AFRICA INTERNATIONAL UNIVERSITY

PERCEPTIONS OF SECONDARY SCHOOL TEACHERS ON THE BASIC EDUCATION ACT NO. 14 OF 2013 OF KENYA AND RELATIONSHIP TO THEIR JOB SATISFACTION: THE CASE OF SECONDARY SCHOOL TEACHERS IN KAREN

BY
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A Thesis submitted to the University in partial fulfilment of the requirements for the degree of Masters of Education (Leadership and Administration)

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STUDENT`S DECLARATION

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JOB SATISFACTION: THE CASE OF SECONDARY
SCHOOL TEACHERS IN KAREN

I declare that this is my original work and has not been submitted to any other College
or University for academic credit.

The views presented herein are not necessarily those of the Africa International
University or the Examiners.

Signed:_____
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July, 2017

ABSTRACT

The thrust of this study was to examine how secondary school teachers in Karen perceive the Basic Education No. 14 of 2013 of Kenya and its relationship to their job satisfaction.

A descriptive survey research design was adopted. The target population was the 205 secondary school teachers in the 15 secondary schools in Karen. A random sampling was used to select a sample of 105 subjects. The research instrument used were closed-ended questionnaires.

Data was processed and analyzed using the descriptive and inferential statistics with the aid of the Statistical Package for Social Sciences (SPSS). The findings of the study were that most of secondary school teachers in Karen were not involved in the education policymaking process in Kenya and this affected their perceptions about the policy as more teachers rated the policy as irrelevant. There was also significant relationship found between teachers' perceptions of the policy and their job satisfaction.

It was recommended that in order to increase the relevance and effectiveness of the current education policy, the Ministry of Education should make some immediate adjustments to the policy. In addition, the policy planners should work closely with teachers in further policy development processes.

DEDICATION

To

My Parents-Mr. and Mrs. David Koga Lan

And

The Iseman`s Family-Fredrick, Eugenie, and Henry

And

All the young people of Liberia. If I can complete a master`s degree given my background and age at this point in time, so they too.

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CHAPTER ONE

INTRODUCTION

Introduction

Education is considered as the backbone for human and economic development of a country. An education system is therefore influenced by the government by which it exists. According to (Saint, Lao and Materu 2009, 11), most countries in Africa remain underdeveloped because of poor education systems. This revealed the centrality of education to a country development. Since education is central to a country's human resources and economic development, governments of every country should put in place measures to continuously improve her education system. This study aimed to determine the perceptions of secondary school teachers in Karen about the Basic Education Act No. 14 of 2013 of Kenya and how it is affecting their job satisfaction. This chapter, therefore, introduces the topic, gives the background, descriptions, and scope of the study.

Description of Study Area

Kenya gained her independence from Britain on December 12, 1963, with Jomo Kenyatta as the first Prime Minister (Raju 1973, 4). Before independence, the British colony introduced three forms and levels of education based on race: Europeans, Asians, and Africans.

Africans were given lower education so that they work for the Europeans and Asians. The Asians were considered second class and given middle level education such as artisans, traders and vocation classes; and the Europeans were given

specialized education system for leadership (Shehield 2005, 15). The education system in Kenya under British rule was characterized by segregation and differentiation that reinforced racial and ethnic prejudices.

After independence, the Government of Kenya introduced reforms in the education system for rapid development, and the promotion of nationhood. A research done by Muricho and Chang'ach (2013) into the education system of Kenya summarized the major education reforms in the Kenyan education system since independence as the following:

i. Africanisation and National Goals of Education in 1964

ii. The Establishment of Second University in 1981

iii. Working Party on Education and Training for the Next Decade and Beyond in 1988

iv. The Koech Report and the Total Integrated Quality Education and Training in 1999.

These reforms have not satisfactorily improved the education system to meet the needs of the Kenyan citizens. The people of Kenya continue to advocate for change in the education system to serve them in the competitive 21st century. The previous education reforms have failed to satisfactorily meet the educational needs of the Kenyan citizens because of the following reasons reported by (Muricho and chang`ach 2013):

i. The Government mostly uses coercive method to reform education and force administrators and staff to implement the reforms without questions.

ii. The Government does focus education reform solely on problem solving which is wrong and yields no long-term positive result.

iii.   The elite politicians interfere with education planning and reforms by focusing education reform to meet their political objectives.

iv.   The Government fail to plan for change by not involving key stakeholders such as education administrators, teaching staff, parents, and students.

The government monopoly to change the education system for political expedience has led to continuous resistance in the education reforms processes. In 2012, the government proposal to change the current education system from 8.4.4 to 2.6.6.3 was rejected by teachers and parents because they considered the proposal as impulsive (Daily Nation 2012).

According to Muricho and chang`ach 2013, majority of the education actors are still longing for relevant education policy that will meet the needs of Kenyans in this competitive 21st century. Most teachers, parents, and students considered the current 8-4-4 education system as irrelevant and more academic thus preparing students for only white collar jobs. This calls for more research into the issues associated with the education policy planning, implementation and its impact on the major stakeholders and the public.

A research conducted by Amutabi (2003) into reasons why there is high social demand for education and the necessary reforms to meet those demands reported three main reasons. First, in regards to economic conditions, there is direct relationship between acquisition of education and gaining better jobs for the betterment of economic situations. The more one is educated, the more job opportunities one gets. Second, for peristaltic reasons, parents want their children to get higher education than they had. Lastly, for social prestige: people want to be educated so that they gain honor and respect in society.

All of these concepts are incorporated within the Vision 2030 of Kenya. Vision 2030 of Kenya is the country long-range development plan which covers the period 2008-2030. It aims to "build a just and cohesive society with social equity in a clean and secure environment" (GOK 2007, 11). The vision for education sector in the Kenya Vision 2030 is "to have globally competitive quality education, training and research for sustainable development" (GOK 2007, 12).

The mission is to: "provide, promote, and coordinate the provision of quality education, training and research for empowerment of individuals to become responsible and competent citizens who value education as a lifelong process" (GOK 2007, 11). It is under this umbrella that the Basic Education Acts No. 14 of 2013 was developed.

The goals of the Basic Education Act No. 14 of 2014 as summarized above are achievable and realistic. It is in line with the Millennium Development Goals adopted by the United Nations and when achieved, Kenya will be on track in achieving the Millennium Development Goals. However, teachers are strategic in the policy implementation process as evidenced in the previous reforms, as teachers` resistance was one of the main reasons for the their failures (Muricho and Chang`ach 2013).

For the current education policy to meet its intended goals, it is important that teachers and school administrators be able to perceive it as relevant; otherwise, like the previous ones, the current policy will be on a path of adding on to the failure`s, statistics. This is because the policy makers only design the policy and the teachers are the ones responsible for the educational results. As such, if the teachers do not consider the education policy as relevant, the policy might not meet its objectives. It

was therefore important to investigate how teachers perceive the current Education

Act of Kenya and its relationship to their job satisfaction.

Problem Statement

Overtime, there have been problems associated with education reform process

in Kenya between teachers, parents and the policy makers. The constant struggles

between teachers, students, and policy makers had resulted in wastage in the Kenyan

Education System as the government continues to put in more resources in the

educational reform processes without attaining the desired outcomes.

Giving the current disquiet between teachers, parents, and policymakers which

had previously prevented the education policies from meeting its goals and objectives,

it is of interest to find out how teachers perceive the current Education Act. This

research thus seeks to examine the perceptions of secondary schools teachers in Karen

about the current education policy of Kenya, and its relationship to teachers` job

satisfaction. The researcher used the quantitative method to gather teachers`

perceptions about the current education policy.

Purpose Statement

The purpose of this study was to determine the perceptions of secondary

school teachers about the current education policy of Kenya and its relationship to

their job satisfaction. It is hoped that once the relevance of the policy has been

identified, the findings may provide some guidelines to policymakers and other

education actors in Kenya on how to enhance the relevance and effectiveness of the

Basic Education Act 14 of 2013 of Kenya.

Research Questions

The following questions were asked to achieve the goal of the research:

1. How do secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya?
2. What factors may relate to how secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya?
   According to the literature, the factors that influence perception of teachers

   about their profession are the levels at which they participate in the

   educational policymaking, and their job of satisfaction levels. To this effect,

   two hypotheses were generated in view of research question 2 as follows:

   a. $H_0 1$: There is no relationship between teachers' participation in

      education policymaking process and how they perceived the Basic

      Education Act No. 14 of 2013 of Kenya.

   b. $H_0 1$: There is no significant relationship between teachers` perceptions

      about the Basic Education Act No. 14 of 2013 of Kenya and their job

      satisfaction.

3. How do secondary school teachers in Karen rate the relevance of the Basic Education Act No. 14 of 2013 of Kenya in light of the following job attributes: job security, salary, work conditions, and status/position?

Significance of the Study

This research constitutes an important tool for educational planners within

Kenya, as it provided information on how secondary school teachers in Karen

perceive the current Basic Education Act No. 14 of 2013 of Kenya.

This information plus the recommendations provided may be used by the education planners to make adjustments where possible to the current education act to enhance its relevance and effectiveness. This will help to improve the quality of the Kenyan education system. The study will also serve as a basis for future research in the field of education policy in Kenya and other countries in Africa.

Limitations

According to Hoy (2010, 144), limitations are potential weaknesses of study. They are characteristics of a research design that impact the interpretation of the findings from the research. The research findings would not be generalized to all teachers within Kenya because the research focused only on secondary school teachers within Karen. Findings and recommendations would only be applicable to the population under study and with regard to the Basic Education Act No. 14 of 2013 of Kenya.

Delimitations

Delimitations are conditions which narrow the scope and set boundaries for a research (Creswell 2010, 149). Given the time and resources available, it is not possible for this research to cover all the secondary school teachers within Kenya, therefore, the findings cannot be generalized to include other secondary school teachers in Kenya.

Working Definitions of Key Terms

Basic Education Act No. 14 of 2013 - refers to the act which was enacted by the Parliament of Kenya on 14th January 2013 and commenced on the 25th of January, 2013 to promote and regulate free and compulsory basic education; to provide for accreditation, registration, governance and management of institutions of basic education; to provide for the establishment of the National Board, the Education Standards and Quality Assurance Commission, and the County Education Board and for connected purposes within Kenya (GOK 2007).

Secondary School- a school above elementary school level and below college level; between 9-12 grades. Secondary school in this study refers to both government funded, harambee and private schools. Students attend secondary school for four years before sitting for school leaving examation at the end of the fourth year. The first class or year is known as form 1 and the final year is form 4. Secondary school is important because it prepares students for university, middle level trades, professions, vocational and technical training ("Education in Kenya" 2016, para. 6).

Teachers` job satisfaction- refers to good feelings that boost the morale of teachers and maintain their needs to stay in the profession; their commitment to job and their pride of being teachers (Ogochi 2014)

CHAPTER TWO

LITERATURE REVIEW

Introduction

This section reviewed relevant literature on the topic: Perceptions of Secondary School Teachers in Karen about Basic Education Act No. 14 of 2013 of Kenya and its relationship to their job satisfaction. It consists of seven main sections: historical background, perspectives, objectives, and process of education policymaking, procedures for education policymaking in Kenya, job satisfaction theories, and finally, biblical integration with reviewed literature.

Historical Background of Education Policy

The history of education policy can be traced to the nineteenth century when nations of Western Europe introduced mass schooling. Mass education brought about state authorization, sponsorship, and funding of education system as opposed to the previous privatization of schools. The motivation for the development of national education system was to ensure that education occurs in public interest (Taylor 1997, 3). This became the central feature of highly institutionalized model of national development throughout the world (Ramirez and Boli 1987, 2). Mass education brought complexity and decentralization into the education system, thus requiring the formation of laws to govern national education ministries and bureaus for efficiency and effectiveness. The education policies at the previously stage were mechanism of accountability for measuring students and teachers` performances (Caldwell 1980, 32).

Perspectives of Education Policy

A policy is a product of a dynamic and interactive process. It is a goal-oriented document with all words carefully selected and reviewed in light of the objections of interest groups. As a popular concept, a policy is a program of actions or set of guidelines which determines how one should proceed given a particular set of circumstances (Stevenson and Les 2006, 14).

Giving this, every policy maker should consider two set of questions: what is the purpose of policy? And what is it trying to achieve? From this backdrop, Harman and Hough (1984, 13) defined policies as:

> The implicit or explicit specification of courses of purposive action being followed, or to be followed in dealing with a recognized problem or matter of concern, and directed towards the accomplishment of some intended or desired sets of goals, a position or stance development in response to a problem or issue of conflict and directed towards a particular objective.

Policy in this sense is intentional, focused and directional. It is an operational statement of values or authoritative allocation of values. In so doing, it is important to consider the following context questions suggested by Kogan (1975, 55) when drafting an education policy.

These context questions are:

   i.   What is education for?

  ii.   Who is education for?

 iii.   And who decides and how?

These questions by themselves do not make an effective education policy. But a thorough understanding and application during the policy development can serve as stepping stones for effective education policymaking.

An effective education policy according to Harman and Hough (1984) has three characteristics: desirability, affordability, and feasibility. An education policy is desirable when its impacts and benefits are measurable in line with the options of the policy development and stability. Further, affordability in education policymaking involves understanding economic, social and political costs of a policy. Finally, feasibility in policymaking is concerns with evaluating how the policy can be undertaken in a sustainable and convenient manner. An effective education policy should thus possess these characteristics.

Objectives of Education Policy

The objectives of an education policy should not be different from that of education itself. It should be developed from within the general objectives of education which is students` learning and its achievement measure by students` performances in society after going through an education system.

There are no standard education policy objectives because situations` facing education systems are different and requires different actions. But regardless of the situation, every education policy objectives should derive from research into the education system and aim at resolving discovered problems. As improving students` learning been the ultimate goal of every education policy, the policy objectives should focused on areas such as curriculum, teacher or professional development, learning materials, management and educational assessment (UNESCO 2013, 11).

Education Policymaking Modes

Policymaking in education is a demanding process, often characterized by conflicts and complex dynamics which demand consultations, compromises, and collaboration in the policy development process. Rosekrans (2006) comments that:

> Education systems slowly require a complex process of planning and implementation. The challenges facing education systems currently require new knowledge about policy priorities and effective interventions for making the desired changes. The degree to which this knowledge can be created and shared collectively may make the difference in how this knowledge translates into new educational practices.

As Rosekrans asserted, collaboration is key to successful policymaking and implementation, whether at local, national, or international levels. This implies that education policymaking process should be inclusive. It should involve different people and organization from different background who are involved directly and indirectly in the operation of the education system. Yet, not everyone is convinced that collaborative policymaking in education is carried out in fruitful ways. Levin (1998) claims that:

> What is happening in education intentionally is not best described as a process of mutual learning. Countries seem to be doing similar things, but on closer examination, they are not as similar as it first appeared. Particular bits are taken out of a country`s approach and adopted elsewhere as if context did not matter.

With the issue of 'context', Levin suggests the term 'policy epidemic' as appropriate for present-day changes in policies of education. According to him, applying such epidemiological ideas to education policy changes can yield some important insights. Epidemiologically, both the environment and the nature of individuals are critical determinants in the occurrence of disease.

Similarly, the take-up of any education policy idea depends greatly not only on the political and social environment at the given moment but also "individuals-such as ministers, key officials or other influential…[who] may play an important role in a particular setting" (Levin 1998, 139).

Ben-Perez (2009, 114), on the other end, proposed a balance mode for policymaking which integrates the two concepts of proposed by Rosekrans and Lewin and views the 'context' for policymaking, which must be taken into account by all parties in the process, as conceived systemically. Such conception includes both environmental characteristics like the sociocultural, political, and economic features, and also the personal characteristics of the relevant agents and stakeholders involved in the education issues on hand. Such considerations would be found interesting and valuable in the education policymaking process.

Factors and Stakeholders That Influence Education Policy

In order to develop an effective policy model for an education system, the parties and the factors that influence education policy must be clarified. Swanson and Barlage (2006) asked leading education policy experts to identify and rate highly influential agents in four categories: studies, organizations, people, and information sources.

Studies, such as research documents, or surveys conducted by government agencies render an influences on education policy that comprises an interesting category because studies attempt the oft-noted gap between research and policymaking. Swanson and Barlage (2006) identified influential studies as broad bodies of collections of work and not individual reports and publications.

This is not surprising because policymaking requires sound evidence for making decisions, and large-scale studies that rely on several sources seem to provide such an evidential basis for policies. Most influential studies, as rated by Swanson and Barlage`s leading education policy experts were evaluation studies. The main reason for experts` reliance on evaluation studies may be the need to create a balance in the education system (Swanson and Barlage 2006).

The primary influential organizations according Swanson and Barlage (2006) are government entities that are responsible for policymaking in education. Second, are the philanthropic organizations that are perceived as playing an important role in shaping the education policies. Those are organizations which spend large amounts of money on schooling and influence education policies, especially at local levels by introducing their own curricula into schools, including assessment practices. Third, in many countries are the teachers` unions that render a crucial influence on the processes of making and implementing policies in education.

As distinct from studies and organizations, influential people comprise a category that demands special attention. People conduct studies, and people run organizations. These individuals are decisive in shaping studies and policies of organizations. When people in positions of power or influences switch jobs, as when a newly elected political leader appoints a new Minister of Education, the outgoing Minister`s policies of education may undergo significant transformations. Therefore, high on Swanson and Barlage`s (2006) list of people who are capable of shaping education policies are the President, Parliamentarians, Education Minister, and Permanents Institution heads including Presidents of colleges and Universities, High Principals etc.

In such a globalized and informed society, influential information sources should be regarded with particular care. Such sources may include traditional print publications as well as news media outlets. The media may take or break any attempt changing policies in education. Case in point highlighted by Ben-Perez (2009, 129) would be how a detailed newspaper reports on the low achievements of students in international evaluation examations may stimulate large-scale efforts by the Ministry of Education to introduce new policies aiming at improving grades and at raising standards.

The policymaking initiative usually originates from or is at least highly supported by the Ministry of Education or other high-level political figures. The power of political factors

in the process is also notable at end of the process; it is the Ministry that ultimately decides whether and how to implement the policy. Moreover, local governmental organization municipalities may be the ones responsible for implementing a policy in the local contexts, and therefore they, too have great power in the policymaking process. Teachers` organizations are powerful but most neglected force in the policymaking process. They do not usually have the power to initiate a reform, yet they can and often do block it by resisting change (Swanson and Barlage 2006).

Finally, the financial matters are also crucial for the implementation of policy recommendations. They are important for framing the policymaking process and for forming and implementing recommendations. The decisions about financial allocations according to Ben-Perez (2009, 131) are in the hands of the presidents or Ministers of Education but may depend as well on Ministers of Finance, the government, or parliament.

Overview of Educational Policy Making Process in Kenya

In Kenya, there is split tendency between education policymaking and implementation. This is a major flaw in the Kenyan Education System because policies often change as they move through bureaucracies to the local level where they are implemented (Atieno 2009). Policy implementers as Atieno (2009) asserted must interact with policymakers by adapting new policies, co-opting the embodied project designs or simply ignoring new polices. This divorce between policymaking and implementation is the cause of reforms failure within the education system in Kenya.

The Ministry of Education designs the education policymaking process and guides its implementation in Kenya (Garcia 2014). Implementations of policy change are under the control of Director and Senior of Education from within the Education Ministry. Once the needs for change are identified and brought to attention of the Education Ministry, the Director of Education then heads the process. He is responsible for formulating the policy

change through consultation with relevant parties mostly internals. Afterward, the policy

change is brought to the attention of the Minister and his constituents by means of gatherings

and requested meetings. What is clear here is that the policy reforms are developed from

within and with little or no import from the externals, who are generally the implementers.

The probable reasons as Atkinson and Coleman (1992) suggested are that the policy makers

sense the politics surrounding the decision-making try to avoid complication and thus

considering the implementation in administrative activity.

Job Satisfaction

Job satisfaction according to Locke (1976), "a pleasurable or positive

emotional state resulting from the appraisal of one`s job or job experience". Okumbe

(1999, 41) refers to it is a set of favorable feelings employees view their work with. It

is a feeling of fulfillment or enjoyment that a person derives from his/ her job. Job

satisfaction results from employees` perceptions of how well the jobs they perform

give them things they view as important to both themselves and the organizations

(Okumbe 1999, 41).

There are three dimensions to job satisfaction according to Okumbe (1999, 41-

42). This first dimension to job satisfaction is emotional response. This refers to job

satisfaction that can be inferred and not seen. The second dimension to job

satisfaction is determined by how well outcomes meet or exceed expectations. For

example, teachers who feel that they are working hard as compare to other with

similar qualifications in other sectors, but receiving lower rewards are likely to be

dissatisfied with their job. Likewise, if they perceive their reward equitable to others

with the same qualifications, they will feel satisfied with their teaching job. The third

dimension relates to job satisfaction attributes which include salary, work education, job security and position/status.

Job Satisfactions Theories

There are various theories which attempt to explain job satisfaction. These theories can generally be grouped into two: the content theories and the process theories. The content theories are concerned with what motivates people at work and the process theories refer to as cognitive theories are concerned with the proceeding cognitive factors which go into motivation or effort.

Content Theories

The content theories are primarily concerned with the things that motivate people at work. As Okumbe (1999, 43) added, the content theories are concerned with identifying the needs and drives that people have and how these needs and drives are prioritized. These theories deal with the kinds of incentives and goals which people aim at attainting in order to be satisfied so their performance can be improved at work. The theories are based on the ideas of the scientific management and human relations. Scientific management held the belief that "money was the only incentive and, therefore, the worker was looked at as rational, economic man". Human relations school thought that "incentives should include better working conditions which take into account overall individual needs" (Okumbe 1999, 44). Five main theories under the content theories are needs-hierarchy, the two-factor, ERG, McGregor`s and McClelland`s theories.

Maslow`s Motivation Theory

The need theory is associated Maslow`s work. He suggested that within every human being, there exists hierarchy of five needs. The more one need is satisfied, the next need appears in its place. These needs are arranged in hierarchy from most basic to the next ones until the total satisfaction acquires by individual is reached. The hierarchy ranges through from lowest level of physiological needs, through safety needs, love needs, esteems and self-actuation needs which is the highest level (Maslow 1970, 39-41).

In the education policy setting, Maslow`s needs hierarchy implies that the policy makers has the responsibility to create a climate in which teachers and other educationists can satisfy their needs. VSO Ethiopia (2010) research on teachers motivation and morale in Ethiopia found that if an enabling environment is not provided for teachers, they will have increased frustration, lower performance and job satisfaction, increased work condition, tardiness and high turnover. Therefore, as reported by Okumbe (1999, 49), the education policy should be developed to provide opportunities for greater variety in teaching methodologies, autonomy in work schedules and increase responsibility so that the maximum potentials of the teachers can be realized.

Two-factor Theory

Fredrick Herzberg, as an extension of the work of Maslow, developed motivation-hygiene or two-factor theory. The two factors theory seeks to determine factors that motivated people to work. Instead of looking for factors that energized the

individual from within, Herzberg focused on the work environment to identify factors that arouse in people either positive or negative attitudes toward their work (Lunenburg and Ornstein 2012, 84).

Herzberg conducted a motivation study with 203 accountants and engineers in nine manufacturing firms in Pittsburgh, Pennsylvania. He used the critical incident technique to obtain data. The employees were asked to recall a time when they feel good about their job and then describe each the conditions that led to those feelings. Herzberg obtained a fairly consistent report across the various subjects. Good feelings from the research findings were associated with the job itself-content, intrinsic, or psychological factors such as achievement, recognition, responsibility, advancement, and growth. Herzberg named those factors as "job satisfiers" or "motivators". On the hand, bad feelings were associated with the job surrounding- context, extrinsic, or physical factors which included the company policies, supervision, interpersonal relation, working conditions, and salary. These factors were considers by Herzberg as "job dissatisfiers" or "hygiene factors".

Two-factor theory is related to Maslow`s need theory. The Hygiene factors or the dissatisfiers are the rough equivalent of Maslow`s lower-level needs because they serve to reduce dissatisfaction but do not lead to satisfaction whereas the motivators are the equivalent of Maslow`s higher-level needs (Lunenburg and Ornstein 2012, 84). The study implies that dissafisfiers will ensure employees perform at minimum level, but motivation, which contributes to superior performance, is possible only through satisfiers. As Lunenburg and Ornstein (2004, 85) place it, "only the work itself and recognition, advancement, personal growth, and development stemming from this work will produce a situation for motivated behavior in the workplace".

Herzberg`s research findings have implications for educational management. It helps to create a balance in motivating teachers both intrinsically and extrinsically. In many developing countries, when the education system is faced with morale problem, the typical solutions is higher pay, more fringe benefits, and better working conditions which only cannot motivate teachers (Okumbe 1999, 52).

Evidently, Gatheru, reported by Ogochi (2014) suggested that job satisfaction results from the way workers perceive their jobs. Additionally, according to Orina (2006), a group with a permissive leader who allowed them to participate in decision-making had more favorable attitudes toward their jobs. These employees have higher productivity and higher morale than employees with restrictive leader who made all decisions.

 He further suggested that higher job attitudes were related to work itself and low job attitudes were related to conditions of work. Therefore, teacher quality is inseparably intertwined with teachers` perceptions on their work life (Orina 2006, 14).

Shymala (1990) found out that recognition in the teaching profession appears as a source of dissatisfaction among Kenyan teachers (Shymala 1990). This neglect of teachers` motivators in Kenya may contribute to policy failure as dissatisfied teachers may weaken an educational system.

 ERG Theory

Glayton P. Alderfer modified Maslow`s original theory because of its failure to hold up to empirical validation. He formulated Maslow`s five needs-hierarchy into three more general need levels and identified three groups of core needs: existence needs, relatedness needs, and growth needs. The existence needs are concerned with

sustaining human existence, including physiological and safety needs. The relatedness needs are concerned with how people relate to their surrounding social environment. This includes the needs for social and interpersonal relationship. The growth needs is related to the development of human potential which includes self-esteem and self-actualization (Okumbe 1999, 52-53).

Unlike Maslow`s theory, the ERG theory, on the other hand, suggests that there is frustration-regression process in addition to satisfaction-progression process. That is, if a teacher is continually frustrated in his or her attempts to satisfy growth needs, the relatedness needs will re-emerge as a strong motivating forces thus the efforts are re-directed towards a lower-order needs (Lunenburg and Ornstein 2012, 87).

Money being the medium of universal exchange is key in getting human necessities. It is therefore important that policymakers bear this in mind when developing a policy. According to UNESCO (2010) report, salary is an important issue in the teaching profession as discussed in the conference in Paris. A research conduct by Adelabu (2005) found that all respondents agreed that salary issue has been the biggest motivational issue for teachers in Nigeria. Wanju (2011) as reported by Nyange (2013) research on teachers` salary showed that 46.05% and 29.95% of the teachers were dissatisfied and highly dissatisfied with their salaries in Tetu District in Kenya respectively. This might serve as a source of demotivation and ineffectiveness in the education system within Kenya.

McGregor`s Theory X and Theory Y

Douglas McGregor formulated Theory X and Theory Y suggesting two aspects of human behavior at work, or two different views of individuals (employees), one of this is negative, called Theory X and other positive called Theory Y. According to him, the perceptions of managers on the nature of individuals are based on various assumptions.

Theory X refers to a set of assumptions about employees, namely:

- that they are lazy;
- that they dislike work and will avoid it;
- that since they dislike work they must be coerced in order to do it;
- that they will avoid responsibilities and so will seek to be led; and
- that most employees are self-centered in that they place security above all other factors (Okumbe 1999, 54)

This theory presents a pessimistic view of employees` behavior at work and emphasizes strict employees control and the application of extrinsic rewards.

Theory Y presents optimistic view of employees` behavior at work. It assumes that employees:

- are not inherently lazy;
- view exercise direction and self-control if they are committed to the objectives;
- can, on an average learn to accept, even seek responsibility; and
- that the ability to make innovative decisions is widely dispersed throughout the population (Okumbe 1999, 54).

Applying this to the education policymaking process, the policy makers should design a policy that will provide the enabling environment for teachers to release their potentials which they endowed with.

Working conditions is a factor that has a modest effect on job satisfaction (Luthans 1989). VSO Ethiopia (2010) commented on how lack of basic facilities such

as desks, chairs, tables, benches, made the teacher work more difficult: "if there aren`t enough desks and benches, chairs and tables, the teacher is suffering and the teaching process is not good".

Leshao (2008) found out that in Kenya, the Free Primary Education Policy (PPE) was introduced without prior preparation. This led to low motivation among teachers and ineffective implementation of the Free Primary Education Policy.

McClelland's Achievement Motivation

David C. McClelland research on motivation attempts to explain how the needs for achievement, power, and affiliation affect the actions of people from a managerial context. McClelland`s theory is based on the premise that people acquire or learn certain needs from their culture. Among the cultural influences are family, personal and occupational experiences, and the type of organization for which a person works.

McClelland and his research team studied the three basic needs, namely; the need for achievement (n-Ach), need for power (n-Pow) and need for affiliation or belonging (n-Aff) (Lunenburg and Ornstein 2012, 86-87).

According to McClelland, people with strong need for achievement (n-Ach) want to accomplish reasonable challenging and attainable goals through their own effort and they prefer working alone rather than in teams. High n-Ach people also desire specific feedback and recognition for their accomplishments and their accomplishment is seen as important primarily for its own sake, not just for the rewards that accompany it. Thus "money is a weak motivator, except when it provides feedback and recognition" (Lunenburg and Ornstein 2012, 87).

Need for achievement is very important in educational setting and the attainment of quality education requires this drive in order to be successful. This implies that policy makers strive to create policy that will enhance achievement motivation among teachers, students, and other employees to provide quality education. An education policy which sets unreasonably high standards or goals are not motivating high n-Arch members effectively because the high n-Arch person`s satisfaction is strongest when the goal is attainable. Nor do goals that are set too low motivate the high n-Ach member (Lunenburg and Ornstein 2012, 87). This calls for participation of all education actors in the policymaking process in order to create a balance and relevant policy.

According to Taylor (2003, 15-19), when the education policy planning process is participatory involving teachers, there is equality of decision making and the likelihood of domination of the processes and outcomes by a small, unrepresentative group is avoided.

Need for affiliation according to (Okumbe 1999, 57) refers to "an attraction to another person or group so as to feel that one is accepted". People with a high need for affiliation desire for friendly and close interpersonal relationships. They prefer to spend more time in maintaining social relationships, joining groups and wanting to be loved. These people are great contributors to schools and committee through their efforts to promote positive interpersonal relationships. According to Okumbe (1999, 57), employees with high need for affiliation have low absenteeism and perform better when their efforts are appreciated.

Policymakers should, therefore, develop policy that will create a cooperative and supportive work environment where positive feedback is consciously tied to work performance in the education system as further suggested by Okumbe (1999, 57).

People with a high for power (n-Pow) want to influence others, take control, and change people and situations (Lunenburg and Ornstein 2012, 89). These people rely on persuasive communication and make more suggestions in meetings. The need for power takes two form according McClelland: personal power: which refers to domination just for its sake; and institutional power, which is concerned with the attainment of organization`s goals.

If power oriented teachers and school managers are driven by organizational effectiveness, they can help in providing the impetus necessary for the facilitation of goal-oriented behavior among their groups (Okumbe 1999, 58). It is, therefore, important that policymakers incorporate teachers in the policy development process so they will take ownership and use their power to enhance the achievement of the policy goals and objectives.

Process Theories

The process theories are concerned with how motivation takes place in an organization. They explain how motivation occurs and are concerned with the way job satisfaction variables are related to one another. The process theories focus on how workers` needs influence their own behavior. Expectancy theory, equity theory, and goal-setting are three major process theories of motivation.

Expectancy Theory

Tolman and Lewin developed the expectancy theory in 1997 as an extension of the scientific management theory. The expectancy theory holds that a person can be motivated when he/she expects that his or her action will be followed by material outcomes or rewards. The expectancy theory is based on four assumptions. One assumption is people join organizations with expectations about their needs motivations, and past experiences (Okumbe 1999, 58).

The second assumptions is that an individual`s behavior is a result of conscious choice. That is people are free to choose those behaviors suggested by their own expectancy calculations. Third assumption is that people want different things from the organization (e.g., good salary, job security, advancement, and challenge). Fourth assumption is that people will choose among alternative so as to optimize outcomes for them personally. As explained by Vroom, these assumptions three key factors: valance, expectancy, and instrumentality (Lunenburg and Ornstein 2012, 92).

Valence is the strength of an employee`s preference for particular outcome or reward (Lunenburg and Ornstein 2012, 92). If a teacher wants a promotion, the promotion has a high valence for that teacher. According to Okumbe (1999, 59), valence for a reward is unique to each employee, is conditioned by experience, and may vary substantially over a period of time as old needs become satisfied and new ones emerge.

Expectancy is strength of belief that job-related effort will result in a certain performance level. It is probability (ranging from 0 to 1) that a particular action or effort will lead to a particular performance (first-level). As in the words of Okumbe (1999, 60), "the specific outcomes attained by a person are dependent not only on the

choices that the persons makes but also on the events beyond his or her control".
Expectancy is an effort or performance probability.

Instrumentality, on the other hand, is the relationship between performance (first-level outcomes) andreward (second-level outcomes). As Lunenburg and Ornstein (2012, 91-92) explained:

> If an employee sees that a good performance rating will always result in a salary increase, the instrumentality has a value of 1. If there is no perceived relationship between the first-level outcome (good performance rating) and the second-level outcome (salary increase), then the instrumentality is 0.

> This represents the belief by the employee that a reward will be received once the task has been accomplished.

The fundamental to expectancy theory relates to how a person perceives the relationship between effort, performance, and rewards. The expectancy theory provides policymakers with strong conceptual framework for understanding how motivation and performance can be improved. Okumbe (1999, 62) suggested a number of ways to enhance teachers` performance including further training, supervision, guidance, counselling and participation in national policymaking. By enhancing teachers` abilities in the above ways, they will feel that high levels of performance are feasible. They will be encouraged to work hard not only for their personal growth but also for the growth of the successful achievement of the educational policy objectives.

Equity Theory

The equity theory is based on the assumptions "that major input into job performance and satisfaction is the degree of equity or inequality that people perceive in their work situations" (Okumbe 1990, 64). The theory explains that people are satisfied with their work when their inputs or contributions to a job are commensurable to that of their coworkers. Example of inputs are age, sex, education, social status, organizational position, qualifications and the workers` effort or energy expended in the work. Whereas, outcome variables include status, pay, promotion (extrinsic) and interest in the job (intrinsic).

The equity theory supports the human relations theory of management because an individual tends to respond and get satisfaction not because he or she is rewarded with more money, but that individual perceives to have been equitably rewarded in comparison with others of the same level. The equity theory involves feelings and perceptions, and it is always a comparative process (Elinihaki 2013).

In educational setting, policymakers need to always be aware of the social comparison processes among the teachers themselves and also between them and those working outside the teaching profession. According to Okumbe (1999, 66), "if teachers still think that their salaries are inequitable compared to others` with similar qualifications in the public, then there is little reason to expect them to increase in their assignments".

The theory requires educational managers to have a thorough evaluation of the way in which the rewards are distributed among teachers. The way the rewards are

distributed should in no way affect teachers` perceptions of their own state of equity and their willingness to responds and participate.

Goal-Setting Theory

Edwin Locke and Gary P. Latham put forward the goal-setting theory. It is similar to the expectancy theory and rooted in the scientific management theory. Based on the research findings, goal-setting theory states that individuals who are provided with specific, difficult but attainable goals perform better than those given easy, nonspecific, or no goals at all (Latham 2003). According to the theory, there appear to be two cognitive determinants of behavior: values and intentions (goals). A goal as defined by Locke and Latham (1990) is simply what the individual is consciously trying to do. Locke and Latham postulated that the form in which once experience value judgment is emotional. That is, one`s values create a desire to do things consistent with them. Goal also affects behavior (job performance) through other mechanisms and directs attention and action. Furthermore, challenging goals mobilize energy, lead to higher effort, and increase persistent effort. Goals motivate people to develop strategies that will enable them to perform at the required goals levels. Thus, accomplishing the goal can lead to satisfaction and further motivation, or frustration and lower motivation if the goal is not accomplished (Lock and Latham 1990).

Goal-setting performs four functions according to Okumbe (1999, 68). The first function is that it helps an employee to focus his or her attention on a particular task or objective. The second function is that goals regulate or increase employees` efforts. Third is, goals enhance workers` persistence on a task. It constantly reminds workers of where they are moving to and how they are moving. The fourth functions

is that goals enable workers to become more creative in charting out new strategies and action plans for achieving the agreed upon results.

The goal-setting theory is useful in education because education is a highly result-oriented discipline according to Okumbe (1999, 70). Generally, educational managers must set national aims of a country education policy. They should tailor the policy goals of to education country to the needs of the students and teachers. They have to ensure that teachers participate in the national education policymaking process and the national education ministry should provide the necessary support to teachers in achieving their personal and educational goals.

Biblical Integration

The Bible explains that work and the values it instills are critical ingredients in God`s long-range plan of character development for every human being (Sper 2006). Work is not a curse; it was part of God`s blueprint for daily life in the Garden of Eden. "Then the Lord God took the man and put him in the Garden of Eden to tend and keep it" (Genesis 2:15). God gave the first humans, Adam and Eve the opportunity to work so that they maintain the beauty of Eden and to follow the way of living that would guarantee their prosperity and contentment. His desire was that Adam and Eve and their children work to have a rewarding, and fruitful life. Because of Adam and Eve disobedience, rejecting God`s ways and His laws, they brought a curse on the entire humanity (Sper 2006). "Cursed is the ground for your sake; it toils you shall eat of it all the days of your life. Both thorns and thistles it shall bring forth for you, and you should eat the herds of the field. In sweat of your face you shall ear bread till you return to the ground" Gen. 3:3:17-19, NIV). The systems, methods, and

practice of the world today are not of God`s formation or design (Revelation 12:9, NIV).

The devil has cleverly succeeded in deceiving "the whole world" to follow his falsified way and reject God. The purpose of work as designed by God was joy, but because of the fall, it has become a process filled with pain. History shows that most people have struggled in sorrow and distress have often found their work to be fruitless and unsatisfactory (Sper 2006). A poll conducted by Gallup organization found that over half of American workers were dissatisfied with their jobs (Gallup.com 2015)

However, Christians have to realize that work is a consequence of creation, not the fall; the fall only aggravated the problems without destroying its joys (Sper 2006). Therefore, the Christian teacher is actually serving the Lord when they teach. Consequently, they should do their work as "of to the Lord" no matter the situation or consequences. They serve a superior master.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

The purpose of this research was to examine perceptions of secondary school teachers in Karen about the current Basic Education Act No. 14 of Kenya and its relationship to their job satisfaction. This chapter provides detailed information about the methodology that was used to gather data in this study. Particularly, this chapter outlines a description of the research design, entry procedures, population, sample, instrument administration, data collection and analysis procedures.

Research Design

The researcher employed a descriptive (quantitative) survey approach. Survey design is used to describe people`s thoughts, opinions, and feelings through the use of a predetermined set of questions, generally in the form of a questionnaire (Muijs 2011, 8). The descriptive survey frequency approach was used in the study to describe teachers' perceptions and their rating of the education act in light of their job factors, and the descriptive survey, using the Chi-square Test of Independence was used to test the relationships between these variables: teachers` perceptions and participations in policymaking, and teachers` perceptions and job satisfaction.

Since the researcher seeks to examine the perceptions of the secondary school teachers in Karen about the current education policy, the cross-sectional design was adopted in this research. Accordingly to Creswell (2002, 397), the cross-sectional

design is used to collect data to reflect current characteristics of a population at one particular time.

Entry

The researcher got a letter from the Graduate School at Africa International University to carry out the research. The letter allowed the researcher to get the population of the research from participating schools` heads and to further built a mutual relationship with the participants.

Population

Population of a research refers an aggregate or totality of all the objects, subjects or members that conform to a set of specifications to Mertens (2010, 185). There are 15 secondary schools within Karen. The population of the study is the current 205 secondary school teachers within those schools.

Sampling Selection

It is not possible to survey the whole population given the time and resources available in doing this research. The researcher needs to however get an unbiased sample of the population through sampling to be able to generalize the finding to the population under study (Muijs 2011, 33).

Sampling according to Mertens (2010), "is the method used to select a given number of people (or things) from a population". The strategy used for selecting a

sample influences the quality of the data and the inferences driven from it (Mertens 2010, 309).

According to Mugenda and Mugenda (2003, 10), the minimum statistically significant sample is 30% of the total population. Employing the theory means that 30% of 205=61.5 or 62 teachers were to be the minimum participants of the study. However, the researcher increased the sample of the study up to 104 so that the research will have more statistical power. The researcher employed random sampling to get an unbiased sample size of population so that the findings of the study will be applicable to the entire population. The researcher obtained the lists of the secondary school teachers within Karen from each school administrator. The then researcher wrote the names of all the 205 teachers on a piece of paper and randomly picked the first 104 which formed the sample size of the study.

Table 3.1: Sample Frame

Target schools	Number of schools	Number of secondary teachers/ Population size	Sample size
All secondary school teachers in Karen	15	205	104

Research Instrument

A questionnaire was used to gather data for this study. The questions were closed-ended intended to gather factual information. The researcher developed the questions through observations, interactions with other related studies, and through discussions with lecturers and students. The questionnaire used in this study contains eleven items which are divided into four sections. The first part was adapted and modified from Nyamubi (2016) research work on the job satisfaction of secondary

schools teachers in Tanzania. It contains seven items that were used to gather respondents` demographic information. The second and third parts of the questionnaire are researcher-developed questions. They have two items that were used to solicit respondents` perceptions about the education act. It also measured respondents` involvement in the education policymaking process in Kenya as well. The final part of the questionnaire contains two questions. The first question collected information on respondents` rating of the Education Act in light of their job attributes and the second question collected data on respondents` overall job satisfaction. Part four of the questionnaire was also adopted and modified from Nyamubi`s (2016) work to suit the purpose of the research.

Data collected from this research was analyzed using the Statistical Package for Social Science (SPPS). The frequency technique was used first for the organization of the data. The frequency technique helped to determine respondents' overall rating of the education policy and their rating of the policy in light of their job factors. The Chi-square Test of Independence was employed to describe the relationships between the following variables: teachers` perceptions about the policy and their participation in the policymaking process, and teachers` perceptions about the policy and their job satisfaction.

Validity and Reliability of the Instrument

Validity and reliability are important when choosing appropriate instrument for research. They measure the "relevance" and "correctness" of an instrument. Validity is the extent to which a test measures what it is supposed to measure. Reliability is the degree to which an instrument produces consistent result

(Mugenda and Mugenda 1999, 95-99). That is, if we repeatedly assess job satisfaction and perception of a teacher, we will get the same number each time, assuming the person`s attitude do not change.

There were several things done to ensure the validity and reliability of the instrument employed in the study. The researcher reviewed related literature to get the theoretical knowledge about the content or subject and definitions of concepts that are used before designing the instrument for the particular study as Muijs (2004, 66) recommends.

Moreover, the survey instruments were presented to peers who are mostly secondary school teachers in Kenya for discussions and comments, and thereafter, adjustments and corrections were made to the instruments. This helped to make the instrument clearer and to eliminate ambiguities in the items. Finally, the researcher pilot tested the instrument using 15 students of Africa International University who are secondary school teachers within Kenya. The responses given by the 15 students helped the researcher to further clarify the wording in sections 2 and 3 of questionnaire.

Data Collection Procedures and Ethical Considerations

Before administering the instrument, the researcher got written permissions from heads of all the school whose teachers participated in the research. The researcher then informed all the participants about the purpose of the project and an explanation on how to complete the questionnaire. The participants were informed later that the data collected will be kept confidential and there is no known adverse risk.

The researcher personally administered the questionnaires with envelopes to all the participants. The participants then placed their questionnaires in the envelopes and returned them within the stipulated seven days upon completion. To maximize the respondents` rate, the researcher made follow-up visits and phone calls to respondents. All the returned questionnaires were kept in a secure place.

Data Analysis Procedures

After the respondents have completed and returned the questionnaires, the researcher compiled all the data and reported the significant findings using the Statistical Package for Social Science (SPSS) for Windows.

Research Question 1: How do secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya? This question has no hypothesis. Part 2 of the questionnaire was used to gather data related to this research question.

This section contains a single question with five options. Each teacher was required to rate on a 5 Likert-type Scale how he or she perceived the current education act; either as totally irrelevant, irrelevant, not sure, relevant, or totally irrelevant. The question generated 83 responses because out of the 104 questionnaires distributed, the researcher was able to get back 83. The frequencies command in SPSS was used to compute data generated from this question. For the purpose of analysis, the responses were collapsed into three categories: **irrelevant 56 (68%), relevant 25 (30%)** and **totally relevant 2 (2%)**.

Research Question 2: What factors may relate to how the secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya? There were two hypotheses generated to this research question.

H₀1: There is no relationship between teachers` participation in education policymaking and how they perceived the Basic Education Act No. 14 of 2013 of

Kenya. Items 8 and 9 of the questionnaire collected information on teachers`

perceptions about the education act and their involvement in the policymaking

process. On a five point Likert-type Scale, teachers rated their agreement in

participating in the education policymaking process; either as strongly disagree,

disagree, not sure, agree and strongly agree. The response categories were collapsed

into four: **strongly disagree 7 (8%), disagree 62 (75%), not sure 4 (5), and agree
10 (12%).** Teachers` participation in the education policymaking process

(independent variable) was measured against teachers` perceptions about the

relevance of the policy (dependent variable).

A Chi-square Test of Independent was used to determine whether a

relationship existed between teachers' involvement in the policymaking process and

their perceptions about the education act.

H₀2: There is no significant relationship between teachers` perceptions about

the Basic Education Act No. 14 of 2013 of Kenya and their job satisfaction. Data

collected from items 8 and 11 of the questionnaire were used to determine the

relationship between teachers' perceptions and their overall job satisfaction. Item 11

requested teachers to rate their overall job satisfaction level on a five Likert-type

Scale ranged from strongly dissatisfied (1) strongly satisfied (5).

Data collected in response to teachers overall job satisfaction were grouped

into four main categories: **strongly dissatisfied 1 (1%), dissatisfied 28 (34%),
neutral 33 (40%)**, and **satisfied 21 (25%)**.

The independence variable-**teachers` job satisfaction** was computed against

the dependent variable-**teachers` perceptions** as reported previously. The x^2 test was

used to test the relationship between these two variables. The outcomes of the test

determined whether the researcher rejected or failed to reject the hypothesis.

Research Question 3: How do secondary school teachers in Karen rate the
relevance of the Basic Education Act No. 14 of 2013 of Kenya in light of their
following job factors: job security, salary, work conditions, and status/position?

This research question has no hypothesis. Item 10 of the questionnaire was

used to answer this question. Each teacher was asked to rate the relevance of the

education policy in light of their job factors. The question generated 332 responses,

eighty-three per each of the job factor (83x4). The responses were analyzed using the

frequencies commend in SPSS. Finding to this research question determined how the

current education policy affected each of the respondents` job attributes.

The descriptions of the magnitude of the relationships between the above

dependent and independent variables were determined and interpreted based the Chi-

square Test of Independence.

The formula used in the test of independence is shown and explained below:

$$\chi_c^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

x^2 = Chi-square
O=observed frequency
E=expected frequency

With the appropriate degrees of freedom, if the calculated x^2 value did not

equal or exceed the critical value needed to reject the null hypothesis at the .05 level

of significance for each table, the null hypothesis was not rejected, and vice versa.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND INTERPRETATION OF THE RESULTS

Introduction

The purpose of this research was to examine perceptions of secondary school teachers in Karen about the current Basic Education Act No. 14 of Kenya and its relationship to their job satisfaction**.**

This chapter, therefore, looked into how the data gathered were analyzed as well as the interpretation of the findings. The findings are reported in two sections. The first section reported the return of the questionnaire, and the second contained the investigation of findings used to test the hypotheses derived from the research questions. The chapter also contains interpretation of the findings in light of the three research questions raised in the study.

Return of Questionnaires

There were a high percentage of returned questionnaires. The table below shows the rate of returns of the questionnaire distributed. There were one-hundred-four questionnaires distributed to secondary school teachers within Karen and eighty-three were returned, meaning an eighty percent (80%) response rate was obtained as shown in Table 3 below.

Table 4.1: Questionnaire Returned

No. of Questionnaires Distributed	No. of Questionnaire Returned	Percentage Returned Rate
104	83	80%

Perceptions of Teachers on the Relevance of the Education Act

The first research question aimed to inquire how secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya.

RQ1: How do secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya?

There was no hypothesis posited for this question. Item 8 of the questionnaire was designed towards answering this question. Teachers were asked to rate the relevance of education act on a five-point Likert-type Scale. A total score of 83 was obtained from the respondents in connection to answering this research question. The results were computed as shown in Table 3 below.

Table 4.2: Teacher`s Perceptions of Education Act Relevance (Likert Scale)

Irrelevant (%)	Relevant (%)	Totally Relevant (%)	Total (%)
56 (68%)	25 (30%)	2 (2%)	83 (100%)

N=83

Table 3 shows that a total score of 56 (68% of the respondents) rated the Education Act as irrelevant, a score of 25 (30% of the respondents) rated the Education Act as relevant, and a score of 2 (2% of the respondents) rated the Education Act as total relevant. Overall, 56 (68% of respondents) perceived the Education Act as irrelevant while 27 (32 % of the respondents) perceived the Education Act as relevant. From Table 3, more teachers may likely perceive the current Education Act of Kenya as irrelevant.

Factors Likely to Influence the Perceptions of Teachers

Research question aimed to determine factors that might relate to how teachers perceived the Education Act.

RQ2: What factor may relate to how the secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya?

This question had only one hypothesis. The null hypothesis posited was:

H_01: There is no relationship between teachers` participation in the education policymaking process and how they perceived the Basic Education Act No. 14 of 2013 of Kenya.

Items 8 and 9 of the questionnaire were used to gather data for this hypothesis. The following two variables were used to test the hypothesis:

1. Teachers` participation in the education policymaking process

2. Teachers' perceptions about the Education Act

In addition to Table 3 above which reported teachers` rating of the Education Act, responses from teachers about their involvement in the education policymaking process in Kenya were tabulated in Table 4 as shown below. The two responses were used to test the first hypothesis to research question 2.

Table 4.3: Teachers` Involvement in the Education Policy Making (Likert Scale)

Strongly disagree (%)	Disagree (%)	Not sure (%)	Agree (%)	Total (%)
7(8%)	62 (75%)	4 (5%)	10(12%)	83(100%)

N=83

A total score of 7 (8% of the respondents) indicated to a great extent that they did not feel involved in the policymaking process, a score of 62 (75% of the respondents) indicated that they do not feel involved, and a score of 4 (5 % of the respondents) were not sure if they were involved in the education policy making process. Further, a score of 10 (12 % of the respondents) indicated that they felt involved in the education policymaking process.

Responses to teachers' perceptions about the Education Act as shown in Table 3 were collapsed into three categories: *totally relevant*, *irrelevant,* and *relevant* while in Table 4, responses to teachers' involvement in the policymaking process were collapsed into four categories: *strongly disagree*, *disagree*, *not sure* and *strongly agree*.

A statistical analysis using the Chi-Square Test of Independence was done to determine whether there was a relationship between teachers' perceptions about the education policy and their participations in the education policymaking process. The analysis is shown in Table 5 below.

Table 4:4 Teachers` Perceptions and their Involvement in the Education Policymaking

			Teachers` Involvement				Total
			Strongly Disagree	**Disagree**	**Not Sure**	**Agree**	
Perceptions of Teachers	**Totally Relevant**	*Observed*	0	2	0	0	2
		Expected	.2	1.5	.1	.2	2.0
	Irrelevant	*observed*	6	44	4	2	56
		Expected	4.7	41.8	2.7	6.7	56.0
	Relevant	*Observed*	1	16	0	8	25
		Expected	2.1	18.7	1.2	3.0	25.0
Total		*Observed*	7	62	4	10	83
		Expected	7.0	62.0	4.0	10.0	83.0

N=83

x^2**=15.53**   **df=6**   *P*-**value= .016   Level of Significance=.05**

To test the first hypothesis to research question 2, the independent variable-**teachers` participation in the policymaking process** and the dependent variable-**teachers` perceptions about the education policy** were measured against each other using the Chi-square Test of Independence. The x^2 test yield a P-**value of .016** which is less than the 0.5 significance level at 6 degrees of freedom required to reject the hypothesis.

The null hypothesis was rejected. The result from the test showed that there is a relationship between teachers` involvement in the education policymaking process and their perceptions about the policy. Teachers will likely perceive an education policy as relevant or irrelevant depending on their involvement in the policymaking process.

Relationship between Teachers` Perceptions about the Education Policy and their Job Satisfaction

The second hypothesis generated in this study to help answer RQ2 states:

H₀2: There is no significant relationship between teachers` perceptions about the Basic Education Act No. 14 of 2013 of Kenya and their job satisfaction.

Data collected from items 8 and 11 were used to determine this relationship. The two variables used were:

1. Teachers` perceptions about the Education Act

2. Teachers overall job satisfaction

Table 6 below shows teachers` responses on their overall job satisfaction.

Table 4.5: Teachers Overall Job Satisfaction

Strongly Dissatisfied (%)	Dissatisfied (%)	Neutral (%)	Satisfied (%)	Total (%)
1(1%)	28 (34%)	33 (40%)	21 (25%)	83 (100%)

N=83

From the Table 6 above, a total score of 83 was generated from respondents on their overall level of job satisfaction. A total score of 1 (1% of the respondents) indicated that he/she was strongly dissatisfied with the job, a score of 28 (34% of the respondents) indicated that they were dissatisfied with their job, and a score of 33 (40%) of the respondents) indicated that they were neutral: neither satisfied nor dissatisfied. Finally, a score of 21 (25% of the respondents) indicated that they were satisfied with their job.

Overall, 28 teachers (34% of the respondents) were dissatisfied with their job, 37 (44% of the respondents) were neither satisfied nor dissatisfied with their job, and 18 teachers (22% of the respondents) indicated that they were satisfied with their job.

Data from Table 6 was measured against responses from teachers rating of the education policy as shown previously in Table 3. Data from Table 3 was grouped into three categories: *totally relevant*, *irrelevant* and *relevant*. Further, responses from Table 6 were collapsed into four categories: *strongly dissatisfied*, *dissatisfied*, *neutral* and *satisfied*.

A statistical analysis using the Chi-square Test of Independence was done to determine the relationship between teachers` perceptions about the education policy and their job satisfaction.

The x^2 test was performed with the following results:

Table 4.6: Teachers' Perceptions about the Education Policy and their Job Satisfaction

N=83

			Overall Job Satisfaction				Total
			Strongly Dissatisfied	Dissatisfied	Neutral	Satisfied	
Perceptions of Teachers	Totally Relevant	Observed	0	1	1	0	2
		Expected	0	.7	.8	.5	2.0
	Irrelevant	Observed	1	24	25	6	56
		Expected	.7	18.9	22.3	14.2	56.0
	Relevant	Observed	0	3	7	15	25
		Expected	.3	8.4	9.9	6.3	25.0
Total		Observed	1	28	33	21	83
		Expected	1.0	28.0	33.0	21.0	83.0

x^2=**23.89,**   **df=6**   **P-value=.001   Level of significance=.05**

The independence variable-**teachers` job satisfaction** was computed against the dependent variable-**teachers` perceptions** to test the hypothesis to research question 3. The x^2 test yield a **P-value of .001** at 6 degrees level of freedom which is less than the .05 level of significance necessary to reject the null hypothesis.

Thus, the null hypothesis was rejected. The test, therefore, showed a relationship between teachers' perceptions about the education policy and their job satisfaction. Teachers who perceived the education policy as relevant were likely to be satisfied with their job while those who perceived the education as irrelevant were likely to be dissatisfied with their job.

Effects of the Education Policy on Teachers` Job Satisfaction

The final research question was developed to examine how the education policy affects teachers` job satisfaction. Particularly, how it affects each of the teacher`s job attributes. It states:

RQ3: **How do secondary school teachers in Karen rate the relevance of the Basic Education Act No. 14 of 2013 of Kenya in light of the following job factors: job security, salary, work conditions, and status/position?**

There was no hypothesis posited to this question. Item 10 of the questionnaire was geared toward answering this question. Teachers were asked to rate the relevance of the education act in light of each of their job factor. Table 8 below describes the test.

Table 4.7: Education Act and Teachers` Job Factors

Level	Totally Irrelevant (%)	Irrelevant (%)	Not sure (%)	Relevant (%)	Totally Relevant (%)	Total (%)
Salary level	12 (15%)	60 (74%)	0 (0%)	11 (14%)	0 (0%)	**83 (100%)**
Work conditions	2 (2%)	12 (15%)	2 (2%)	61 (74%)	6 (7%)	**83 (100%)**
Status/position	2 (2%)	23 (28%)	7 (8%)	45 (54%)	6 (7%)	**83 (100%)**
Job security	21 (25%)	59 (71%)	0 (0%)	3 (4%)	0 (0%)	**83 (100%)**
Total	**37 (11%)**	**154 (46%)**	**9 (3%)**	**119 (36%)**	**12 (4%)**	**332 (100)**

N=332

The questionnaire generated 332 responses from 83 respondents rating the relevance of the Education Act in light of their 4 job factors (4x83). A total of 12 (15%) of the responses rated the policy as total relevant with regard to salary level, 60 (74%) rated irrelevant, and 11 (14%) as relevant. Further, with regard to work conditions, the data reported 2 (2%) totally irrelevant rating, 12 (15%) irrelevant, 2 (2%) not sure, 61 (74%) relevant rating and 6 (7%) totally relevant rating. Additionally, 2 (2%) of the respondents rate the policy as totally irrelevant, 23 (28%) as irrelevant, 7 (8 %) as not

sure, 45 (54%) relevant and 6 (7%) with regard to their status/position as teachers. Finally, in relations to job security, 21 (25%) respondents rated the policy as totally irrelevant, 59 (71%) as irrelevant, and 3 (4%) as relevant.

The data further revealed that salary level (89%) and job security (96%) received the highest irrelevant rating while work conditions (81%) and status/ position (61%) received the highest relevant rating respectively.

Hence, it can be asserted that most teachers are not satisfied with aspects of the Education Act which relate to their salary and job security. Additionally, the data revealed that teachers are satisfied with the policy aspects that deal with their work conditions and status/position as teachers.

Discussion of Findings

Data analysis in relation to **RQ1** revealed that majority of the teachers perceived the Education Act as irrelevant. This is evident in the fact that 56 (68%) of teachers rated the education policy as irrelevant, and 27 (32%) of the teachers rated the education policy as relevant. The data further revealed that most secondary school teachers in Karen, who academic qualifications were diploma and below perceived the current education policy as irrelevant. Additionally, majority of the female respondents perceived the education policy as relevant paralleled to their male colleagues.

In relationship to **RQ2**, majority of the teachers 69 (83%) did not feel involved in the education policy planning process. This might be the probable reason why in response to **RQ1**, most teachers (68%) perceived the Education Act as irrelevant.

According to Taylor (2003,15-19), when the education policy planning process is participatory involving teachers, there is equality of decision making and the likelihood of dominion of the policy processes and outcomes by a small, unrepresentative group is avoided.

This would imply that because the policy planners failed to make the policy development process inclusive and to incorporate teachers who are directly involved with students` instruction, the policy might have failed to adequately address the pressing needs and current demands of the students and society, thus making it irrelevant. This might be the reason why the first null hypothesis to RQ2 was rejected.

There was significant relationship found between teachers` involvement in the education policymaking process and their perceptions about the education policy. It entails that teachers would rate an education act as relevant or irrelevant based on their involvement in the policy planning process.

In addition, the data affirmed the research findings of Garcia (2014) which reported that the Ministry of Education guides the education policymaking process in Kenya with little involvement of teachers. According to Atieno (2009), this dichotomy between policymaking and its implementation was one of the main reasons for the previous policy failures because policies change as they go through bureaucracies to the level where they are implemented. Thus, the affirmation of Garcia (2014) research`s finding should be of great concern to the education policy management of Kenya as this pose threats to the achievement of the current education policy goals and objectives.

The second null hypothesis posited to **RQ2** was rejected**.** The data revealed that there was a significant relationship between teachers` perceptions about the education policy and their job satisfaction. Lunenburg and Ornstein (2012, 12)

discussions on Herzberg Two-Factor Theory outline job-context factors which invoke demotivation among workers one of which is the organization policy. Given that the education policy sets the operation zone for every aspect of a nation education activity, teachers` perceptions about it might influence their job satisfaction. This would implies that teachers who perceived the education act as relevant were likely to be satisfied with their job while those who rated the education act as irrelevant seemed to be dissatisfied with their job. This would probably serve as a flaw in the Kenya education system as dissatisfaction among employees according to Lunenburg and Ornstein (2012, 84) ensure minimum performance level as more teachers (34%) were found not satisfied with their job and (40%) were neutral.

Findings in relation to **RQ4** showed that teachers were not satisfied with aspects of the Education Act that relate to their salary and job security. Further, the data revealed that most teachers are satisfied with the policy aspects which related to their status and work conditions. This could be the case since the highest irrelevant rating (93%) of the total responses were salary level and job security while work conditions and job status received the highest relevant rating (90%) from respondents. The findings suggest that more secondary school teachers in Karen are motivated intrinsically and demotivated extrinsically.

This would more likely mean that most teachers in Karen are not in the teaching profession because they are satisfied with their salary and job security, rather because they love their status as teachers and their work environment.

The most likely reason would be the lack of teachers` participation in the education policy planning as revealed in response to research **RQ2**. Because the policy planners do not involved teachers in the policy planning process, it is likely that the policy may have been developed without considering the welfare (extrinsic

motivation factors) of the teachers. Okumbe (1999) thus suggests that there should be a balance between teachers' intrinsic and extrinsic motivation, and imbalance would lead to demotivation and eventually dissatisfaction. Findings to **RQ4** does not read well for the Kenyan Education System.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Introduction

The purpose of this research was to examine perceptions of secondary school teachers in Karen about the current Basic Education Act No. 14 of Kenya and its relationship to their job satisfaction. This chapter will report the conclusions, implications and recommendations, and areas of further research in relations to this topic.

Research Problem

There have been problems associated with education policy reform processes in Kenya between teachers, parents and the policy makers that had resulted in policies failures and wastage in the education system. The government continues to put in more resources in the education system reform processes without attaining the desired outcomes. This research thus seeks to examine the perceptions of secondary school teachers in Karen about Basic Education Act No. 10 of 2013 of Kenya, and its relationship to their job satisfaction.

Purpose of Research

The purpose of this research was to examine perceptions of secondary school teachers in Karen about the current Basic Education Act No. 14 of Kenya and its relationship to their job satisfaction. The research adopted the quantitative method to gather teachers' perceptions about the education policy and its relationship to their job

satisfaction. In achieving the goal of the study, the following research questions

guided the research:

1. How do secondary school teachers in Karen perceive the Basic Education Act
   No. 14 of 2013 of Kenya?
2. What factors may relate to how secondary school teachers in Karen perceive
   the Basic Education Act No. 14 of 2013 of Kenya?
   According to the literature, the factors that influence perceptions of teachers

   about their profession are the levels at which they participate the educational

   policymaking, and their job satisfaction levels. To this effect, two hypotheses

   were generated in view of research question 2 as follows:

   a. **H$_0$1**: There is no relationship between teachers' participation in

      education policymaking process and how they perceived the Basic

      Education Act No. 14 of 2013 of Kenya.

   b. **H$_0$1**: There is no significant relationship between teachers` perceptions

      about the Basic Education Act No. 14 of 2013 of Kenya and their job

      satisfaction.

3. How do secondary school teachers in Karen rate the relevance of the Basic
   Education Act No. 14 of 2013 of Kenya in light of the following job attributes:
   job security, *salary*, *work conditions*, and *status/position*?

<div align="center">Significance of the Study</div>

This research constitute an important tool for education planners within

Kenya, as it provided information on how secondary school teachers in Karen

perceive the current Basic Education Act No. 14 of 2013 of Kenya. This information

plus the recommendations provided may be used by the education planners to make

adjustments to the current education act to enhance its relevance and effectiveness.

This will help to improve the quality of the Kenyan education system. The study will

also serve as a basis for future research in the field of education policy in Kenya and other countries in Africa.

Research Design

The research design was a descriptive survey approach. The descriptive survey frequency approach was used to describe teachers` perceptions and their rating of the education act in light of their job factors.

Further, the descriptive survey, using the Chi-square Test of Independence was used to test the relationships between these variables: teachers` perceptions and participations in policymaking process, and teachers' perceptions and job satisfaction. The research sample included 104 participants that were selected through random sampling. Closed-ended questionnaires were used to gather data of the study and the Statistical Package for the Social Sciences (SPPS) was used to analyze the data.

Summary of Findings

Research Question 1: **How do secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya?**

This question had no hypothesis. Teachers rated the relevance of the education act on a five point Likert-type Scale from totally irrelevant (1) to totally irrelevant (2).

Findings to this research question indicated that on the overall, teachers rated the Basic Education Act No. 14 of 2013 as irrelevant. Sixty-eight percent of teachers perceived the education policy as irrelevant while thirty-two percent of teachers perceived the education act as relevant.

Research Question 2: **What factor may relate to how the secondary school teachers in Karen perceive the Basic Education Act No. 14 of 2013 of Kenya?**

There were two hypotheses generated and tested with regard to this research question.

$H_0 1$: There is no relationship between teachers` participation in education policymaking and how they perceived the Basic Education Act No. 14 of 2013 of Kenya.

This null hypothesis was rejected, indicating that there was relationship between teachers' perceptions of the education act and their participation in creating the policy. It was found that teachers would rate an education as relevant or irrelevant based on their involvement in the policy planning process. Further, the data revealed that most secondary school teachers in Karen were not involved in the policy planning process.

$H_0 2$: There is no significant relationship between teachers` perception about the Basic Education Act No. 14 of 2013 of Kenya and their job satisfaction. This null hypothesis was also rejected. The data revealed that teachers' perceptions about the education policy influence their job satisfaction. Hence, teachers who perceived the education act as relevant were likely to be satisfied with their job while those who rated the Education Act as irrelevant seemed to be dissatisfied with job.

Research Question 3: **How do secondary school teachers in Karen rate the relevance of the Basic Education Act No. 14 of 2013 of Kenya in light of the following job attributes: job security, salary, work conditions, and status/position?**

There was no hypothesis posited to this question, but teachers rated the relevance of the education policy with regard to each of their job attributes: *salary*, *working conditions*, *status/position* and *job security*.

Findings in relation to this research question showed that most teachers are not satisfied with aspects of the education policy which relate to their salary and job security. Also, the data showed that more teachers are satisfied with aspects of the education policy which relate to their status/position and work conditions. The findings imply that most secondary school teachers in Karen are motivated intrinsically and demotivated extrinsically.

Conclusion

In light of the four research questions posited at the beginning of the study, and the summary of findings gathered, the conclusions below were made:

1. Most secondary school teachers in Karen perceived the current Basic Education Act No. 14 of 2013 of Kenya irrelevant. This might be of great concern to the education policy management system in Kenya as teachers are the ones responsible for the policy plan execution.

2. Teachers' participation in the education policymaking process is key in the policy meeting its goals and objectives. Teachers are central to the education system of a nation. As such, excluding them from the policy development process would lead to either developing an irrelevant education policy that does not addressed the existing needs of an education system or to developing a relevant policy which is not supported by them.
Either of the case above would lead to ineffectiveness and inefficiency in the education policy meeting its desired goals and objectives.

3. The national education policy is the controller or a regulator of teachers` job satisfaction. A country education policy regulates every aspect of the educational activities including teachers` wellbeing. How teachers perceived

an Education Act, relevant or irrelevant determines their level of job satisfaction.

4. Most secondary school teachers in Karen are intrinsically motivated and extrinsic demotivated. This imbalance in teachers' motivation would likely to be reason why most secondary teachers were dissatisfied with their job and also remain neutral: neither satisfied nor dissatisfied.

Recommendations

Based on the above conclusions drawn, the following recommendations have been made to help improve the overall effect of the Basic Education No. 14 of 2013 of Kenya education policy:

1. To avoid wastage and the continuous resistance in the education reform processes in Kenya, the Ministry of Education should not proceed with education reform hurriedly. They should take time to engage with all stakeholders of education and also consider all options before instigating education reform.

2. Regarding the relevance of education act and teachers` involvement in the education policymaking process, teachers should not be regarded as recipients of educational policy developed by specialists elsewhere. Teachers are the ones who know their students and the education context better than others that are involved in the policy development process. They provide healthy insights into the appropriate recipes that need to be included in an education policy. Hence, education policy planners should consider teachers as partners in the education planning process and invite their inputs and participations. The

planners should inform, train and involve teachers in the education policy planning, implementation, and evaluation processes.

3. In light of teachers' job satisfaction and perceptions about the education policy, the education policy planners should constantly conduct surveys among teachers to determine their opinions about the education policies. Doing so will enhance the effectiveness and relevance of an education policy and eventually teachers' job satisfaction.

4.   Finally, education planners have to make some immediate adjustments to the current education policy; particularly, aspects relating to teacher's salary and job security to balance teachers' intrinsic and extrinsic motivations. This will increase teachers` job satisfaction levels and enhance the policy relevance to keep Kenya on the right path of achieving the Vision 2030 goals and objectives.

Areas of further research

The following could be possible areas of further research:

1. Since this research dealt only with secondary schools teachers, a similar quantitative research would be done to determine how primary school teachers in Karen perceive the Basics Education Act No. 14 of 2013 of Kenya and its impact on their job satisfaction.

2. There is a need to conduct a qualitative study on how teachers` perceptions about the Basic Education of Kenya are affecting their work performances and also to determine the relationship between teachers` job satisfaction and their work performances.

3. Finally, there is a need to conduct an in-depth quantitative research to find out how teachers might perceive the Basic Education Acts No. 14 of 2013 differently based on their demographic and other related factors.

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APPENDICES

Appendix A

Introductory Letter

Dear Teacher,

Re: <u>Educational Research</u>

I am Chris Z. Lan, a student of the Africa International University, am currently engaged in conducting a study on the **Perceptions of Secondary School Teachers in Karen on the current Education Act of Kenya and its Relationship to their Job Satisfactions**, as part of my masters` research. This is to kindly request your participation in the study by completing the questionnaire. The information obtained will be used only for the purpose of this research. Your identity will be treated with utmost confidentiality.

<u>The prime objectives of the current education act is attached for your reference.</u>

If there are any queries, please contact Chris Z. Lan, phone: 0712193050, email: lan.chris47@yahoo.com

Thank you in advance for your cooperation and assistance.

Yours Sincerely,

Chris Z. Lan

Researcher

Appendix B

Questionnaire

Please answer all the questions correctly. Do not right your name

PART I: DEMOGRAPHIC INFORMATION

1) Please indicate the range in which your age lies [√]
   a. Below 25 years   [ ]
   b. 20-30 years   [ ]
   c. 31-35 years   [ ]
   d. 36-40 years   [ ]
   e. 41-45 years   [ ]
   f. 46-50 years   [ ]
   g. above 50 years   [ ]
2) Please indicate your gender [√]
   a) Male   [ ]
   b) Female   [ ]
3) Please indicate your marital status [√]
   a) Married   [ ]
   b) Single   [ ]
   c) Other (please specify)…………………………………………………..
4) Which category of school are you teaching in?
   a. Public   [ ]
   b. Private   [ ]
   c. Harambee   [ ]
   d. Other (Specify)…………………………………………………..

5) Indicate your highest academic qualification
   a) KCE/EACE with SI   [ ]
   b) KACE/EAACE/EACE with Diploma   [ ]
   c) BA with PGDE   [ ]
   d) B. SC with PGDE   [ ]
   e) M.ED   [ ]
   f) MA/M.SC   [ ]
   g) Other (please specify)…………………………………………………………

6) Please indicate your experience as a teacher since employment
   a) 1-5 years   [ ]
   b) 6-10 years   [ ]
   c) 11-15 years   [ ]
   d) 16-20 years   [ ]
   e) Over 20 years   [ ]
7) Kindly indicate your career aspiration

    a. To change employer   [ ]

    b. To study further   [ ]

    c. To start a business   [ ]

    d. Any other (please specify)……………………..

PART II: THE RELEVANCE OF THE BASIC EDUCATION ACT NO. 14 OF 2013 KENYA

Please rate the relevance of the current education act of Kenya as the question asks.

8) To what extent would you rate the relevance of the current education act of Kenya?

Totally Irrelevant (1)	Irrelevant (2)	Not sure (3)	Relevant (4)	Totally Relevant (5)

PART III: INVOLVEMENT IN THE EDUCATION POLICYMAKING PROCESS

9) To what extent do you agree with this statement: I feel involved in the education policymaking process in Kenya as a teacher

Strongly disagree (1)	Disagree (2)	Not sure (3)	Agree (4)	Strongly Agree (5)

PART D: JOB SATISFACTION

Section I: Job Satisfaction and Education Policy

10) The following is an order of motivational factors related to your job as a teacher. Kindly rate the relevance of the current education policy in light of its impact on your job factors.

Level	Totally Irrelevant (1)	Irrelevant (2)	Not sure (3)	Relevant (4)	Totally Relevant (5)
Salary level					

Working conditions					
Status/position					
Job security					

Section II: Overall Job Satisfaction

11) Overall, how satisfied would you say you are with your job?

Strongly Dissatisfied (1)	Dissatisfied (2)	Neutral (3)	Satisfied (4)	Strongly Satisfied (5)

Thank you for answering all the questions correctly.

Appendix D

The Primary Objectives of the Basic Education Act No. 14 of 2013 of Kenya

The right of every child to free and compulsory basic education;

Equitable access for the youth to basic education and equal access to education or institutions;

Promotion of quality and relevance;

Accountability and democratic decision making within the institutions of basic education;

Protection of every child against discrimination within or by an education department or education or institution on any ground whatsoever;

protection of the right of every child in a public school to equal standards of education including the medium of instruction used in schools for all children of the same educational level;

Without prejudice to the line, advancement, and protection of every child in pre-primary and lower primary level of education to be instructed in the language of his or her choice where this is reasonably practicable;

Encouraging independent and critical thinking; and cultivating skills, disciplines, and capacities for reconstruction and development;

Promotion of peace, integration, cohesion, tolerance, and inclusion as an objective in the provision of basic education;

Elimination of hate speech and tribalism through instructions that promote the proper appreciation of ethnic diversity and culture in society;

Imparting relevant knowledge, skills, attitudes and values to learners to foster the spirit and sense of patriotism, nationhood, unity of purpose, togetherness, and respect;

Promotion of good governance, participation and inclusiveness of parents, communities, private sector and other stakeholders in the development and management of basic education;

Transparency and cost effective use of educational resources and sustainable implementation of educational services;

Ensuring human dignity and integrity of persons engaged in the management of basic education;

Promoting the respect for the right of the child's opinion in matters that affect the child;

Elimination of gender discrimination, corporal punishment or any form of cruel and inhuman treatment or torture;

Promoting the protection of the right of the child to protection, participation, development and survival;

Promotion of innovativeness, inventiveness, creativity, technology transfer and an entrepreneurial culture;

Non-discrimination, encouragement, and protection of the marginalised, persons with disabilities and those with special needs;

Enhancement of co-operation, consultation and collaboration among the Cabinet Secretary, Teachers Service Commission, the National Education Board, the County Education Boards, the education and training institutions and other related stakeholders on matters related to education; and

Provision of appropriate human resource, funds, equipment, infrastructure and related resources that meet the needs of every child in basic education