, 1993, 1995) and Dinham and Scott (1998, 2000) investigated job satisfaction from the perspective of intrinsic versus extrinsic factors. Intrinsic factors were characterized as rewards intrinsic to teaching, such as student achievement, teacher achievement, and students' displaying more positive attitudes and behaviours about learning. Conversely, external factors included such things as political pressures on the school in the form of federal and state level school improvement initiatives and the national perspective on public education.

In 1998, Dinham and Scott (1998) sought to develop a model of teacher and school executive career satisfaction based on the responses of 892 school staff to a survey on teacher

job satisfaction and dissatisfaction in Sydney, Australia. Based on a Confirmatory Factor Analysis (CFA) of seventy-five satisfaction/dissatisfaction survey items, the researchers identified eight factors that could be categorized as intrinsic or extrinsic: (1) school leadership, climate, and decision making; (2) merit promotion and local hiring; (3) school infrastructure; (4) school reputation; (5) status and image of teachers; (6) student achievement; (7) workload and the impact of change; and (8) professional self-growth. Brand *et al.* (2008), Bogler (2001), and Boyd *et al.* (2010) have also investigated this relationship. Brand and colleagues' research aligns well with Dinham and Scott (1998) the component framework, as their review of a survey designed to measure school climate and identified the following factors related to teacher job satisfaction: extrinsic rewards, intrinsic reward, input into leadership, student behaviour as well as parent and community support. Measures of Job satisfaction have been conceptualized in many ways. In fact, job satisfaction is too complex to measure (Njoroge, 2011).

Satisfied employees will commit to their jobs, come to work early, work overtime, beat deadlines, and achieve highly work goals (Kreitner & Kinick, 2007). On the contrary, dissatisfied employees are characterized with lateness, absenteeism, low morale, and low productivity at work. However, empirical studies seem to agree on work motivation measures that can be taken by the management to ensure employees are satisfied with their jobs. Job satisfaction results from work motivation factors such as compensation, training, recognition and working conditions (Slocum & Hellriegel, 2009).

In Kenya some studies on job satisfaction in a school setting include Njue (2004), Ondieki (2005), Mugo (2009), and Juma *et al.* (2011). Juma *et al.* (2011) established that most female principals (66.67 percent) were dissatisfied with their jobs. They got job satisfaction from relationship with teachers, provision for promotion, regular salary increase, challenging responsibilities, examination results and terms and condition of work. The strategies that could enhance job satisfaction were high level of security, favourable conditions in the school environment, provision of enough facilities, incentives by the government and support by the community. Conversely, the study did not address the teacher's responsibility in enhancing job satisfaction. Additionally, this study cannot be generalized to job satisfaction among TATs due to their different terms of employment hence a study to address TATs is necessary. Ondieki (2005) studied the relationship between teachers' overall job satisfaction and personal characteristics of age, gender, educational level and teaching experience and concluded that teachers were marginally satisfied with their job as a whole.

The students' achievement, provision of holiday, job security and interpersonal relations led to job satisfaction. Dissatisfaction was brought about by low salary, lack of promotion opportunities, heavy workload and slim opportunities for advancement. He proposed counselling as a way of enhancing job satisfaction. Although this would cater for the psychological aspect of the job satisfaction, the physical conditions in the school require to be addressed. Additionally, the TATs were not involved hence the need for a study addressing the TATs' job satisfaction. Njue (2004) found out that teachers were satisfied in the job factor of interpersonal relation and low level of satisfaction was recorded in the job factor of work environment and working condition. The study also revealed that satisfaction increased with age and experience. Female teachers were more satisfied than the male teachers. However, the study contradicted other studies where age and gender had no significant difference on job satisfaction. The sample too did not involve the TATs. In addition, the teachers' role in enhancing job satisfaction was not evaluated. Otube (2004) investigated the factors that enhance or lower motivation among special education teachers and found salary, workload, supervision and unavailability of materials as demoralizing factors. The study had a population from both special and integrated schools excluding the Temporary Agriculture Teachers.

In a study on the factors that contribute to job satisfaction and dissatisfaction among primary school teachers in Murang'a District, Mwangi (2000) found out that, relationship with pupils, teachers, school administration, recognition and job security were satisfiers. The dissatisfiers were identified as method of promotion, salary, retirement benefits and status of teaching in Kenya. The study nevertheless failed to address the factors that contribute to job satisfaction and dissatisfaction among TATs. Additionally, the methods for enhancing job satisfaction were not addressed. The findings too cannot be generalized to TATs as they were not involved in the study.

Ngaroga (1985) sought to identify factors that would reduce absenteeism, turnover and other problems related to deterioration of work effectiveness. The researcher found that, working near home, educating pupils, relationship with pupils, holidays, achievement and interpersonal relationships contributed to job satisfaction with a high percentage. Job dissatisfaction was due to promotion on merit, inadequate supply of teaching materials and house allowances. However, the study did not address the methods of improving job satisfaction among the teachers. Additionally, TATs were not involved in the study hence the findings cannot be generalized to cater for job satisfaction among teachers on temporary terms. Reporting on factors influencing job satisfaction among public primary school teachers in Mombasa Municipality, Njoroge (2011) found that 13 percent of the respondents were

dissatisfied with their jobs, and that 34 percent were neutral. Her study revealed that despite 53 percent of the teachers saying that they were satisfied with their jobs, 77 percent were not satisfied with the compensation they received. In the study, more than 56 percent of the respondents agreed that compensation, recognition, supervision, promotion, work conditions and training affect job satisfaction. Akali (2010) concluded that factors that affect teachers' motivation and performance included pay, promotion, compulsory transfer, recognition and work conditions. She further found out that among the diploma teachers in Kenya, promotion played a bigger role as far as job satisfaction is concerned. Ondieki (2005) reported that remuneration ranked top as a factor influencing job satisfaction among teachers in Kisii South District. With 65 percent saying that they were not happy with the salary they were paid for their services.

Among the health workers, the same trends have been reported. For example, Kyongo (2006) reported that among the public health employees of local authorities in Kenya, 57 percent were not satisfied with their salary. However, 62 percent were satisfied with the office facilities and the working space. The study concluded that, promotion and remuneration were the factors that greatly influenced job satisfaction among public health employees of the city council of Nairobi. A study by Ndungu (2013) reveals that working conditions, compensation, leadership style influence organizational performance of Kenya Medical Training College workers in Kenya. The study recommends that management should improve working conditions, salary and that various leadership styles should be applied by the management for positive influence on employee performance. In the teaching profession therefore, work motivation and job satisfaction are issues of concern to researchers. Job satisfaction contains both intrinsic and extrinsic factors. The greatest impacts on job satisfaction are the intrinsic factors such as a sense of accomplishment, self-worth and personal growth (Davis & Wilson, 2000). Extrinsic factors such as salary, work condition and policies also influence job satisfaction. This implies that both the intrinsic and the extrinsic factors are essential components of teachers' job satisfaction. Herzberg (1959) called these intrinsic factors motivators while the extrinsic factors were called dissatisfiers.

### **2.3 Job Satisfaction and Teaching Agriculture in Secondary School**

According to Okogu (2011) curriculum implementation is a composite of the learner, teacher, teaching learning resource, teaching methodologies, anticipated experiences and outcomes. Agriculture as a subject in secondary school has unique resources as opposed to the other subjects. The resources and facilities required include a viable school farm, laboratories,

books and relevant equipment like machinery and hand tools, seeds, inputs and farming tools (Mwiria, 2002). Effective curriculum implementation requires that learners learn by doing (Konyango & Asienyo, 2015; Waiganjo *et al.*, 2015). Nyang'au *et al.* (2011) further notes that the school farm as a teaching learning facility should be easily accessible and large enough to accommodate all learners during project and demonstration work and model farms that community can learn from. Ugwuode and Nwosu (2017) also noted that the teacher of agriculture is a subject matter specialist to offer a classroom instruction to expose learners to theories and at the same time has the responsibility of equipping learners with practical skills besides taking care of the school farm. Panyakom *et al.* (2020) added that farm work is an important tool for learning and practicing in actual situation or direct experience and farm work is equally important in facilitating vocational education. Okiror *et al.* (2017) were in concurrence and noted that agriculture teacher has the responsibility of classroom teaching, community outreach and linkages with agribusiness which is in tandem with the outcome-based education beyond the classroom walls. This therefore means that apart from the normal classroom instruction, the agriculture teacher manages the school farm, conducts laboratory practical and offer extension service to the community surrounding the school. Anybody doing all these, needs to be highly motivated and satisfied with the job.

#### **2.4 Job Motivators among Temporary Agriculture Teachers**

Focusing on factors influencing teachers' work performance in public institutions in Singapore, Gallymore (2006) observed that institutions that rarely pay attention on motivation of their work force definitely fail the productivity test. Such schools hardly retain their teaching force should lucrative opportunities get sported. Shalu (2009) while studying the level of productivity of employees in private sector firms in third world countries with specific reference to India also noted that many private owned institutions and business ventures were doing relatively well since they were able to offer conducive atmosphere for workers to perform best. Douglas (2004) also studied factors influencing productivity of workers in education sector in Brazil and found out that productivity corresponds to the cumulative performance of individual employee. Ramsley (2005) noted that it is advisable to invest in human capital since pool of competencies is a superior strategy for increasing organizational achievement.

Otega (2011) studied the influence of extrinsic rewards on teacher's jobs in public secondary schools in informal settlements in urban population in Argentina and noted that

teachers were hardly motivated and hence it was common to meet learners abandoned in classes while teachers engaged in informal business. One of the recommendations of this research was that various incentives ought to be availed to teachers to motivate them so as to dedicate a lot more time with learners. This concurred with the findings of Dorine (2006) when she pointed out that organizations that emphasize on motivating workers are ones whose paths to profitability are predictable to the satisfaction of key stakeholders. These findings are in agreement with that of Andrew (2003) that an organization that is keen on enhancing employees' performance must begin this journey of enhancing work environment before subsequently considering other factors.

In Kenya, Owuonda (2008) seems to agree with the above researchers when he noted that organizations that seek to stand tall in service provision to their intended beneficiaries are those staffed with personnel whose motivational levels are extraordinarily high. Odul (2012) pointed out that teaching profession encounters performance challenges such as irregular work attendance (absenteeism), ignored supervision of school activities, professional documents are not adequately prepared, class work are inadequate and learners are left in their own. Wanjala (2012) concurred with the findings of Odul (2012) when he studied the influence of motivation on teachers' job performance in Vihiga sub-county and found out that poor academic performance in the region was due to presence of a high number of demotivated teachers as the institutions they worked in did very little to motivate them.

#### **2.4.1 Incentives and Teaching of Agriculture**

An incentive is a cash reward or some other reward that is offered to employees conditioned on improvement in performance. The purpose of an incentive is to induce motivation (Heery & Noon, 2001). According to Nzuve (2010) nonfinancial incentives psychologically influence the behaviour and attitude of workers toward their work, colleagues and the organization. Nzuve (2010) further notes that incentives provide lucrative conditions and terms of employment. Examples of incentives used to motivate teachers include tokens of appreciation and school trips. According to Applegate (2013) knowing how to reward employees without spending a lot is crucial. In this study the researcher examined cash rewards, school trips and award of plaques by students as the major attributes of incentives to temporary agriculture teacher.

#### **2.4.2 Recognition and Teaching of Agriculture**

The teachers' career growth may be viewed through recognition, achievement, promotion and advancement. Herzberg (1959) stated that individuals at all levels of organization need to be recognized for their achievements on the job. Kyongo (2006) cited Herzberg (1968), who explains that individuals at all levels of organization want to be recognized for their achievements on the job. Their success does not have to be monumental before they deserve recognition. Babbie (2004) highlighted that, recognition of a job well done is a great way to inspire employees. Recognition costs managers nothing and, to employees that feel underappreciated, can mean everything. He further added that, praise doesn't need to be lavish or excessive, but one should keep track of employee achievement and publicly recognize it.

The effects of recognition rewards on motivation depend primarily on whether it was based on performance. Even though the study on Okumbe (1992) showed recognition as the last satisfaction factor, teachers expect to be recognized according to their supervisors. Teachers are judged for their professional competence. Sergeant and Hannum (2005) expressed that in the teaching profession, the position of teachers offers them recognition for their capabilities and accomplishments. Recognition serves as a form of feedback informing employees of how well they are performing. However, workers who are not recognized may feel invisible, undervalued, unmotivated and disrespected. Promotions create the opportunities for personal growth, increased levels of responsibility and an increase on social standing (Robbins & Judge, 2008). In this study the researcher examined praise from administrators, parents and students on work done, certification and gifts as the major attributes of recognition temporary agriculture teacher.

#### **2.4.3 Promotion and Teaching of Agriculture**

Babbie (2004) commented that, if the human resource department did a poor job in assigning the right person to the right place then employees may lose motivation. He added that, after all someone who is over qualified for a job or who feels that he deserves better than his current position will not be motivated to work. While citing Okumbe (1998) Njoroge (2011) refers to promotion as the advancement of a worker to a better job in terms of more skills, responsibilities, status and remuneration. When an employee is recognized by being promoted to a more challenging and more demanding job, they feel trusted and their contributions valued in the organization. Such an employee is more likely to give his/her all to the organization.

Akali (2010) found out that factors that affect teachers' job satisfaction and performance included pay, promotion, compulsory transfer, recognition and work conditions. Her study revealed that among the diploma teacher trainers in Kenya, promotion played a bigger role as far as job satisfaction is concerned. Njoroge (2011) indicated that compensation, recognition, supervision, promotion, work conditions and training affect job satisfaction among primary teachers in Mombasa municipality, the research nevertheless does not indicate how much promotion influences job satisfaction.

According to Koontz (2009) jobs should be enriched. This implies making the job challenging and meaningful. This is related to Herzberg's theory of motivation in which factors like challenge, achievement, recognition and responsibility are seen as the real motivators (Koontz, 2009). Riel (2010) indicated that, if organizations cannot offer raises to top performing employees, they can still give them compensation in the form of leadership opportunities. He added that, promoting best employees to positions of higher authority can inspire them to continue their excellent work. Riel (2010) stated again that, this could help retain great employees by presenting them with new challenges. Those who get bored in their current positions might soon look elsewhere for more dynamic work opportunities (Riel, 2010). The study examined leadership opportunities, challenging task and authority enjoyed on current duty as the major attributes of promotion to the temporary agriculture teachers.

#### **2.4.4 Feedback Provision and Job Teaching of Agriculture**

Smith (2010) posits that recognition is an essentially positive feedback that made employees know they are valued and appreciated by their co-workers and the organization/institution. To have the greatest impact in the workplace, recognition activities should also reinforce and encourage work that enhances employees' and institution's goals and values. Employee recognition is fundamentally about relationships. Employees want their contributions and efforts to be acknowledged by those they work with on a day-to-day basis, including managers and peers. Recognition takes many forms including being offered thanks, praise, respect, awards, training opportunities, right tools for the job. In this study, students' evaluation results, teacher evaluation results and thank you notes from superior were the major attributes of feedback provision to a temporary agriculture teacher.

#### **2.4.5 Consultation and Job Teaching of Agriculture**

Consultation of employees on a regular basis is a non-financial reward. According to Koontz (2009) people are motivated by being consulted on actions affecting them by being “in the act”. Most people at the centre of an operation have knowledge both of problems and solution to them. The right kind of participation yields both motivation and knowledge both of which are valuable for the enterprise success (Koontz, 2009). Participation is also a means of recognition since it appeals to the need for affiliation and acceptance. It gives people a sense of accomplishment. The researcher examined attendance of staff meetings, involvement in decision making and sharing of ideas as the major attributes of consultation to a temporary agriculture teacher.

#### **2.5 Job Dissatisfiers among Temporary Agriculture Teachers**

The study examined work condition, interpersonal relations, employee appraisal, job security, induction and supervision as dissatisfiers of temporary agriculture teachers.

##### **2.5.1 Work Condition and Teaching of Agriculture**

According to Graham and Bennet (1998) working conditions include considerations like illumination and it contributes to job satisfaction or dissatisfaction. A poor fit between employees and their jobs will increase the search for alternative jobs (Nzuve, 2010). The physical environment, for example, availability of facilities like well stocked library, adequate class-rooms and well equipped laboratories will result into job satisfaction. Aesthetics, for instance, of flower gardens will also add to the staffs’ job satisfaction. There should be adequate working facilities/ tools of work, the buildings should be safe in order to avoid chances of accidents/ insecurity.

A study by Mboga (2010) recommended the following measures for school laboratories to be safe for both the students and the teachers. There should be safety devices like fire extinguishers and gas chambers for harmful chemicals. Teachers should be provided with laboratory coats and gas-masks while undertaking practical lessons. The school Board of Management should utilize ergonomics, that is, the working environment and working procedures should promote both the well-being of employees and the effectiveness of the process. The worker should not be taken as an adjunct to the machine but as part of human/ machine production unit.

Herzberg (1966) observed that the feeling of unhappiness at work may not be due to the job itself but the conditions that surround the doing of the job. He referred to these

conditions as hygiene factors. In schools, these conditions include good toilets, subsidized meals, television set, comfortable furniture and newspapers. The working conditions should be comfortable and satisfying if positive results are to be realized (Musila, 2010). Workers are satisfied when the work place is orderly with adequate tools, materials and a favourable environment while poor equipment and facilities may lead to tension and stress among employees (Ololube, 2006). Kyongo (2006) further explains that when working conditions are not conducive, hardworking employees who can find jobs elsewhere leave while mediocre employees would stay Teachers value physical surroundings that are safe, comfortable, close home, offer cleanliness, adequate tools and equipment and buildings that are in good conditions (Otube, 2004). Employees also prefer pleasant working conditions due to their desire for physical comfort and the desire for conditions that facilitate work goals attainment. Operational school farm, availability of life lab and presence of agriculture technician for the practical lessons would be the key attributes of working condition of the temporary agriculture teacher.

### **2.5.2 Interpersonal Relationship and Teaching of Agriculture**

Shann (2001) studied the relationship between employees' working conditions, social conditions and productivity and established that performance of workers is influenced by the surrounding and by the co-workers. Woods and Weasmer (2002) pointed out that job satisfaction is derived from collegial relationship that teachers enjoy at the work place. This concurred with the findings of Zembylas and Papanastasiou (2004) when they noted that collegial relationship is important as teachers get a chance to share their experiences. They further explain that working collaboratively with colleagues and making contributions to the community promoted job satisfaction among teachers. Teachers also earn great satisfaction from student achievement, positive relationship with students and a supportive environment (Dinham & Scott, 2000). Interaction with colleague teachers, students and administration were the major attributes of interpersonal relations to temporary agriculture teacher in this study.

### **2.5.3 Employee Appraisals and Teaching of Agriculture**

Smith (2010) on his part indicated that, employee appraisal is very important, it anchors the reward the employee gets to his good performance and so it motivates him or her to do his or her best. He further notes that, appraisal should be done according to the employee's needs and not according to the company policy. This argument seems to be in tandem with that of Applegate (2013) when he postulated that, while a hearty pat on the back always feels good,

extra attention and a sense of ownership feels even better. Taking an interest in your employees also means investing in their future. Appraisal would help provide performance gaps for such training and development. Appraisal on classroom activities, sharing the feedback from appraisal and making use of the result to improve were the major attributes of appraisal of temporary agriculture teacher in this study.

#### **2.5.4 Induction and Teaching of Agriculture**

Training is the process of providing employees with the knowledge and skills needed to do a particular task or job (Werner & Dismore, 2009). As expected, a new employee's manager has the primary responsibility for his/her training. The new employee's training can have a significant influence on the new employee's productivity and attitude towards his/her job (Byars & Rue, 2008). Employers therefore have got no other choice but to ensure the training and development of their employees while they remain valued assets in the organization. Training is a major facet of talent and knowledge management which is crucial for the future of human resources of any organization. Muathe (2008) explains that training is a learning process that involves the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviours to enhance the performance of employees. Training is an activity leading to skilled behaviour. Njoroge (2011) indicated that compensation, recognition, supervision, promotion, work conditions and training affect job satisfaction among primary teachers in Mombasa municipality. The research revealed that only 11 percent of the respondents agreed that training affect job satisfaction. Orientation, attendance of meetings and briefs as well as conducting of workshops and seminar to the temporary agriculture teacher would be the major attributes of induction

#### **2.5.5 Supervision and Teaching of Agriculture**

Effective supervision is assumed to be having an impact on job satisfaction. Proofs exist in that supervisors do not judge the junior staff justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002). Nzuve (1999) indicates that effectiveness of a leader's behaviour is measured by the degree to which the manager meets both organizational goals and satisfies the employees' needs. Motivation of workers as a concept of effectiveness in leadership has been discussed that leadership is marked by followers being motivated to do what the leader indicated because they find it rewarding and satisfying to do so, (Owens, 1981). Nzuve (1999) shows that the effectiveness of a leader is expected to increase when there is a match between leadership styles and situations. Half of the teachers in

a study were dissatisfied with the supervision by the head teachers (Kimengu, 1983). The conclusion was that effective supervision by the head teachers is an important factor towards job satisfaction of teachers. Sergeant and Hannum (2005) indicate that the calibre of the leaders and supervisors has an effect on the working environment of the school. It is therefore necessary to acquire professional and competent persons to guide the juniors through. On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002). The researcher examined supervisor competence, guidance from the supervisor and the teacher taking responsibility of students learning as the major attributes of supervision of a temporary agriculture teacher.

## **2.6 Effects of Low Job Satisfaction to Temporary Agriculture Teacher**

Mwamwenda (1995) found that a lack of job satisfaction resulted in frequent teacher absenteeism from school, aggressive behaviour towards colleagues and learners, early exits from the teaching profession, and psychological withdrawal from the work. Mwamwenda (1995) also highlighted the cost implications that result from high absenteeism, not only for the employer, but also for society as a whole. According to Steyn (1992) the manifestation of job satisfaction has implications for the teacher as well as for the educational system in which he or she is employed. The different attitudes of the teacher, his or her physical well-being and life expectancy, absenteeism and turnover, as well as success in the profession, are all dependent on the degree of job satisfaction experienced by the teacher. Steyn adds that even the effectiveness of an educational system depends largely on the job satisfaction of the teachers employed in the system. Low job satisfaction had been cited as a possible cause of the teaching crises in the UK (Crossman & Harris, 2006). Kotterman (2000) also mentions the support for practising teachers as one of the keys to long-term retention of teachers.

Researchers such as Borg and Riding (1991), Carr (1993), and Decker and Borgen (1993) have noted a correlation between burnout and job satisfaction. Workers may be very satisfied with one aspect of their work, while being indifferent to another aspect, and even dissatisfied in respect of yet another aspect. Researchers such as Neuman *et al.* (1988) claim that this could be one of the reasons why teachers are willing and prepared to stay in their profession despite discomfort and a desire to stop teaching. All the foregoing findings and discussions highlight the value of gaining insight into job satisfaction factors amongst teachers so as to begin to find ways to remedy the apparent situation that prevails within the teaching profession for the agriculture teacher.

## **2.7 Outcomes of Job Satisfaction and Dissatisfaction of Temporary Agriculture Teacher**

Job satisfaction leads to improved production, retention, commitment, and improved interpersonal relationship. Conversely, it reduces absenteeism, tardiness, turnover, strikes, negligence and accidents among workers. It may also increase tenure, longevity, physical and mental health and productivity (Ondieki, 2005). Job satisfaction can also do more than help retain teachers (Latham, 1998). On the other hand, job dissatisfaction results in low teachers' performance, job turnover, absenteeism, and involvement in teachers' union activities (Robbins & Judge, 2008). The consequences of job dissatisfaction include exit, voicing ones feeling and offering ideas to improve, reduced loyalty and neglect of responsibilities by the employees (Syptak *et al.*, 1999). Low satisfaction with salary and lack of promotion opportunities contributed significantly to teacher's intention to quit the job (Travers & Cooper, 1996). Dissatisfaction has been associated with teacher absenteeism, turnover, lateness, burnout, illness and stress.

## **2.8 Enhancing Job Satisfaction of Temporary Agriculture Teacher**

It is fundamental to improve job satisfaction among temporary teachers by improving the factors that promote job satisfaction as well as eliminating those that bring about job dissatisfaction. According to Ting (1997) flexible work arrangement, training and professional growth opportunities are some of the ways of enhancing job satisfaction. Additionally, opportunities to use one's talents and be creative as well as to take responsibility and direct one's own work improves employee's job satisfaction. Teachers' job satisfaction is enhanced by high level of security, good relationship with colleagues, favourable school environment, and incentives by the government and support by the community (Juma *et al.*, 2011). According to Gale (2001) workers can contribute by seeking opportunities to demonstrate skills and talents, developing excellent communication skills as well as acquiring new job-related knowledge that helps them to perform tasks more efficiently and effectively. Employees should demonstrate creativity, initiative and develop teamwork skills. Workers should also learn to de-stress and plan to avoid burnout (Gale, 2001).

## **2.9 School Board of Management**

The establishment of BOM is provided for in Basic Education Act cap 211 of 2013 of the laws of Kenya. Part III section 10 of the Act empowers the minister for education to, by order; establish BOMs to manage public secondary schools. The power to manage schools is vested on the Boards by section 6(b) of the Act which states: "Every maintained or assisted

schools other than a primary school maintained by a local authority shall be managed by a Board of Management, or as the minister otherwise directs” (Basic Education Act, 2013). Following this order, schools’ boards were established.

The board consists of a chairman, three persons representing the community served by the school, four persons representing bodies or organizations that in the opinion of the minister should be represented in the board, three persons appointed by the minister after having consulted with the circumstances applicable to the school and three persons co-opted by the board. After appointment of the board, an inauguration meeting takes place under the chairmanship of the ministry’s representative in this meeting the secretary chairman and executive committee members are elected in most cases, the principle of the school is elected as the principle of the school is elected as the secretary of the board being the officer responsible for running the school on a daily basis. The co-option of the three members is also done. The executive committee has delegated power to manage the school on behalf of the BOM while the head teacher has delegate power to administer the school on daily basis. Under the new teacher dispensation, BoM and the principal as the secretary constitute the selection and recruitment interview panel for hiring teachers to address the shortage. Therefore, BOMs are involved in delegated roles provided for by the TSC Act (1967) and the Education Act 1980. According to Birgen (2005), recruitment of teaching staff is a process of finding and hiring the best-qualified teachers for a job opening, in a timely and cost effective manner.

## **2.10 Theoretical Framework**

This study was anchored on Frederick Herzberg’s motivation-hygiene theory by Herzberg (1968) who argued that there are two sets of factors which either lead to job satisfaction or dissatisfaction. They are Motivating factors or satisfiers and Hygiene factors or dissatisfiers. Dissatisfiers are those factors related to the context of the job while satisfiers on the other hand included aspects related to the content of the job. According to Herzberg, managers who sought to eliminate job dissatisfiers could bring about workplace harmony but not necessarily motivation. Because they do not motivate employees, when these factors are adequate, people will not be dissatisfied; but at the same time they may not be fully satisfied. They will be in neutral state. If we want to motivate people on their jobs, it is suggested to give much importance on those job content factors which he called motivators.

The theory has a clear message for BOM in trying to motivate employees; the first step should be to eliminate dissatisfaction by ensuring that working conditions, interpersonal relations, appraisal, induction and supervision are reasonable. But these improvements will not

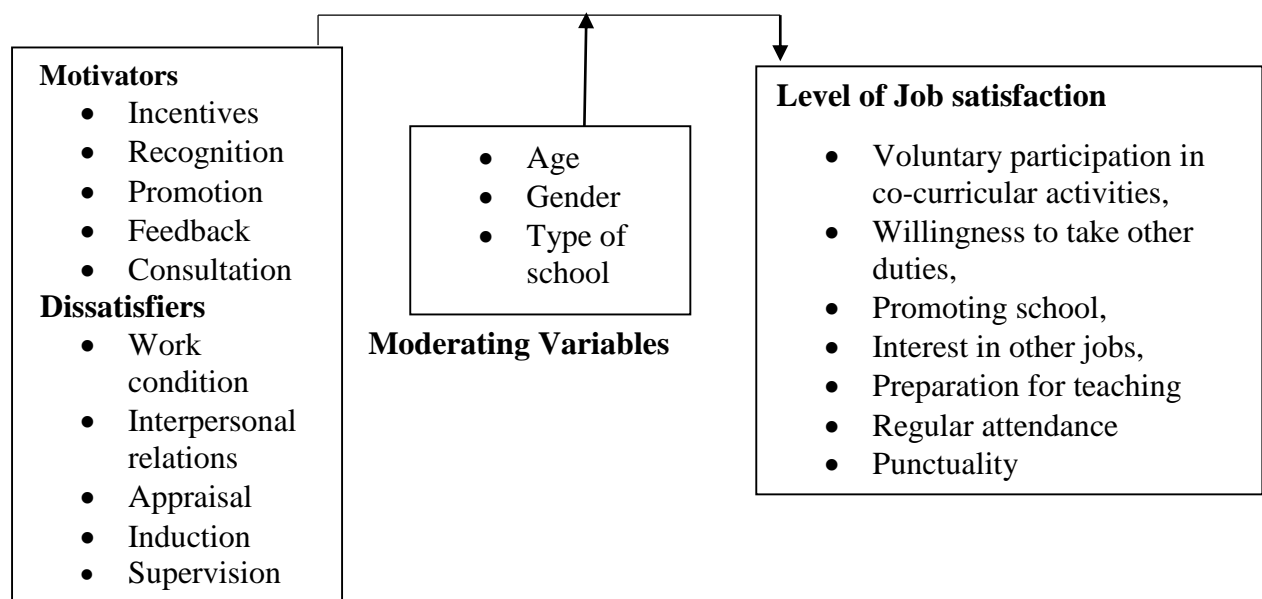
lead to motivation, so the next step would be for BOM to enhance motivation by improving factors that cause satisfaction by ensuring that there are incentives, recognition, advancement, feedback provision and consultation (Kreitner, 2007). Herzberg model sensitizes that merely treating the temporary agriculture teachers well through the good school policies is not sufficient to motivate them. Principals should utilize the skills, abilities, and talents of the temporary agriculture teachers at work through effective job designing. In other words, the work given to these teachers should be challenging and exciting and offer them a sense of achievement, recognition, and growth. Unless these characteristics are present in the job, these teachers would barely be satisfied with their job.

### **2.11 Conceptual Framework**

Borrowing from the Herzberg's theory, Dissatisfiers and Motivators applied in public secondary schools were conceptualized to have a direct influence on the level of job satisfaction of temporary agriculture teachers. Work condition, interpersonal relations, appraisal, induction and supervision were perceived to have direct influences on the level of job satisfaction and when intensified, they would bring satisfaction of temporary agriculture teachers to a level of neutrality. Conversely when they were not intensified, they would bring about dissatisfaction in these teachers. On the other hand, incentives, recognition, promotion, feedback provision and consultation when intensified, were perceived to raise the level of job satisfaction of the temporary agriculture teachers higher. When not intensified, these motivators would bring about a lower level of satisfaction to these teachers. However, this relationship could be moderated by age of the teacher, gender and the type of school in which the temporary teacher works as illustrated below. To control the effect of age and gender the researcher randomised the sampling frame to select temporary agriculture teachers of varied ages and sex to be involved in the study. The effects of type of school was analysed through moderated regression to establish the extent of its influence on the level of job satisfaction.

**Independent Variables**

**Dependent Variable**



*Figure 1.* A conceptual frame work showing relationship among variables.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter provides a description of how the study was conducted. It includes the research design, target population, sample size and sampling procedures, research instruments that were used, their validity and reliability, data collection procedures and data analysis techniques that will be used.

#### **3.2 Research Design**

The study made use of descriptive survey design. According to Kothari (2004) the main purpose of descriptive design is to describe the state of affairs as it exists at present. Survey design was appropriate for this study since it was based on the assumption that the sample shares similar characteristics with the whole population from where it was drawn (Rukwaru, 2007). This design was chosen because the study did not require of the researcher to wait for a behaviour or response to occur in order to obtain data and was conducted simply to obtain a description of a particular group of individuals according to Jackson (2006), Kothari (2004), and Gravetter and Forzano (2006) such as Temporary Agriculture Teachers in a school.

#### **3.3 Location of the Study**

The study was carried out in Homa-Bay County which is situated in the Western region of Kenya in the former Nyanza Province. It is located in the Southern part of Lake Victoria. The county has a population of 963794 spread across its eight sub-counties. It's constituent sub-counties are Rachuonyo North, Rachuonyo South, Rachuonyo East, Homa-Bay, Rangwe, Mbita, Ndhiwa and Suba. Out of these eight sub-counties, five have open shorelines with Lake Victoria except for Ndhiwa, Rachuonyo South and Rachuonyo East. The main economic activities of the members in the county are fishing, fish farming, trade and small scale agriculture. An ideal locale for a study should be easily accessible to the researcher and directly related to the researcher's interest (Singleton & Straits, 1999). Homa-Bay County had a teacher shortage of 2182 secondary school teachers by 2016 with 137 exiting service the same year ranking it fourth in Kenya after Makeni, Bungoma and Kisii in terms of attrition (Mwanzala, 2016). Oduor (2018) further asserts that by 2018, the shortage increased to 2395 of which

agriculture and Kiswahili subjects were the most hit. This has necessitated hiring of Temporary Agriculture Teachers agriculture teachers in the County.

### 3.4 Target Population

According to Mugenda and Mugenda (2003) a target population is that population to which the researcher wants to generalize the results of the study. The accessible population of this study was composed of approximately 316 Temporary agriculture teachers who were in service during data collection process. Majority of these teachers were found in the Sub-County and County Schools which formed 96 percent of the total number public secondary schools in the county. The staffing levels in these schools had been reported to be extremely inadequate (Homa-bay County Quality Assurance and Standards Report, 2012). These schools are geographically spread in the entire County reflecting different characteristics on the basis of, boarding boys' schools, boarding girls' schools, boarding mixed schools and mixed day schools. This indicated varied working conditions hence the need to establish the job satisfaction levels of these teachers.

Table 1

*Distribution of Schools by Sub-county*

<b>Sub-county</b>	<b>Number of schools</b>
Homa- bay	27
Mbita	29
Ndhiwa	49
Rachuonyo East	49
Rachuonyo North	53
Rachuonyo South	41
Rangwe	39
Suba	29
<b>Total</b>	<b>316</b>

Data source: County Education Magazine (Homabay County Education Board, 2018)

### 3.5 Sampling Procedure and Sample size

Mugenda and Mugenda (2003) argue that the acceptable rule in determining sample size is to have a large sample as much as possible. There were about 316 public secondary schools in the County. Since most of these schools were assumed to have hired temporary

agriculture teachers, these schools were sampled and the temporary agriculture teachers were purposively picked from the schools. According to Krejcie and Morgan (1970) with accessible population of 316 schools, a sample of 176 schools was obtained to purposively pick 176 TATs from them (Appendix B). Kathuri and Pals (1993) recommend a minimum sample of 100 respondents therefore a sample of 176 was chosen indicating 76 percent additional proportion to take care of attrition. Proportionate stratified random sampling was used in this study to get the number of Temporary Agriculture Teachers in each school category. A formula by Kathuri and Pals (1993) was used to obtain the number of members from each stratum (school category) which was arrived at as follows:

$$n_i = N_i/N * n$$

Where;

$n_i$  = Number of members in the sample from stratum  $i$

$N_i$  = Number of members in the population from stratum  $i$

$N$  = Number of members in the entire population

$n$  = Sample size

$i = 1, 2, 3$ , Schools Categories

Table 2

*Sample of Temporary Agriculture Teachers by School Categories.*

School category	Number of schools	Total Temporary Agriculture Teachers	Sample size
National	2	2	1
Extra-county	14	14	8
County	22	22	13
Sub-county	278	278	154
<b>Total</b>	<b>316</b>	<b>316</b>	<b>176</b>

Data source: County Education Magazine (Homabay County Education Board, 2018)

Purposive sampling was then used to select the 176 Temporary Agriculture Teachers.

### 3.6 Instrumentation

A researcher constructed questionnaire with close ended items using a Likert and rating scales, divided into section A, B, C and D was used to acquire relevant information from the 176 Temporary Agriculture Teachers sampled. Section A sought the demographic information

of the respondents while section B sought information on level of job satisfaction of Temporary Agriculture Teachers. Section C and D however focused on motivators and dissatisfiers respectively. Using a questionnaire ensured respondents remained anonymous and also gave them more time to think about the questions.

### **3.6.1 Validity**

Mugenda and Mugenda (2003) define validity as the accuracy and meaningfulness of inferences, which are on the research results. To achieve validity, the researcher gave the instrument to two agriculture teachers from the technical department of Obera secondary school to assess the content the instrument was trying to measure while two experts from the Department of Agricultural Education and Extension in the Faculty of Education and Community Studies of Egerton University were asked to determine whether the set items accurately represented the concept under the study. They also went through to check the face validity of the instrument and improvements were done accordingly.

### **3.6.2 Reliability**

A reliable data collection instrument is one that yields dependable results (Mugenda & Mugenda, 2003). To test the reliability of the instrument, a pilot test was done among BOM Agriculture Teachers in public secondary schools in Migori County. Mugenda and Mugenda (2003) recommend that at least 10 percent of the sample size be used in testing for reliability of a research instrument. Consequently 29 Temporary Agriculture Teachers were involved. The County was selected for pilot study because its schools had similar characteristics with the public secondary schools in Homa-bay County. After piloting, Cronbach's Alpha coefficient was computed to determine reliability of the instrument. A coefficient of 0.70 or more implies that there is high degree of reliability (Kombo & Tromp, 2006). The same threshold was adopted in this study. A reliability coefficient of 0.83 was obtained. This was within the threshold for reliability testing and therefore the instrument was found to be consistent and reliable.

### **3.7 Data Collection Procedure**

The researcher obtained an introductory letter from Board of Postgraduate Studies and research permit from National Commission for Science, Technology and Innovation (NACOSTI) (Appendix C & D) to conduct research in the study location. The researcher then liaised with the County Education office and the County Commissioner's offices in the area to arrange for data collection. The researcher then visited the sampled schools and requested the

respective principals for access to the respondents. The researcher then explained the purpose and the content of the questionnaire to the respondents before allowing them to fill. The respondents were then given twenty minutes to fill-in the questionnaires. Those that were not able to fill in the questionnaire in time were allowed one month to mail back the questionnaire to the researcher upon completion. A total of 176 questionnaires were administered. However, a total of 156 questionnaires were successfully filled and returned giving a return rate of 88.6 percent. Consequently, 20 (11.4%) questionnaires were not returned due to attrition.

### **3.8 Data Analysis**

The collected data was first cleaned up for any errors such as incompleteness or inaccurate marking of responses. Data was then coded and recorded to reduce mass for ease of analysis. Data was then entered into the computer for analysis using Statistical Packages for Social Sciences Version 22. Data on the dependent variable was summarised as Satisfaction of the Temporary Agriculture Teacher with the job under the following categories of Completely Satisfied (**CS**) = **6**, Very satisfied (**VS**)=**5**, Fairly Satisfied (**FS**) = **4**, Fairly Dissatisfied (**FD**) =**3**, Very Dissatisfied (**VD**)=**2**, and Completely dissatisfied (**CD**)= **1**. **1= Highest dissatisfaction** and **6= Highest satisfaction**. Data on job satisfaction of Temporary Agriculture Teacher was measured as an index generated from respondent's rating of seven statements, each with a maximum score of **6**. The maximum score would be **42** if the respondent is completely satisfied with the seven statements implying the higher the score the higher the satisfaction. Consequently, the minimum score would be **7**. This data was analysed by percentages and mean scores. The following table indicates a summary of data analysis techniques that was adopted for the research question and hypotheses.

Table 3

*Summary of Data Analysis*

<b>Hypotheses</b>	<b>Independent variable(s)</b>	<b>Dependent variable</b>	<b>Test statistic</b>
$H_{01}$ : There is no statistically significant influence of selected dissatisfiers on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.	Work condition, Interpersonal relations, Appraisal, Supervision, Induction	Job Satisfaction	Linear regression
$H_{02}$ : There is no statistically significant influence of selected motivators on job satisfaction of Temporary Agriculture Teachers public secondary schools in Homa-Bay County.	Incentives, Recognition, Promotion, Feedback, Consultation	Job Satisfaction	Linear regression

## CHAPTER FOUR

### RESULTS AND DISCUSSION

#### 4.1 Introduction

This chapter gives the findings on the general information of the respondents, level of job satisfaction of the Temporary Agriculture Teachers, dissatisfiers and motivators influencing their job satisfaction. Discussion of the findings are presented alongside the results and organized according to the objectives.

#### 4.2 Demographic Information of the Respondents

The Temporary Agriculture Teachers' responses to items on the teacher profile section of the instrument were used to describe the population and to identify the relationships and differences between demographic variables and job satisfaction levels. The demographic characteristics examined in this study included: gender, location of the school, type of the school, category of the school, age, responsibility, length of service and academic qualification as described below.

##### 4.2.1 Respondents' Sub-County

The study was conducted in eight sub-counties that make up Homa-Bay County. Each sub-county contributed the following numbers into the sample of 156 Temporary Agriculture teachers: Rangwe 19, Homa-Bay 13, Ndhiwa 22, Mbita 16, Suba 16, Rachuonyo East 24, Rachuonyo South 22 and Rachuonyo North 24. This information was summarised in Figure 2 below.

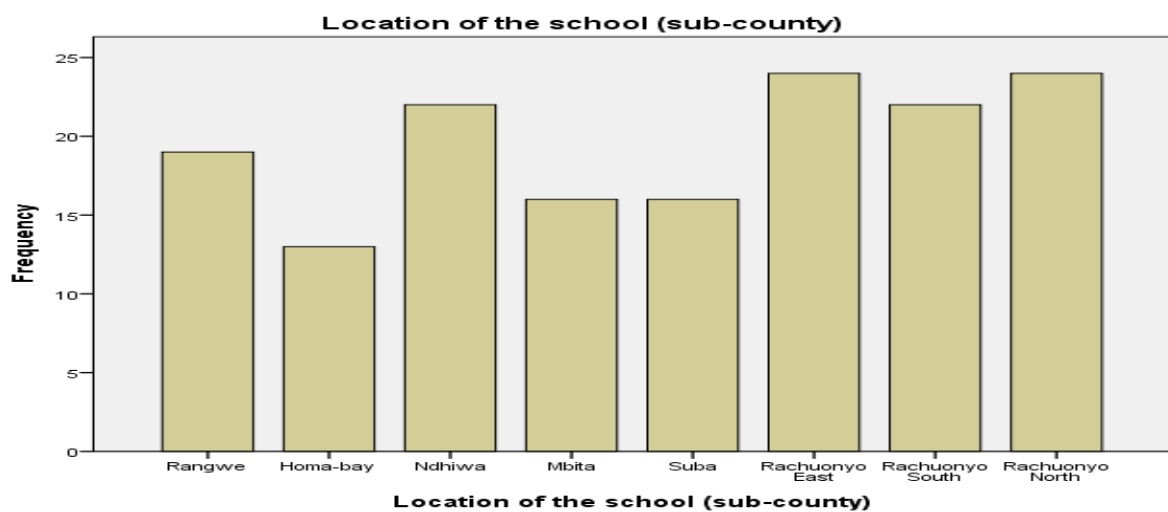


Figure 2. Distribution of Temporary Agriculture Teachers sampled by Sub-County.

Each sub-county was treated as a stratum and the respondents were derived from the sub-counties through proportionate stratified random sampling. The sub-counties contributed varied numbers of temporary agriculture teachers into the sample owing to the fact that they differed in terms population of schools and hence the population of temporary agriculture teachers, type and category schools. Rachuonyo North sub-county had the highest number of schools (53) consisting of different types and categories hence contributed more respondents into the sample while Homa-bay town had the least number of schools with less variation in terms of types and categories hence contributed less into the sample.

#### 4.2.2 Distribution of Respondents by Gender

The Temporary Agriculture Teachers were almost evenly distributed with respect to gender with 90 (58%) male and 66 (42%) female as shown in Figure 3 below.

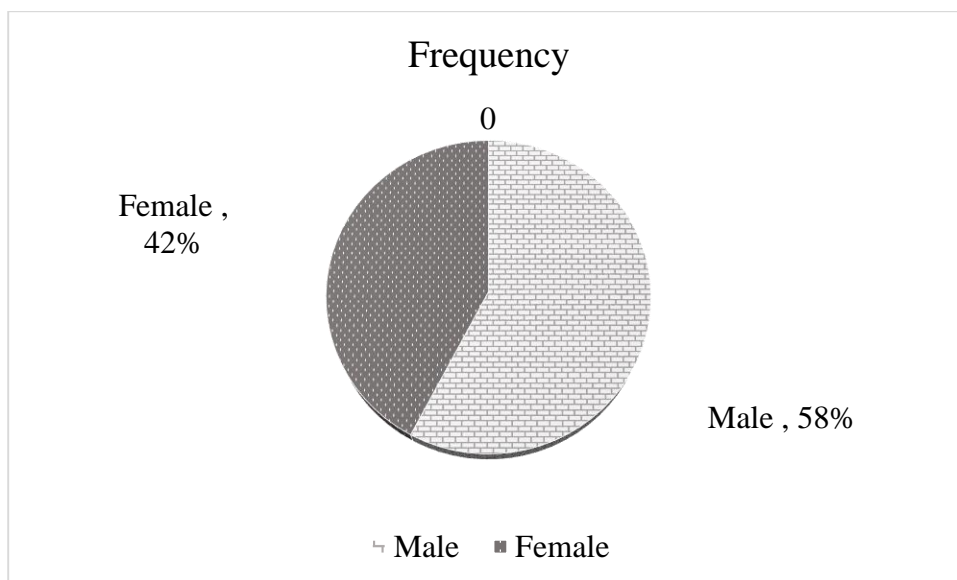


Figure 3. Distribution of Respondents by Gender

This could be interpreted to mean that both male and female agriculture teachers have almost equal chances of being employed under temporary terms in the county. The finding slightly differs with that of Giva (2006) and that of Ngugi *et al.* (2002) where they pointed out that male teachers were more dominant in agriculture department due to heavy manual activities in the department such as farm project activities. This disparity concurred with the view of Davis (2017) that gender has received much attention in studies related to job satisfaction and many studies question, if there are differences in levels of job satisfaction of

men versus women. Gender was considered in this study because it could moderate the level of job satisfaction of these teachers

#### 4.2.3 Distribution of Respondents by School Types

The respondents from school types categorised as boarding boys, boarding girls, mixed day and boarding, boarding mixed school and day mixed were investigated so as to provide information on the distribution of respondents. Majority (57%) of the respondents were from day mixed schools. On the other hand, 21 percent were from mixed day and boarding, 14 percent from boarding boys, 5 percent from boarding girls and 3 percent from boarding mixed as shown in Figure 4 below.

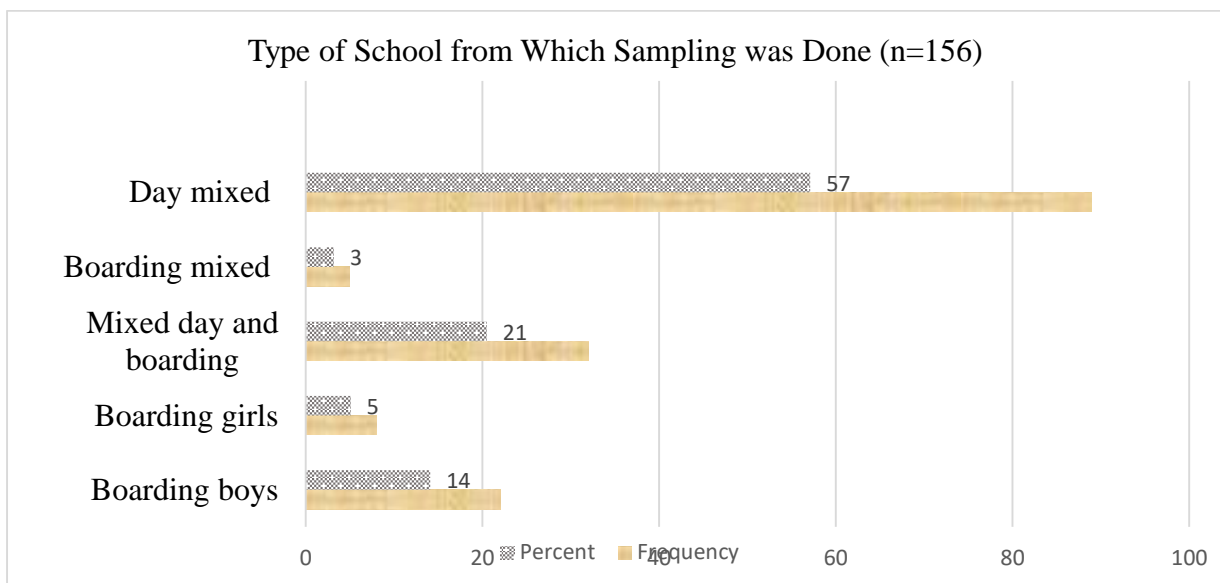


Figure 4. Distribution of Temporary Agriculture Teachers by Type of School (n=156)

Since most schools in the County were day mixed, it was apparent that majority of the respondents were derived from these schools through proportionate stratified random sampling. There was least number of respondents derived from the boarding mixed schools due to their very low number in the county.

#### 4.2.4 Distribution of Respondents by School Categories

Approximately 86% of the respondents were from Sub-County schools. On the other hand, 8.3 percent were from County schools, 5.1 percent were from Extra- County schools while 0.6 percent was from the National school category. Table 5 gives the summary of the distribution of the respondents by school categories.

Table 4

*Distribution of Temporary Agriculture Teachers by School Categories (n=156)*

<b>Category</b>	<b>Frequency</b>	<b>Percentage</b>
Sub-county	134	85.9
County	13	8.3
Extra-county	8	5.1
National	1	0.6
<b>Total</b>	<b>156</b>	<b>100</b>

Since most schools in the County fall under the Sub-County category (Homa-Bay County Education Board, 2018) majority of the respondents were derived from this category through proportionate stratified random sampling. The category of schools from which the respondents were obtained was studied because the respondents may be presented with different opportunities as far as teaching of agriculture is concerned which in turn might have an effect on their levels of job satisfaction.

#### **4.2.5 Distribution of Respondents by Age**

In Table 5, majority (76.3%) of the respondents were aged between 21-25 years while a smaller percentage (23.7) was aged between 26-30 years.

Table 5

*Distribution of Temporary Agriculture Teachers by Age (n=156)*

<b>Age range</b>	<b>Frequency</b>	<b>Percentage</b>
21-25	119	76.3
26-30	37	23.7
<b>Total</b>	<b>156</b>	<b>100</b>

The implication of this is that majority of the respondents were young and therefore full of enthusiasm at work. This concurs with the findings of Edwards and Robinson (2012) that teachers who are younger in age are associated with stronger beliefs of self-efficacy and higher expectations. A vast array of research exists to suggest that novice teachers actually exhibit high levels of self-efficacy the first few years of teaching (Foor & Cano, 2010). Hartfield (2011) supported this claim that young teachers actually enter the profession with an enlarged level of efficacy and enthusiasm due to the mastery experiences obtained during the student

teaching. Nevertheless, Chaplain (2013) and the National Union of Teachers (2001) have provided contradictory evidence regarding the relationship between teachers' age and job satisfaction. Chaplain indicates that teachers between the ages of 35 and 45 are the least satisfied: whereas the National Union of Teachers (2001) identifies higher dissatisfaction among those aged between 25-29.

#### 4.2.6 Information on Current Responsibility of the Temporary Agriculture Teachers

The current responsibilities of the respondents at school were studied and the result shows that majority (52.6%) of the respondents had other responsibilities apart from those stated in the questionnaire. On the other hand, 31.4 percent of the respondents were club patrons, 12 percent had no responsibility apart from the normal classroom instruction, 11 percent were class teachers while 2 percent headed the agriculture department as illustrated in Table 6 below.

Table 6

*Responsibilities of Temporary Agriculture Teachers (n=156)*

<b>Responsibility</b>	<b>Frequency</b>	<b>Percentage</b>
Subject Teacher	12	7.7
Class Teacher	11	7.0
Head of Department	2	1.3
Patron of Club	49	31.4
Others	82	52.6
<b>Total</b>	<b>156</b>	<b>100</b>

Nearly 53 percent of the respondents acknowledged that they took other responsibilities a part from those listed by the researcher. 12.8 percent of the respondents coached a discipline in games, 3.2 percent trained music, 2.6 percent trained scouts, 3.8 percent trained drama, 6.4 percent organized talent shows within the school, 9.6 percent assisted elderly teachers in preparing and conducting lessons involving the use of ICT while 12.2 percent attended PE lessons as indicated in Figure 5 below.

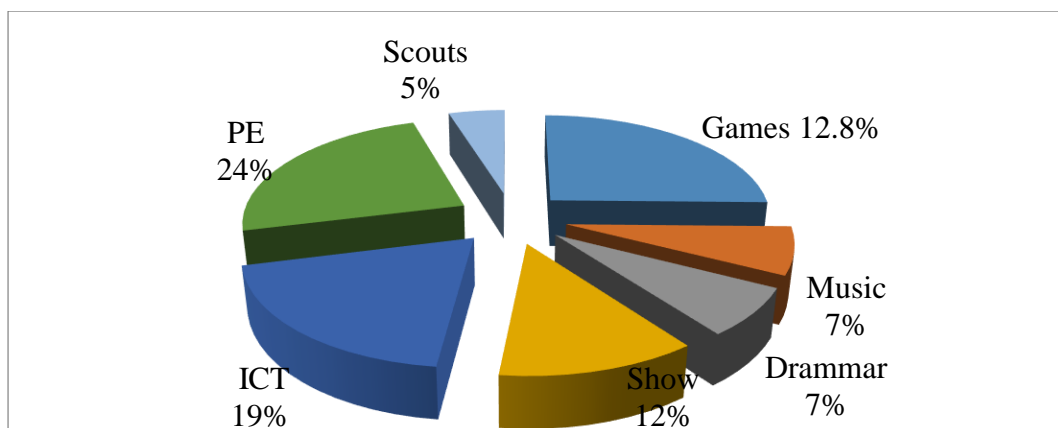


Figure 5. Other Responsibilities Taken by the Temporary Agriculture Teachers

This information was studied to establish whether the TATs were actively engaged in other duties a part from their normal classroom instruction. Active engagement suggests satisfaction with the job while no additional responsibility could have indicated dissatisfaction with the job. This finding concurs with that of Adnin and Murmati (2020) where they pointed out that by increasing the responsibility of a teacher, the principal provides a greater opportunity and authority to teachers in accordance with their respective fields of study, expertise and interest hence boosting their job satisfaction.

#### 4.2.7 Information on Length of Service of the Temporary Agriculture Teachers

Information on the length of service of the respondents was sought and it was established that majority (69.2%) of the respondents had served between 7-12 months while 23.1 percent had worked for over 12 months as Temporary Agriculture Teachers. A smaller number of 7.7 percent however had only served for less than six months as indicated in Table 7 below.

Table 7

*Length of service Temporary Agriculture Teachers (n=156)*

Months	Frequency	Percentage
1-6	12	7.7
7-12	108	69.2
Over 12	36	23.1
<b>Total</b>	<b>156</b>	<b>100</b>

The results show nearly all (92.3%) had stayed for more than six months within the same school. This could therefore mean that these teachers had interacted long enough with the school setup and therefore had experienced satisfaction, dissatisfaction, motivation and demotivation within the school. This view is in line with the findings of Zhang (2000) that teachers become more satisfied with every aspect of their work as they grow older. This was consistent with the argument of Xu (2018) that there is a tendency for job satisfaction among secondary and elementary school teachers to gradually increase with increase in age and length of service.

#### 4.2.8 Academic Levels of Temporary Agriculture Teachers

The academic qualifications of the respondents were investigated so as to provide information on the distribution of the respondents based on their academic levels. Majority (57.7%) of the respondents had bachelor degree certificates, 35.3 percent had diploma certificates while 7 percent had post graduate diplomas in education as shown in Table 8.

Table 8

*Academic Levels of Temporary Agriculture Teachers Respondents (n=156)*

<b>Academic Level</b>	<b>Frequency</b>	<b>Percentage</b>
Diploma	55	35.3
Bachelors	90	57.7
Post Graduate Diploma in Education (PGDE)	11	7
<b>Total</b>	<b>156</b>	<b>100</b>

These qualifications are in line with the requirements of Teachers' Service Commission Act (2012) which puts the minimum qualification to teach at secondary schools to be a diploma certificate. This could be interpreted to mean that the county has a well-trained Temporary Agriculture Teaching force that is capable of good teaching.

#### 4.3 Information on Level of Job Satisfaction

This study was guided by the following question: What is the level of job satisfaction of temporary agriculture teachers in public secondary schools in Homa-Bay County? This information was important because it provided the impetus on the level of job satisfaction the respondents had. Study by Ogal (2014) revealed that most school managers in Homa-bay

County were not aware of job satisfaction levels of the teachers they manage. Dweck (2009), Sergiovanni and Carver (2014) assert that job satisfaction and work motivation are synonymous as they are both based on employees needs and subsequent performance by the need seekers. In the study the respondents were asked to indicate how satisfied they were with their job. The results show that 84.6% of the respondents acknowledged to having been satisfied with their job with 15.4% being dissatisfied as shown in Table 9.

Table 9

*Level of Job Satisfaction of the Temporary Agriculture Teachers (n=156)*

<b>Options</b>	<b>Frequency</b>	<b>Percent</b>
Dissatisfied	24	15.4
Satisfied	132	84.6
<b>Total</b>	<b>156</b>	<b>100</b>

The study revealed that the TATs were satisfied with the job to a large extent. This is so because 84.6 percent of the respondents indicated so. This finding contradicts that of Ogal (2014) where he reported extremely low level of job satisfaction of teachers from Homa-bay County. Because TATs are satisfied with the job, dissatisfiers and motivator factors in place could have been effectively implemented. The implication of this is that majority Temporary Agriculture Teachers are satisfied with their job. The significance of this information is that there could be sets of dissatisfiers and motivators that are in place that contribute to job satisfaction of these teachers. This finding is in line with Long and Swortzel (2007) who emphasized that one of the reasons for measuring job satisfaction is to answer the question “what does the worker want from his/her job? and the answer to this question will assist education managers in discovering new methods of motivating teachers or workers in the ministry of education. On a five point Likert scale, the respondents reflected their opinion concerning the level of agreement or disagreement with the statement. The responses are shown in Table 10.

Table 10

*Temporary Agriculture Teachers' Job Satisfaction (n=156)*

Question	Option				Total	
	Disagree		Agree		f	%
	f	%	f	%		
Apply for non-teaching jobs due to dissatisfaction	104	66.7	52	33.3	156	100
Don't take up other duties in school because I am dissatisfied	114	73.1	42	26.9	156	100
Don't Volunteer for extracurricular activities because I am dissatisfied	127	81.4	29	18.6	156	100
I do not Promote my school because I am dissatisfied	134	85.9	22	14.1	156	100
Come late to school because I am dissatisfied	117	75	39	25	156	100
Do not prepare professional documents because I am dissatisfied	122	78.2	34	21.8	156	100
I absent myself from school because I am dissatisfied	117	75	39	25	156	100
<b>Averages</b>	<b>119</b>	<b>76.5</b>	<b>37</b>	<b>23.5</b>	<b>156</b>	<b>100</b>

The respondents were asked to give their opinion on the view that they apply for other non-teaching jobs as a result of dissatisfaction with the current job as TAT. From the data, it can be shown that 66.7 percent of the respondents were in disagreement with the opinion while 33.3 percent agreed. This contradicts the findings of Ariko and Othuon (2014) where they pointed out that attrition was high and above the national average in Homa-bay County due to teacher dissatisfaction with the job. A satisfied teacher is less likely to show interest in jobs outside the teaching profession. High attrition rate for teachers could indicate dissatisfaction with the job. These high percentages of TAT who do not apply for other non-teaching jobs could imply that majority of these teachers are satisfied with the job.

The respondents were asked to give their opinion on whether they fail to take up other responsibilities in school due to their dissatisfaction with the job. From these results, majority (73.1%) disagreed with the opinion while only (26.9%) were in agreement with the statement. A satisfied teacher is more likely to show active engagement in other responsibilities such as heading the agriculture department, educating farmers from the school community and being patron to Young Farmers Club. Failure to take up other responsibility would indicate dissatisfaction with the job. From the result, more than half of the TATs were willing to take up other responsibilities within the school and this could imply they are satisfied with the job. The respondents were asked whether they fail to volunteer for extracurricular activities due to their dissatisfaction with the job. From the results, majority (81.4%) disagreed while only (18.6%) agreed. Majority Temporary Agriculture Teachers (76.3%) are aged between 21-25 years. Being youthful they are more likely to volunteer and engage students in games activities, start a Young Farmers Club in the school, and offer extension services to the community. Failure to volunteer for extracurricular activities would indicate dissatisfaction with the job.

Nearly all, (81.4%) volunteered and engaged learners in extracurricular activities and this could imply they are satisfied with the job. The respondents were asked to give their opinion on whether they do not promote their schools due to their dissatisfaction with the job. Majority (85.9%) disagreed. Only a small number (14.1%) agreed with the statement. A satisfied teacher would contribute to school value by talking good about the school to other colleagues, parents and the community. Such teachers have good knowledge of the mission and vision of the school and would clarify any misinformation he/ she may encounter about the school. The higher number of TATs (85.9%) that talk good about the school could imply that they are satisfied with their jobs. The respondents were asked to give their opinion on whether they come late to school due to their dissatisfaction with the job. Majority (75%) disagreed with the opinion. Only a small number (25%) agreed. A satisfied teacher will be punctual in reporting to school in order to prepare and attend the lessons in time. From the result, the high number (75%) of TATs that report to duty in time could signify satisfaction with the job. The respondents were asked to give their opinion on whether they fail to prepare professional documents for teaching due to their dissatisfaction with the job. From the results, majority (78.2%) disagreed with the opinion. Only a small number (21.8%) agreed with the statement.

A satisfied teacher would be ethical in his/her work by preparing teaching notes, schemes of work, lesson plans, and teaching aids and use them with or without supervision. The teachers would also issue, mark, return and revise assignments. Failure to update teaching

notes, attending lessons without professional documents would indicate dissatisfaction with the job. The result implies that majority (78.2%) of these teachers teach as required and are therefore satisfied with the job.

The respondents were asked to give their opinion on whether they absent themselves from duty due to their dissatisfaction with the job. Absenteeism of TATs from duty could indicate dissatisfaction with the job. From the results, majority (75%) disagreed with the opinion while a smaller number (25%) agreed. Majority of these teachers therefore have regular attendance to duty and this could imply that they are satisfied with the job. The temporary teaching service was dominated by young and recent graduates. As reported by Ogal (2014) terms of service and academic qualifications always have a bearing on teachers' job satisfaction and hence academic achievement. In his interview with school principals from the County, he established that teachers who were not on permanent employment worked hard hoping they would be recommended for confirmation though their job satisfaction levels remained low. He further reiterated that age, gender and length of service were not important issues with regards to the teacher job satisfaction levels and achievement. His findings were in support of that of Mutiso (2005) who observed that teachers in permanent employment have a feeling of belonging to the organization than one who is not and so the teacher will be satisfied with the teaching profession.

#### **4.4 Dissatisfiers of Temporary Agriculture Teachers**

In objective two, the study sought to establish the influence of selected dissatisfiers on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. The researcher therefore sought the descriptive information on work condition, interpersonal relations, appraisal, supervision and induction of Temporary Agriculture Teachers as the dissatisfiers of interest.

##### **4.4.1 Work condition**

The study sought to find descriptive information on work condition as a job dissatisfier to the Temporary Agriculture Teachers. The responses are shown in Table 11.

Table 11

*Work Condition as a Dissatisfier to TAT (n=156)*

Work condition	Option										Total	
	Very dissatisfying		Dissatisfying		Not sure		Satisfying		Very satisfying		f	%
	f	%	f	%	f	%	f	%	f	%		
School farm	21	13.5	0	0	6	3.8	74	47.4	55	35.3	156	100
Life lab	0	0	28	18	0	0	96	61.5	32	20.5	156	100
Technician	16	10.3	27	17.3	0	0	71	45.5	42	26.9	156	100
<b>Averages</b>	<b>12</b>	<b>7.9</b>	<b>18</b>	<b>11.7</b>	<b>2</b>	<b>1.3</b>	<b>80</b>	<b>51.5</b>	<b>43</b>	<b>27.6</b>		
<b>Index scores</b>		<b>1.1</b>		<b>2</b>		<b>0.2</b>		<b>7.7</b>		<b>4</b>		

The respondents were asked to indicate if they were satisfied or dissatisfied with the use of the school farm in teaching agriculture within the school. Majority (82.71%) acknowledged they were satisfied while 13.5 percent were dissatisfied. The opinion of the respondents was sought on whether the use of life lab in anyway contributed to their satisfaction or dissatisfaction with the job. Only 18 percent were dissatisfied while 82 percent were satisfied with the use of life lab in teaching of agriculture. The respondents were also asked to indicate whether the availability of agriculture technician who will be in charge of agriculture practical activities would contribute to their job satisfaction. 28 percent of the respondents were dissatisfied. However, (72.4%) were satisfied. It was therefore found out that presence of operational school farm, life lab and agriculture technician enriches the work condition of the TAT and hence contribute to their job satisfaction.

This finding is in line with that of Ogal (2014) where he opined that when working environment is conducive such that physical facilities are adequate and appropriate, teachers are likely to be satisfied with their jobs in their institutions. This is because teachers will be comfortable in their work. This is in agreement with Mutiso (2005) who adds that a good environment for secondary school teacher should include adequate classroom with 40 students, farm machinery for practical activities, enough laboratories and work space for teachers. Working condition is a major factor for any teacher in Kenya. The condition in which one works usually determines his job satisfaction and ability to deliver in objectives of the organization. This is in support of Holdaway (2004) who says that working condition of an employee determines and improves his/her job satisfaction. This information was important in

this study because it helps identify the major contributors to an enhanced working condition for an improved job satisfaction of the TATs.

#### 4.4.2 Interpersonal relations

The study sought to find descriptive information on interpersonal relations as a job dissatisfier to the Temporary Agriculture Teachers. The responses are shown in Table 12.

Table 12

*Interpersonal Relations as a Dissatisfier to TATs (n=156)*

Interpersonal relations	Option										Total	
	Very dissatisfying		Dissatisfying		Not sure		Satisfying		Very satisfying		f	%
	f	%	f	%	f	%	f	%	f	%		
Colleagues	0	0	11	7	0	0	90	57.7	55	35.3	156	100
Students	0	0	5	3.2	0	0	96	61.5	55	35.3	156	100
Administration	0	0	16	10	0	0	86	55.4	54	34.6	156	100
<b>Averages</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>6.9</b>	<b>0</b>	<b>0</b>	<b>90.7</b>	<b>58.1</b>	<b>55</b>	<b>35</b>		
<b>Index scores</b>		<b>0</b>		<b>1</b>		<b>0</b>		<b>8.7</b>		<b>5.3</b>		

The respondents were asked to indicate their satisfaction or dissatisfaction with how they related with colleagues in the staff. Nearly all (93%) of the respondents were satisfied with the relationship with their colleagues under the permanent employment. This indicates harmonious work relations among the teachers thus suggesting job satisfaction. Only 7 percent showed dissatisfaction. When asked about their relationship with the students, almost all (96.8%) of the respondents were satisfied with how they relate with their students. Only a small number (3.2%) were dissatisfied. Consequently, the respondents were asked to indicate their level of satisfaction or dissatisfaction with how they related with the school administration. Majority (90%) were satisfied with how they related with the school administration. A very small number (10%) was dissatisfied. This information suggests that TATs have good interpersonal relationships with other colleagues, students and school administration. The significance of this information is that these teachers are satisfied with interpersonal relationships that exist within the work environment. This view is in support of the findings by

Muhammet *et al.* (2017) where they opined that good interpersonal relations in an organization set up enhances students’ participation and effective communication among teachers at work place and hence enhancing their job satisfaction. They further explained that interpersonal relationship is one of the most important factors affecting job satisfaction. This view is in support of that of Caprara *et al.* (2006) who affirmed that when teachers relate well with each other’ they will communicate well with their friends and are likely to decide together thus promoting consultation and job satisfaction.

#### 4.4.3 Appraisal

The study sought to find descriptive information on appraisal as a job dissatisfier to the Temporary Agriculture Teachers. The responses are shown in Table 13.

Table 13

*Job appraisal as a dissatisfier to TATs (n=156)*

Appraisal	Option										Total	
	Very dissatisfying		Dissatisfying		Not sure		Satisfying		Very satisfying		f	%
	f	%	f	%	f	%	f	%	f	%		
Classroom instruction	0	0	16	10.3	6	3.8	80	51.3	54	34.6	156	100
Sharing results	0	0	11	7.1	11	7.1	84	53.8	50	32	156	100
Improving on weakness	0	0	6	3.8	6	3.8	74	47.4	70	44.9	156	100
<b>Averages</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>7</b>	<b>7.7</b>	<b>4.8</b>	<b>79</b>	<b>50.8</b>	<b>58</b>	<b>37</b>		
<b>Index scores</b>		<b>0</b>		<b>1.1</b>		<b>0.7</b>		<b>7.6</b>		<b>5.6</b>		

The respondents were asked to give their opinions on whether they were satisfied or dissatisfied with the appraisal of the classroom instruction by an evaluator at school. Majority (85.9%) were satisfied with how the classroom appraisal was being conducted. Only 10.3 percent were dissatisfied. Significance of this information is that appraisal of classroom instructions was done to the satisfaction of these teachers. Moreover, the respondents were

asked to give their opinions on whether sharing of results of appraisals with the appraiser was satisfying or dissatisfying. The results indicate (85.8%) of the respondents were satisfied with the sharing of the results of appraisal while 18.1% had contrary view. Consequently, the respondents were asked to give their opinions whether after the appraisal they were given room to improve on the areas of weakness. Majority of the respondents (92.3%) were satisfied with the fact that they were given room to improve on the areas of weakness after appraisal had been conducted and the results shared. 3.8 percent were dissatisfied while 3.8 percent were not sure. The significance of this information is that TATs are satisfied with how appraisal was conducted and thus could have an influence on their job satisfaction. This concurs with the findings of Kangema and Irungu (2018) where they established that teachers' appraisal was motivating and was likely to enhance satisfaction with the job if done according to clear set objectives because teachers expectations on the process of appraisal is that it will provide promotion and attendant motivations upon successful appraisals. Arguing from the perspective of performance, Odhiambo (2005) also opined that teacher appraisal should be used to motivate staff to improve performance by establishing clear objectives for the future and advising teachers on what is expected of them.

#### 4.4.4 Supervision

The study sought to find descriptive information on supervision as a job dissatisfier to the Temporary Agriculture Teachers. The responses are shown in Table 14.

Table 14

*Supervision as a Dissatisfier to TAT (n=156)*

Supervision	Option										Total	
	Very dissatisfying		Dissatisfying		Not sure		Satisfying		Very satisfying		f	%
	f	%	f	%	f	%	f	%	f	%		
Competence	11	7.1	10	6.4	6	3.8	64	41	65	41.7	156	100
Accountable	16	10.3	15	9.6	11	7.1	42	26.9	72	46.2	156	100
Guidance	5	3.2	5	3.2	0	0	107	68.6	39	25	156	100
<b>Averages</b>	<b>10.7</b>	<b>8.9</b>	<b>10</b>	<b>6.4</b>	<b>5.7</b>	<b>3.6</b>	<b>71</b>	<b>45.5</b>	<b>59</b>	<b>37.6</b>		
<b>Index scores</b>		<b>1.3</b>		<b>0.9</b>		<b>0.5</b>		<b>6.8</b>		<b>5.5</b>		

The respondents were asked their opinion on whether they were satisfied or dissatisfied with the perceived competence of their immediate supervisors. Majority (82.7%) were satisfied with competence of their supervisors while 13.5 percent were dissatisfied. 3.8 percent however were not sure. Consequently, the respondents were asked their opinion on whether they were satisfied or dissatisfied with the fact that they are being held responsible for the students learning. The result indicates that 19.9 percent were dissatisfied while majority (73.1%) were satisfied. A smaller number (7.1%) however were not sure. Lastly, the respondents were asked their level of satisfaction with the guidance they receive from their supervisors. Nearly all (93.6%) were satisfied with the guidance they receive from their superiors. 6.4 percent however were of contrary opinion.

It is therefore apparent that the TATs are satisfied with the competence of their superiors as well as guidance they receive from them besides being held responsible for the learning outcome. This finding however contradicts that of Baluyos *et al.* (2019) who established that the satisfaction level of excellent teachers was low in terms of personal growth and supervision. They further opined that the very high level of teachers' satisfaction towards their school heads' supervision does not contribute to teachers' work performance; while the very high level of satisfaction on job security matters on their performance. Hence, school heads have to lessen their supervision to their teachers. This is to give their teachers the autonomy and to exercise their self-efficacy that teachers can do tasks by themselves without constant follow-up from their school heads. Teachers also have to be assured by the school administrators that they are safe and secured in their job and their future. This view was further held by Bachtiar *et al.* (2018). Who asserted that Instead of being a concern of the teachers' performance, school heads' attention has to be focused on teachers' job security. Faculty lounge has to be provided in schools so that school heads and teachers can talk and plan freely of their welfare in the future.

#### **4.4.5 Induction**

The study sought to find descriptive information on induction as a job dissatisfier to the Temporary Agriculture Teachers. The responses are shown in Table 15.

Table 15

*Induction as a Dissatisfier to TAT (n=156)*

Induction	Option										Total	
	Very dissatisfying		Dissatisfyin g		Not sure		Satisfying		Very satisfying		f	%
	f	%	f	%	f	%	f	%	f	%		
Orientation	0	0	17	10.9	11	7	70	44.9	58	37.2	156	100
Workshops	0	0	32	20.5	6	3.8	42	26.9	76	48.8	156	100
Meetings	0	0	11	7.1	6	3.8	65	41.7	74	47.4	156	100
<b>Averages</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>12.8</b>	<b>7.7</b>	<b>4.9</b>	<b>59</b>	<b>37.8</b>	<b>69</b>	<b>44</b>		
<b>Index scores</b>		<b>0</b>		<b>1.8</b>		<b>0.8</b>		<b>5.7</b>		<b>6.7</b>		

The respondents were asked their opinion on the level of satisfaction or dissatisfaction with the kind of orientation they received when they were hired. Majority (82.1%) were satisfied with the nature of orientation they received while 10.9 percent were dissatisfied. When they were asked to indicate their opinion on the level of satisfaction or dissatisfaction on workshops and seminars they attended, 20.5 percent were dissatisfied (D), 3.8 percent were not sure, 75.7 percent were satisfied. Finally, the respondents were asked to indicate their level of satisfaction or dissatisfaction with the induction during staff meetings and briefs. Nearly all (89.1%) were satisfied with the induction during staff meetings and briefs. 7.1 percent however were dissatisfied while 3.8 percent were not sure. The significance of this information is that the TATs are satisfied with orientation at work, workshops, seminars, staff briefs and meetings which imply that they are satisfied with the nature of induction at school hence satisfaction with the job. This finding concurs with that of other researchers that found the presence of a mentor (Gray & Taie, 2015), access to quality professional development (Castleberry, 2010; Coldwell, 2017), or a sense of self efficacy (Ware & Kitsantas, 2007) may help early teachers stay in the profession by improving their levels of job satisfaction. The first few years of a teacher's career impact their later commitment, making initial support through proper induction very important for consideration especially in a field where turnover is high like Homa-bay county.

#### 4.5 Information on Motivators

In objective three, the study sought to establish the influence of selected motivators on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. The researcher therefore sought the descriptive information on Incentives, recognition, promotion, feedback provision and consultation of TATs as the motivators of interest.

##### 4.5.1 Incentives

The study sought to find descriptive information on incentives as a job motivator to the Temporary Agriculture Teachers. The responses are shown in Table 16.

Table 16

*Incentives as a Motivator to TAT (n=156)*

Incentive	Option										Total	
	Highly demotivating		Demotivating		Not sure		Motivating		Highly motivating		f	%
	f	%	f	%	f	%	f	%	f	%		
Cash reward	44	28.2	62	39.7	5	3.2	22	14.1	23	14.7	156	100
School trips	5	3.2	6	3.8	0	0	124	79.5	21	13.5	156	100
Plaques	72	46.3	74	47.4	1	0.6	6	3.8	3	1.9	156	100
<b>Averages</b>	<b>40</b>	<b>25.8</b>	<b>47</b>	<b>30</b>	<b>2</b>	<b>1.3</b>	<b>51</b>	<b>32.5</b>	<b>16</b>	<b>10</b>		
<b>Index scores</b>		<b>3.9</b>		<b>4.5</b>		<b>0.2</b>		<b>4.9</b>		<b>1.5</b>		

The respondents were asked to indicate their opinion on whether cash rewards received at school, school trips attended and award of plaques by the school were motivating or demotivating. More than half (67.9%) acknowledged they were demotivated with cash rewards they received from school while a smaller number (28.8%) were of the contrary opinion. Nearly all (93%) were motivated with the school trips they attended as opposed the minority (7%) who had a dissenting opinion. Majority of the respondents (93.7%) however were dissatisfied with award of plaques as a motivator. Only 1.9% was motivated with award of plaques by the school. The significance of this information is that majority of TATs view school trips as a strong incentive. They however acknowledged that cash rewards received and plaques awarded were demotivating to them. Those interviewed noted that “cash rewards offered by schools were minimal, irregular and unpredictable hence was not motivating. It would be better if made commensurate with the effort”.

This opinion concurs with the findings of Ogal (2014) where he noted that fringe benefits contributed negatively to teachers' job satisfaction in Homa-bay County. His study revealed that most teachers would enjoy greater job satisfaction if their pay was improved. He pointed out that teachers need better pay to meet basic needs and other requirements in life. He went further to explain that this would make a teacher feel comfortable and concentrate in his/her work of teaching instead of looking for additional income sources elsewhere to satisfy his/her needs. Mutiso (2005) further adds that in United States of America salary and allowances are some of the most important reasons for leaving teaching profession especially for those with alternative career options. Although they noted that the rewards were pegged on good performance, they felt that sometimes their good efforts were not rewarded as it was at the discretion of the school administration on when to award. They preferred that every extra effort they make be associated with extra cash.

#### 4.5.2 Recognition

The study sought to find descriptive information on recognition as a motivator of the Temporary Agriculture Teachers. The responses are shown in Table 17.

Table 17

*Recognition as a Motivator to TAT (n=156)*

Recognition	Option										Total	
	Highly demotivating		Demotivating		Not sure		Motivating		Highly motivating		f	%
	f	%	f	%	f	%	f	%	f	%		
Praise	0	0	6	3.8	0	0	70	44.9	80	51.3	156	100
Certificates	0	0	6	3.8	0	0	53	34	97	62.2	156	100
Gifts	0	0	0	0	0	0	92	59	64	41	156	100
<b>Averages</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>2.5</b>	<b>0</b>	<b>0</b>	<b>71.7</b>	<b>46</b>	<b>80</b>	<b>51.5</b>		
<b>Index scores</b>		<b>0</b>		<b>0.4</b>		<b>0</b>		<b>6.9</b>		<b>7.7</b>		

The respondents were asked to give their opinion on whether praise from administration, award of certificates on merit as well as gifts given to them were motivating or demotivating. From the results, nearly all (96.2%) were motivated by praise from administrators as well as award of certificates on achievement. A smaller number (3.8%) however had a contrary view for both praise and certification. All the respondents

acknowledged gifts received to be motivating. It is therefore apparent that praise from the administration, award of certificates on achievement as well as gifts from parents, students, teachers, administration and board of management over good performance are strong incentives to the TATs hence contributing to their improved motivation which in turn improves their job satisfaction. This finding is agreement with that of Ogal (2014) where he established that recognition by management contributed positively to teachers' job satisfaction in Homa-bay County. He further explains that when teachers' efforts are recognized in whatever work they do, they become motivated. This is in line with the observation of Hackman and Oldham (2014) who states that how satisfied individuals are with certain aspects of work context may affect their willingness to respond positively to enrich work.

#### 4.5.3 Promotion

The study sought to find descriptive information on promotion as a motivator to Temporary Agriculture Teachers. The responses are shown in Table 18.

Table 18

*Promotion as a Motivator to TAT (n=156)*

Promotion	Option										Total	
	Highly demotivating		Demotivating		Not sure		Motivating		Highly motivating		f	%
	f	%	f	%	f	%	f	%	f	%		
Assuming different post	0	0	23	14.7	26	17	57	37	50	32.1	156	100
Challenging task	21	13.5	27	17.3	10	6.4	78	50	20	12.8	156	100
Authority on responsibility	0	0	10	6.4	5	3.2	75	48	66	42.3	156	100
<b>Averages</b>	<b>7</b>	<b>4.5</b>	<b>20</b>	<b>12.8</b>	<b>14</b>	<b>8.8</b>	<b>70</b>	<b>45</b>	<b>45</b>	<b>29</b>		
<b>Index scores</b>		<b>0.7</b>		<b>1.9</b>		<b>1.3</b>		<b>6.7</b>		<b>4.4</b>		

The respondents were asked their opinion on whether it would be motivating or demotivating if given varied responsibility in the school. Majority (69.1%) acknowledged it was motivating while 14.7 percent noted it was demotivating. The rest (17%) abstained from taking either side. More than half (62.8%) indicated that being allocated a more challenging

task would be motivating to them. A smaller number (30.8%) were of the contrary opinion. A very large number (90.3%) however acknowledged being given responsibilities that are associated with autonomy and authority was motivating. It is therefore important to note that majority of TATs would be motivated by assuming different positions of responsibilities within the school. Offering these teachers, a more challenging task as well as giving them authority to exercise the assigned responsibility also motivates them. Promotion therefore is an important motivator of TATs. These findings are in line with that of Ogal (2014) where he noted that promotion opportunity contribute positively to teacher job satisfaction. He further notes that promotion of teachers should be made automatic for teachers who have attained their set requirements to avoid frustrating a teacher’s upward movement for too long. When a teacher overstays in one grade he/she becomes frustrated hence job dissatisfaction is likely to set in. This is the view expressed by Owen (2004) who posits that lack of teachers’ professional progression and promotion as some of drawbacks in education.

#### 4.5.4 Feedback

The study sought to find descriptive information on feedback provision as a job motivator to the Temporary Agriculture Teachers. The responses are shown in Table 19.

Table 19

*Feedback Provision as a Motivator to TAT (n=156)*

Feedback	Option										Total	
	Highly demotivating		Demotivating		Not sure		Motivating		Highly motivating		f	%
	f	%	f	%	f	%	f	%	f	%		
Student’s evaluation	0	0	0	0	11	7.1	75	48	70	44.9	156	100
Teacher evaluation	0	0	0	0	6	3.8	100	64.1	50	32.1	156	100
Thank you	6	3.8	0	0	11	7.1	80	51.3	59	37.8	156	100
<b>Averages</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>10</b>	<b>6</b>	<b>85</b>	<b>55</b>	<b>60</b>	<b>38</b>		
<b>Index scores</b>		<b>0.1</b>		<b>0</b>		<b>0.9</b>		<b>8</b>		<b>6</b>		

The respondents were asked to give their opinion on whether they were motivated with the students’ results, teacher evaluation results as well as the thank you notes received from

superiors. Majority of the respondents (89.1%) were motivated with the thank you notes they received from their superiors while at the same time student’s evaluation results also motivated a larger number (92.9%) of the respondents. Teacher evaluation results however motivated nearly all (96.2%) of the respondents. It was therefore apparent that teacher evaluation results, students’ evaluation results and thank you notes from superiors on work well done motivated the TATs and hence signifying that these teachers received proper feedback hence improved motivation which in turn improved their job satisfaction. These findings are in conformity with that of Gupta and Kumar (2013) where they noted that employees’ job satisfaction is enhanced with proper feedback on appraisal, evaluations, justice and fairness of the appraisal regime. Patrick (2014) however had a contrary opinion with sharing of feedback in which he noted that there may be drawbacks associated with teacher evaluation and sharing of feedback in the sense that due to continuous monitoring of employees’ effort and behaviour, some employees might feel restricted in the way they can organize and execute their work which might induce negative impact on their job satisfaction.

#### 4.5.5 Consultation

In objective eleven, the study sought to find descriptive information on consultation of the Temporary Agriculture Teachers. The responses are shown in Table 20.

Table 20

*Consultation as Motivator to TAT (n=156)*

Consultation	Option										Total	
	Highly demotivating		Demotivating		Not sure		Motivating		Highly motivating		f	%
	f	%	f	%	f	%	f	%	f	%		
Sharing ideas	0	0	6	3.8	5	3.2	101	64.7	44	28.2	156	100
Involvement	0	0	5	3.2	5	3.2	78	50	68	43.6	156	100
Attendance of staff briefs	0	0	5	3.2	10	6.4	98	62.8	43	27.6	156	100
<b>Averages</b>	<b>0</b>	<b>0</b>	<b>5</b>	<b>3</b>	<b>7</b>	<b>4.3</b>	<b>92</b>	<b>59.2</b>	<b>52</b>	<b>33</b>		
<b>Index scores</b>		<b>0</b>		<b>0.5</b>		<b>0.6</b>		<b>9</b>		<b>4.9</b>		

Respondents were asked to give their opinion on whether being allowed to share ideas with the superiors, involvement in decision making, and attendance of staff meetings and

briefings were motivating or demotivating to them. From the results nearly all (92.9%) were motivated by being allowed to share opinion during critical discussions about school matters while a slightly higher number (93.6%) acknowledged involvement in decision making to be a motivator to them. At the same time a significantly large number (90.4%) acknowledged that being allowed to attend and participate in staff meetings and briefs was motivating. It is therefore important to note that sharing of ideas, involvement in decision making as well as being allowed to attend staff meetings and express views are highly regarded by TATs as necessary consultation areas which enhances their motivation which in turn may lead to satisfaction with the job. Involving teachers in decision making enhance their job satisfaction because it makes teachers feel part of the institution and own whatever decision passed, hence implementing such decision becomes very easy (Ogal, 2014). Mutiso (2005) further notes that administrators and policy makers should begin thinking of how to satisfy the psychological needs such as feeling of responsibility and accomplishment make people work harder, and also involve people in decision making so as to own the decision that affect the school.

#### **4.6 Test of Hypotheses**

To empirically ascertain the influence of selected dissatisfiers and motivators on level of job satisfaction of temporary agriculture teachers in public secondary schools in Homa-Bay County, two hypotheses were formulated and tested at  $0.05\alpha$  level of significance and the results were presented in the following sub-sections.

##### **4.6.1 Influence of dissatisfiers on job satisfaction of temporary agriculture teachers**

*H<sub>01</sub>: There is no statistically significant influence of selected dissatisfiers on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.*

To determine whether there was a significant influence of Work condition, Interpersonal relations, Appraisal, Supervision and Induction on job satisfaction of TATs, regression was used to test this hypothesis at a significance level of  $0.05\alpha$  and the result presented in Table 21.

Table 21

*Summary of Multiple Linear Regression Analysis on Relative Contribution of Dissatisfier Variables on Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County.*

Model	Unstandardized		Standardized	t-value	p-value
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	5.003	1.152		4.341	.000
Work condition	.398	.134	.263	2.973	.003
Interpersonal relations	-.048	.252	-.018	-.191	.849
Appraisal	-.419	.223	-.158	-1.881	.062
Supervision	.036	.141	.021	.254	.800
Induction	.150	.177	.089	.844	.400

The results in Table 21 show that work condition ( $\beta = .398$ ,  $t = 2.973$ ,  $p < .05$ ), independently contributed statistically and significantly to Temporary Agriculture Teachers' job satisfaction in public secondary schools in Homa-Bay County. The other four predictor's variables of dissatisfiers independently did not contribute statistically and significantly to the job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. These variables that did not contribute to the model are; interpersonal relations ( $\beta = -.048$ ,  $t = -.191$ ,  $p > .05$ ), appraisal ( $\beta = -.419$ ,  $t = -1.881$ ,  $p > .05$ ), supervision ( $\beta = .036$ ,  $t = .254$ ,  $p > .05$ ), and induction ( $\beta = .150$ ,  $t = .844$ ,  $p > .05$ ). The negative regression coefficients of interpersonal relations and appraisal suggest that when they increased, job satisfaction levels decreased. Levels of job satisfaction of TATs however increased with increased work condition, supervision and induction. This was evidenced by their positive regression coefficients.

From the result in table 21 it can be noted that one (1) predictor variable (via work condition) independently contributed statistically and significantly to job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. This finding aligns with Chamundeswari (2013) who posited conducive working condition as a prospect for teachers' commitment and potential moderator for a healthy and successful relationship in secondary schools. Four (4) predictor variables of dissatisfiers (via interpersonal relations, appraisal, supervision and induction) however, independently did not contribute

statistically and significantly to job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. This finding is in disagreement with that of DeLay and Washburn (2013) who noted that collaborations between peers increased job satisfaction among beginning agriculture teachers as it forms a welcoming culture and helps teachers advance relationship beyond acquaintanceship to develop a deeper understanding and tolerance for one another and their work. This finding is also inconsistent with that of Mlindazwe (2010) who points out that an effective induction programme has benefits such as higher job satisfaction. Moreover, educational researchers regard teacher appraisal as an important vehicle for promoting educational quality as pointed out by Zhang (2017), Hallinger *et al.* (2014) and Zhang and Ng (2011) which is believed to have the potential to facilitate teachers' professional development and to stimulate instructional improvement. However, this study finds appraisal to have no statistically significant influence on the job satisfaction of Temporary Agriculture Teachers. This finding concur with those of critics of teacher appraisal who regard it as a mechanical and meaningless exercise (Baker & Barton, 2010; Darling-Hammond *et al.*, 2012)

Table 22

*Summary of Multiple Linear Regression Analysis on the Joint Contribution of Dissatisfier Variables to The Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County.*

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	31.625	5	6.325	2.976	.014 <sup>b</sup>
	Residual	318.811	150	2.125		
Total		350.436	155			

Multiple R ( $r_p$ ) = .300a  
R. Square ( $r^2$ ) = .090  
Adjusted R<sup>2</sup> = .060  
Standard Error of Estimates = 1.458

Table 22 shows that the use of the five (5) dissatisfier variables (work condition, interpersonal relations, appraisal, supervision and induction) to predict job satisfaction level of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County yielded coefficient of multiple regression R ( $r_p$ ) of 0.300 and a multiple regression square ( $R^2$ ) of 0.09. This also shows that F is 2.976 which is significant at  $p < .05$ . This is because the value of P is

less than 0.05. Therefore, the five (5) predictors' variables of dissatisfiers jointly contribute statistically and significantly to job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. Subsequently, the regression coefficient ( $r^2=.09$ ) shows that dissatisfiers accounted for 9 percent of the variance in level of job satisfaction of TATs. In other words, 9% of the variance in the change in the level of job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County can be explained by pulling the different variables of dissatisfiers together. This means that 91% of the variation in their level of job satisfaction cannot be explained by the dissatisfier variables alone. Thus, there must be other variables that must have influenced their levels of job satisfaction also.

The result in table 22 further revealed that the five (5) predictor variables of dissatisfiers (work condition, interpersonal relations, appraisal, supervision and induction) jointly contribute statistically and significantly to Temporary Agriculture Teachers' job satisfaction in public secondary schools in Homa-Bay County. This therefore means besides work condition, the four other predictor variables of dissatisfiers (interpersonal relations, appraisal, supervision and induction) independently did not contribute statistically and significantly to job satisfaction of Temporary Agriculture Teachers' job satisfaction. For these variables to produce the desired job satisfaction levels among the TATs, the school management has to apply them jointly.

#### **4.6.2 Influence of motivators on job satisfaction of temporary agriculture teachers**

*H<sub>02</sub>: There is no statistically significant influence of selected motivators on job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.*

To determine whether there was a significant influence of incentives, recognition, promotion, feedback provision and consultation on job satisfaction of TATs, regression was used to test this hypothesis at a significance level of  $0.05\alpha$  and the result presented in Table 23.

Table 23

*Summary of Multiple Linear Regression Analysis on Relative Contribution of Motivator Variables on Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County.*

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
(Constant)	5.844	1.554		3.761	.000
Incentives	-.045	.168	-.022	-.269	.788
Recognition	.385	.189	.162	2.038	.043
Promotion	-.017	.152	-.009	-.110	.913
Feedback provision	-.058	.247	-.019	-.235	.815
Consultation	.381	.218	.150	1.750	.082

The results in Table 23 show that recognition ( $\beta = .385$ ,  $t = 2.038$ ,  $p < .05$ ), independently contributed statistically and significantly to Temporary Agriculture Teachers' job satisfaction in public secondary schools in Homa-Bay County. The other four predictor's variables of motivation independently did not contribute statistically and significantly to the job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. These variables that did not contribute to the model are; incentives ( $\beta = -.045$ ,  $t = -.269$ ,  $p > .05$ ), promotion ( $\beta = -.017$ ,  $t = -.110$ ,  $p > .05$ ), feedback provision ( $\beta = -.058$ ,  $t = -.235$ ,  $p > .05$ ), consultation ( $\beta = .381$ ,  $t = 1.750$ ,  $p > .05$ ). The negative regression coefficients of incentives, promotion, and feedback provision suggest that when they increased, job satisfaction levels decreased. Levels of job satisfaction of TATs however increased with increased work condition, recognition and consultation. This was evidenced by their positive regression coefficients.

The result in table 23 revealed that one (1) predictor variable of motivation (via recognition) independently contributed statistically and significantly to Temporary Agriculture Teachers' job satisfaction in public secondary schools in Homa-Bay County. The finding is consistent with the submissions of Rizwan and Ali (2010) who found that there is a significant relationship between recognition and work motivation and satisfaction. The other four (4) predictor's variables of motivation (via incentives, promotion, feedback provision and consultation) independently did not contribute statistically and significantly to Temporary

Agriculture Teachers' job satisfaction. This finding is inconsistent with that of Olukoya (2013) where he noted that incentives motivate teachers to the extent to which they discharge their professional responsibilities. It further contradicts the position of Holmes (2012) in her study on teachers' competence and professional achievement where she noted that academic specialists depend on how they are motivated via promotion.

Table 24

*Summary of Multiple Linear Regression Analysis on the Joint Contribution of Motivator Variables to the Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County.*

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.957	5	3.391	1.525	.185 <sup>b</sup>
	Residual	333.479	150	2.223		
	Total	350.436	155			

Multiple R ( $r_p$ ) = .220a

R. Square ( $r^2$ ) = .048

Adjusted R<sup>2</sup> = .017

Standard Error of Estimates = 1.491

Table 24 shows that the use of the five (5) motivator variables (via: incentives, recognition, promotion, feedback provision and consultation) to predict Temporary Agriculture Teachers' level of job satisfaction in public secondary schools in Homa-Bay County yielded a coefficient of multiple regression R ( $r_p$ ) of 0.220 and a multiple regression square ( $r^2$ ) of 0.048. This also shows that F is 1.525 which is not significant at  $p < .05$ . This is because the value of P is more than 0.05. Therefore, the five (5) predictors' variables of motivation jointly did not contribute statistically and significantly to job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. Subsequently, multiple regression square ( $r^2$ ) of 0.048 shows recognition accounted for 4.8% of variance in level of job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County. In other words, 4.8% of the variance in the change in the level of job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County can be explained by intensification of recognition as a motivator. This means that 95.2% of the variation in level of

job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County cannot be explained by recognition alone. Thus there must be other variables that must have influenced the level of job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County also.

## CHAPTER FIVE

### SUMMARY, CONLUSSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents a summary of the study and draws conclusions from its findings. It also gives recommendations based on the conclusions.

#### 5.2 Summary of the Study

The purpose of this study was to determine the influence of selected dissatisfiers (work condition, interpersonal relations, appraisal, supervision and induction) and motivator factors (incentives, recognition, promotion, feedback provision and consultation) on the level of job satisfaction of temporary agriculture teachers in public secondary schools in Homa-Bay County. The study adopted a survey research design. For data collection, a structured closed ended questionnaire was used for individual respondents. Proportionate stratified random sampling was used in the study to get 176 respondents: 1 from National school, 8 from Extra-County schools, 13 from County schools and 154 from Sub-County schools. 156 respondents filled, completed and returned the questionnaire giving a questionnaire return rate of 88.6 percent. The data was analysed using Statistical Package for Social Sciences version 22.

From the study it was found out that majority (84.6%) of the respondents were satisfied with their job as temporary agriculture teachers. The study revealed that among the dissatisfiers, work condition independently contributed statistically and significantly to Temporary Agriculture Teachers' job satisfaction in public secondary schools in Homa-Bay County while interpersonal relations, appraisal, feedback provision and induction did not. However, the dissatisfiers collectively contributed statistically and significantly to their job satisfaction. Furthermore, among the motivators recognition was found to have independently contributed statistically and significantly to Temporary Agriculture Teachers' job satisfaction in public secondary schools in Homa-Bay County. The other four (incentives, promotion, feedback provision and consultation) did not. Moreover, the five (5) predictors' variables of motivation jointly did not contribute statistically and significantly to job satisfaction of Temporary Agriculture Teachers in public secondary schools in Homa-Bay County.

### **5.3 Conclusions**

From the study, the following conclusions were drawn:

The study concluded that the temporary agriculture teachers in Homa-Bay County were satisfied with their job. Their satisfaction with the job was contributed to by favourable Work condition and recognition of their effort. Interpersonal relations, appraisal, supervision and induction when considered in isolation did not contribute to their job satisfaction unless applied as a complete package of dissatisfiers. Provision of incentives, promotions, feedback provisions and consultations whether applied in isolation or as a complete package did not contribute to TATs job satisfaction.

### **5.4 Recommendations**

Based on the study's conclusions, the following recommendations were made:

- i. The Board of Management of secondary schools are called upon to maintain high working conditions in secondary schools as essential determinant of Temporary Agriculture Teachers' job satisfaction in public secondary schools, the temporary agriculture teachers should be provided with agriculture technician for practical lessons, school farm, and life lab.
- ii. Finally, the Board of Management and relevant authorities should ensure that the Temporary Agriculture Teachers' positive efforts are hailed, certificates are given to them on achievement as well as gifts as this motivates them and hence improves their job satisfaction which in turn improves their performance.

### **5.5 Suggestion for Further Research**

Following are suggestions for further research;

- i. A comparative study on the level of job satisfaction of Temporary Agriculture Teachers and those on permanent and pensionable terms by the Teachers Service Commission.
- ii. A study on how work condition influences the job satisfaction of agriculture teachers employed by the TSC.
- iii. A study on how recognition influences the job satisfaction of agriculture teachers employed by the TSC.

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## APPENDICES

### Appendix A: Questionnaire for Temporary Agriculture Teachers

#### General Instructions and Guidelines

Dear respondent,

I am Willis Otieno Makola, a Master of Science Agricultural Education student at Egerton University Njoro. As a requirement for the award of the degree of Master of Science in Agricultural Education, I am required to conduct a research and write a report. My study is **on Influence of selected Dissatisfiers and Motivators on Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County, Kenya**. Please respond to the questionnaire with utmost honesty in order to facilitate this study. Your identity will be kept confidential. Thank you for accepting to take part in this study.

#### SECTION A: General Information

Tick appropriately or fill in the blanks with the most appropriate response.

1. Location of your school (Sub-county) .....

2. Gender: Male ( ), Female ( )

3. School type.

Boarding boys school [ ] Boarding girls school [ ] Mixed Day and Boarding school [ ]

Boarding mixed school [ ] Day mixed school [ ] Others [ ] (specify).....

4. School category

Sub-County School [ ] County School [ ] Extra County School [ ] National school [ ]

Others [ ] (specify).....

5. Your age in years.

21-25	26-30	31-35	36-40	41-45	46-50	51-55	56 Or older

6. Current responsibility at the school.

Subject teacher ( ); Class teacher ( ); Head of department ( ) Patron of a club ( )

others. ( ) specify.....

7. Length of service as a temporary agriculture teacher in the current station

3-6 months ( ); 7-12 months ( ); Over 12 months ( )

8. Your academic level

Certificate ( ), Diploma ( ), Bachelor's Degree ( ), PGDE ( ), Masters ( )

**SECTION B: Level of Job Satisfaction of Temporary Agriculture Teacher.**

Tick appropriately or fill in the blanks with the most appropriate response.

1. How satisfied are you in your job?.

Completely Satisfied (6)	Very Satisfied (5)	Fairly Satisfied (4)	Fairly Dissatisfied (3)	Very Dissatisfied (2)	Completely Dissatisfied (1)

2. Please consider each of the following statements and rate the responses to reflect your opinion concerning the level of agreement or disagreement with the statement. Use the key provided.

Key:

Strongly Disagree (SD) =4, Disagree (D) =3, Agree (A) =2, Strongly Agree (SA)=1

Attitude statement	SD	D	A	SA
	4	3	2	1
I do apply for other non-teaching jobs because I am dissatisfied with my job as a teacher				
I do not take up other duties in school because I am dissatisfied with my job				
I usually volunteer for extra-curriculum activities because I am dissatisfied with my job				
I do not promote my school because I am dissatisfied with my job				
I am dissatisfied with my job so I do not prepare professional documents for teaching				
I do come late to school because I am dissatisfied with my job				
Sometimes I do absent myself from school because I am dissatisfied with my job				

### SECTION C: Motivators

On the following five-point scale, indicate the degree to which each of the following items serve as motivating or demotivating for you as a temporary agriculture teacher.

**Key:** Highly motivating (HM)=5, Motivating (M)=4, Not Sure (NS)=3, Demotivating (DM)=2, Highly Demotivating (HD)=1

	Statements	HD(1)	DM(2)	NS(3)	M(4)	HM(5)
Incentives	Cash rewards					
	School trips					
	Award of plaques by students					
Recognition	Praise from administrators, parents and students					
	Certificates on achievement					
	Gifts					
Promotion	Possibility of assuming different positions					
	Challenging task					
	Authority on current responsibility					
Feedback	Students' Evaluation result					
	Teacher evaluation results					
	Thank you from superior on work well done					
Consultation	Sharing of ideas					
	Involvement in decision making					
	Attendance of staff meetings					

**SECTION D: Dissatisfiers**

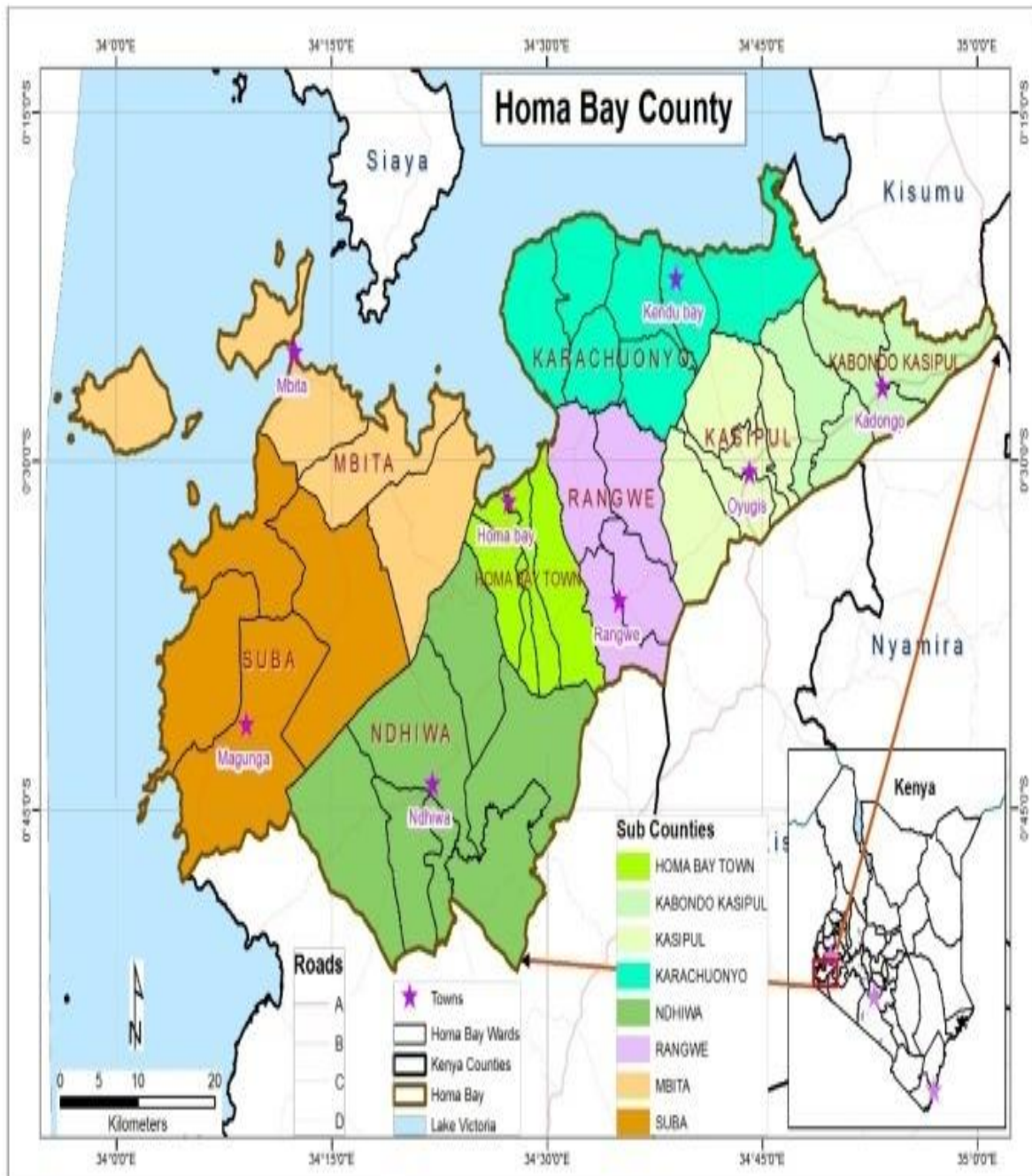
On the following 5-point scale, indicate the degree to which each of the following items serve as a dissatisfying factor for you as a temporary agriculture teacher.

**Key:** Very Satisfying (VS) =5, Satisfying (S) =4, Not Sure (NS) =3, Dissatisfying (D) =2, Very Dissatisfying (VD) =1

Dissatisfiers		VD	D	NS	S	VS
		1	2	3	4	5
Work condition	School farm					
	Life lab					
	Presence of agriculture technician for practical					
Interpersonal relations	Interaction with colleague teachers					
	Interaction with students					
	Interaction with administration					
Appraisal	Appraisal of classroom instruction by evaluator					
	Sharing the results of appraisal by the appraiser					
	Possibility of improving in areas of weakness					
Supervision	Competent superiors					
	Being held responsible for students learning					
	Guidance from supervisor					
Induction	Orientation at work					
	Workshop and seminars					
	Staff Meetings and briefs					

**Thank you**

## Appendix B: Homa-Bay County Map



Source: Google.com

## Appendix C: Letter of Introduction to NACOSTI

**EGERTON**

Tel. Pilot: 254-51-2217620  
254-51-2217877  
254-51-2217631  
Dir. line/Fax: 254-51-2217847  
Cell Phone



**UNIVERSITY**

P.O. Box 536 - 20115  
Egerton, Njoro, Kenya  
Email: [bps@egerton.ac.ke](mailto:bps@egerton.ac.ke)  
[www.egerton.ac.ke](http://www.egerton.ac.ke)

(15)

### OFFICE OF THE DIRECTOR GRADUATE SCHOOL

ESM11/14120/15

4<sup>th</sup> September, 2019

Ref:.....

Date:.....

The Director General  
National Commission for Science Technology and Innovation,  
P. O. Box 30623-00100  
**NAIROBI**

Dear Sir,

**RE: REQUEST FOR RESEARCH PERMIT- MR. MAKOLA WILLIS OTIENO  
REG. NO. ESM11/14120/15**

This is to introduce and confirm to you that the above named student is in the Department of Agricultural Education & Extension, Faculty of Education and Community Studies, Egerton University.

He is a bona-fide registered M.Sc student in this University. His research topic is "Influence of Dissatisfiers and Motivators on Level of Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County, Kenya".

He is at the stage of collecting field data. Please issue him with a research permit to enable him undertake the studies.

Your kind assistance to him will be highly appreciated.

Yours faithfully,

Dr. S. P. Nyalala

**DEPUTY DIRECTOR, BOARD OF POSTGRADUATE STUDIES**




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## Appendix D: Research Permit

991498


  
REPUBLIC OF KENYA

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Ref No: 991498

**RESEARCH LICENSE**

Date of Issue: 19/September/2019




**This is to Certify that Mr. Willis Makola of Egerton University, has been licensed to conduct research in Homabay on the topic: Influence of Dissatisfiers and Motivators on Level of Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County, Kenya, for the period ending : 19/September/2020.**

License No: NACOSTI/P/19/1470


991498

Applicant Identification Number



Director General  
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

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**Appendix E: Table for Determining Sample Size**

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	290	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	246
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	384

Note: N = population size, S = sample size. Source: (Krejcie & Morgan, 1970)

## Appendix F: Summary of Reliability Output

### Case Processing Summary

		N	%
Cases	Valid	29	100.0
	Excluded <sup>a</sup>	0	.0
	Total	29	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.827	.812	38

## Appendix G: Key Data Analysis Output

### ANOVA Result

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	16.957	5	3.391	1.525	.185 <sup>b</sup>
	Residual	333.479	150	2.223		
	Total	350.436	155			

Multiple R ( $r_p$ ) = .220a

R. Square ( $r^2$ ) = .048

Adjusted R<sup>2</sup> = .017

Standard Error of Estimates = 1.491

### Coefficients for Dissatisfiers

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
(Constant)	5.003	1.152		4.341	.000
Work condition	.398	.134	.263	2.973	.003
Interpersonal relations	-.048	.252	-.018	-.191	.849
Appraisal	-.419	.223	-.158	-1.881	.062
Supervision	.036	.141	.021	.254	.800
Induction	.150	.177	.089	.844	.400

### Coefficients for Motivators

Model	Unstandardized Coefficients		Standardized Coefficients	t-value	p-value
	B	Std. Error	Beta		
(Constant)	5.844	1.554		3.761	.000
Incentives	-.045	.168	-.022	-.269	.788
Recognition	.385	.189	.162	2.038	.043
Promotion	-.017	.152	-.009	-.110	.913
Feedback provision	-.058	.247	-.019	-.235	.815
Consultation	.381	.218	.150	1.750	.082

## Appendix H: Abstract of The Journal Article

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# Level of Job Satisfaction of Temporary Agriculture Teachers in Public Secondary Schools in Homa-Bay County, Kenya

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**Abstract:** A satisfied employee is more motivated and shows commitment to duty. In Kenya, labour turnover in public secondary schools among agriculture teachers has been common. This situation could be related to lack of job satisfaction among these teachers. Teacher shortage in Homa-Bay County had precipitated hiring of Temporary Agriculture Teachers to alleviate the shortage however, there was little that was known about their levels of job satisfaction. This study therefore sought to analyse the job satisfaction levels of temporary agriculture teachers in public secondary schools in Homa-Bay County, Kenya. The study employed a descriptive survey design. The target population was 316 agriculture teachers employed by the Board of Management (BOM) who were in service during the study period. Proportionate stratified random sampling was used to select 176 teachers. A validated questionnaire with closed ended items was used to collect data. Data collection was preceded by a pilot test with 29 temporary agriculture teachers from Migori County, whose analysis resulted in a reliability coefficient of 0.83. Data was analyzed using descriptive and inferential statistics on SPSS version 22. The study found that 84.6 percent of Temporary Agriculture Teachers in Homa-Bay County were satisfied with their jobs.

**Keywords:** Board of Management, Dissatisfiers, Homa-Bay County, Job Satisfaction, Motivators, Public Secondary School, Temporary Agriculture Teacher.

### 1. INTRODUCTION

Studies on job satisfaction from various occupations continue to emerge. When employees are satisfied, generally they care more about their work, are more committed, have higher retention rates, and are more productive [4]. Studies have examined the levels, determinants and factors associated with levels of job satisfaction from every vocation ranging from nursing to sales, but more commonly in careers where high rates of attrition are common. These studies have all attempted to identify the factors associated with job satisfaction [6]. Employees who are satisfied tend to care more about their work, are more committed to the organization, have higher retention rates, and tend to be more committed to the organization [4]. [1] further argues that job satisfaction is a complex phenomenon attributed to every vocation on earth.

Within the field of agricultural education, demands both in and out of the classroom have led many to question the level of job satisfaction among agricultural education teachers as a way to address issues facing the profession [5]. This seems to be in concurrence with the view of [27] that the main importance of job satisfaction includes the human values that are important in orienting the organization by respecting and treating their staff, the behaviour of employees as it impacts on the organization and assessment of employees and identification of the areas in need of improvement.

Job satisfaction is considered a key factor in improving shortage of teachers, according to education policy makers in North Carolina in the United States of America [6]. In Ghana, primary school teachers' motivation has declined as reported by [2]. This situation is similar to that of Nigeria as reported by [24] when he pointed out that teachers in Nigeria feel that they are cheated, underpaid and made to work in an insecure environment where the government pays less attention to their dignity and self-esteem. Job satisfaction is therefore a universal phenomenon. Most of the expectations of workers, somewhat

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