

**FACTORS INFLUENCING TEACHERS' LEVEL OF JOB  
SATISFACTION IN PUBLIC PRIMARY SCHOOLS IN KAYOLE  
DIVISION, EMBAKASI SUB COUNTY, KENYA**

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**DECLARATION**

The research project is my original work and has not been submitted for the award of any degree in any other university.

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## **DEDICATION**

This work is dedicated to my late parents; Henry OlooNyagaya and Margaret Odero whose love for education left an indelible impression in my life. To my entire family whose patience, perseverance and support have helped me to understand how special each one of them is to me.

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## **ABBREVIATIONS AND ACRONYMS**

<b>DEO</b>	District Education Officer
<b>HOD</b>	Heads of Departments
<b>IPAR</b>	Institute of Policy Analysis and Research
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>MDGs</b>	Millennium Development Goals
<b>NACOSTI</b>	National Commission for Science Technology and Innovation
<b>SPSS</b>	Statistical Package for Social Sciences
<b>TSC</b>	Teachers Service Commission
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>USA</b>	United States of America

## ABSTRACT

This research project reports the findings on the factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi County. The objectives of the study were to determine the extent to which remuneration, working conditions, teachers' level of education and work load influence the teachers' level of job satisfaction in Kayole Division, Nairobi County. A descriptive survey design was used to collect primary data by means of questionnaires. The study employed simple random sampling technique to collect data from public primary schools in Kayole Division.

The target population of the study was all the 20 public primary schools in Kayole and all the teachers therein. The study used primary data that was collected using structured questionnaires for head teachers and teachers with both closed and open ended questions to establish the factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Nairobi. The sample size was 196 teachers from public primary schools in Kayole Division. An analysis of the quantitative data collected was discussed and analyzed using percentages and frequency distribution then presented in tables and graphs according to the study objectives. Questionnaire return rate for head teachers was 90 percent and for the assistant teachers was 89 percent. Further findings showed that 27 percent of the teachers expressed dissatisfaction since they teach between 31-40 lessons per week. 65 percent of the teachers were not satisfied that their salary meets their expenses, while only 10 percent were satisfied with fringe benefits. From the findings of this study, it was noted that 32 percent of the teachers were not satisfied with their job due to heavy work load in terms of number of lessons taught per week. On the other hand 59 out of the 196 respondents were not satisfied with the conditions of the classrooms. The study recommended that teachers should engage their employer through their unions for better pay, including the increase of starting pay for newly employed P1 teachers from job group H to K, while the concerned stakeholders in education sector should ensure that more teachers are employed and the infrastructure in schools is improved for more teacher satisfaction. Further studies can be done on the factors affecting teachers' level of job satisfaction in other counties to find out more about the state of education system in public primary schools.

**Key words:** Job Satisfaction, Remuneration, Working conditions, Workload

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the study**

Job satisfaction can be defined as a combination of psychological, physiological and environmental circumstances that cause a person to say that he/she is satisfied with his/her job (Long & Swartzel, 2007). Brady 2001 defines job satisfaction as an emotional, effective response derived from ones job. These feelings are not limited to salary, but can also include factors like the way employees are treated and valued by management and the degree to which the company takes their input into consideration. According to Rousseau(1995), Psychological contracts are best understood when they are violated. This provides one of the reasons that might be more interesting to study breach and violation.

A reason for this is that Psychological contract breach and violation are relatively common, but can significantly affect employee behavior, attitude, job satisfaction and commitment to the organisation. According to Kooi(1990), ignoring teacher's job satisfaction places efficiency at stake and he goes further to assert that the teaching profession is in serious jeopardy if majority of its members are dissatisfied with the job of teaching and/or do not regard matters pertaining to their work as being of central concern. In his opinion, providing teachers with tasks and conditions that foster job satisfaction, their performance can be enhanced but when the job dimensions and work conditions necessary for job satisfaction are absent these teachers are likely to

consider their commitments as being “a fair day’s work for a fair day’s pay.”

Therefore administrators and policy makers should begin thinking of how to satisfy psychological needs such as feeling of responsibility and accomplishment, which are things that make people work harder. Johnson & Holdaway (1994), while looking at the facet importance and job satisfaction of school principals in Alberta, Canada, supported the significance of recognition, advancement and responsibility as significant variables, but extended their analysis to include achievement and a sense of accomplishment in connection with satisfaction of teachers. These findings showed that true job satisfaction is derived from gratification of higher order needs, social relations, esteem and actualization rather than lower order needs. The studies have shown that the improvement in teacher motivation in these areas has benefits for students as well as for teachers.

Education plays a pivotal role in the economic growth and development of a country. With the coming of independence in 1963, the Kenya Government needed to educate her people in order to enable them take up the posts that had earlier been held by the colonial Government (Sifuna, 1994). On the other hand, teachers play a critical role in education. Republic of Kenya (1996) noted that investment in a good teacher is quickly returned through the effectiveness of the persons he teaches over the years. Teachers, as human capital impart knowledge more efficiently and even the best facilities cannot

be substituted for the teachers roles as these facilities require well trained instructors to make good use of them (Ahindukha, 2005).

If efficiency in a work place is to be realised it has to be done under favorable conditions. Employee is to be provided with an enabling conducive environment to perform and produce the desired results. Williams (2004) asserts that for work to be done effectively, it needs to be done under favorable conditions, thus an enabling environment to perform and produce the desired results.

There is a lot of work given under stressful environment. This as a result gives rise to the strikes, slowdowns, absenteeism, disciplinary problems and low employee turnover. A well-managed institution normally considers the average employee as the primary source of productivity gains, thus the teacher (Griffin, Patterson & West, 2001). The above scenario makes teaching a very demanding job unfortunately, which is however poorly remunerated. This is one reason why there has been an exodus from the profession to other better paying jobs depriving the teaching service of young, energetic and qualified people, plaguing most countries into teachers' shortage (Williams, 2004).

Ndung'u (2003) in an unpublished thesis; a study on factors that influence job satisfaction and dissatisfaction in public schools recommends that every attempt should be made to eliminate job dissatisfaction since teachers impact greatly in the study of education system in any country. She suggests that

similar studies should be conducted among teachers in other parts of Kenya where none have been conducted before as well as among teachers in private schools. Such studies, she suggests could help solve some of the problems teachers currently face that cause them dissatisfaction with their job.

According to the United Nations Educational Scientific and Cultural Organisation (2003) Millennium Development Goals (MDGS), all countries should have free primary education. This is because education is an integral constituent of development. It creates choices, opportunities for people hence reducing the burden of poverty, diseases and increases contributions towards economic and social prosperity (UNESCO, 2003). UNESCO's greatest challenge was the attainment of free primary education globally. A report by Institute of Policy Analysis and Research (IPAR) on radical reform for Kenya's education sector has revealed that the current system requires numerous improvements.

Some of the problems that characterize the current system include poor learning environment, poor governance, underfunding, demotivated teachers, among other factors. The report points out that teachers are not motivated hence, could be unwilling to work harder to improve the current results, which are dismal (IPAR, 2008). The relevance of job satisfaction and motivation is very crucial to the long term growth of the educational system around the world.



Job satisfaction, professional knowledge and skills, competences, educational resources and strategies are the key determiners of educational success and performance. All teachers work in order to satisfy their needs in life. Therefore they constantly agitate for better retirement benefits, higher remuneration as well as improving individual teaching performance. Satisfied teachers usually holds jobs longer, are more responsive to work, have positive and consistence interactions with children. In this case, teachers who are satisfied with their job can readily work extra hours, are punctual to duty and are always present in order to improve students' performance (Maslach&Leiter, 1999).

Studies on job satisfaction among teachers have been done both internationally and locally. According to a report by House of Commons Educational and Skills Committee (2004), too many teachers in Britain are resigning from their posts, a third had expressed a desire to leave the profession over the next five years and recruitment had declined dramatically. Further, the report notes that there are a number of specific programs which pose real difficulties for those schools.

Teachers are said to leave service citing dissatisfaction on the pay and working conditions. In China, teachers' retention has been of great concern. Park, Rozelle, Wong and Ren (1996), observe that with market transition and the opening up of labor markets, alternatives career paths are increasingly becoming open to current and potential teachers. This situation, the study notes, is further compounded by decentralization of school finance in China

which disequalized the economic resources available to schools in different locales.

According to Sargent and Hannum (2003), teaching jobs in China have become increasingly varied in their compensation and at the same time good teachers have gained greater flexibility to move to better jobs in other sectors. These changes have increased the career choices of individuals, but they also mean that schools serving poor rural communities face new challenges in retaining qualified teachers. In many developing countries and particularly in Africa, employment policy in general and specifically the education employment policy have long taken into account the need to satisfy teachers' need and to satisfy the workers. (Werner&Desimone, 2006).

Onu, Madukwe and Agwu(2005) examined the factors affecting job satisfaction of field extension workers in Emugu State Agricultural Department Program in Nigeria using a sample of 43 extension staff randomly selected across three agricultural zones. The field extension workers indicated low level of satisfaction with their job content, conditions of service and working environment, which were subsequently identified as key factors that could enhance job satisfaction among employees. In research on the factors influencing job satisfaction among white teachers in South Africa, the variables that emerged from these studies were aspects pertaining to working conditions, interpersonal relations with managers, colleagues and learners, professional development, management styles and community

involvement. Factors affecting job satisfaction among white teachers covered a broad spectrum and included intrinsic as well as extrinsic. (Mwamwenda, 1995). Under the Kenyan situation, job satisfaction and good quality work from the employer and the employee respectively dictates the performance of organisations (Chen & Li, 2002). Staff movement of either joining or leaving an organisation is one of the many indicators or pointers of the employees' satisfaction or dissatisfaction which may also mean high or low staff motivation.

According to Mani (2002), people leave employment due to many reasons which among them are the job content, company culture, caliber of colleagues, salary and work environment issues. Mutie (1993), in his research on satisfaction of secondary school administrators and teachers in Kitui revealed that qualified teachers leave teaching because they are dissatisfied with poor pay and compensation, poor methods of promotion, inadequate opportunities for career advancement, poor public image and unsatisfactory conditions. Okumbe (1992) in his study of levels of job satisfaction among graduate teachers in Siaya noted that the low levels of job satisfaction was due to factors such as poor remuneration, method of promotion, poor working conditions and work environment. Other factors included job security, recognition and workload. The teacher being an instrument of success requires the physical, psychological, economic and social comfort.

Okemwa (2003), asserts that if every organisation has to succeed, it must have contented workers. Workers in low paid jobs who experience disrespect and racism often complain more about the disrespect than their low pay (Wills, 2006 & Taylor, 1994). According to Luthans (1998), salaries not only assist people to attain their basic needs but are also instrumental in satisfying the higher level of needs in people. Recognition is also confirmed or contradicted through the distribution of resources and working conditions: the company policy may be that all employees are recognised and valued equally, but if they have very different levels of pay and terms and conditions of employment, then what is purported is contradicted by deeds.

If dissatisfied employees remain in the organisation, they may engage in counterproductive behaviors such as poor service, destructive rumours, theft and sabotage of equipment, absenteeism and turnover. These counterproductive behaviors result in financial costs to the organisation in terms of lost productivity and replacement costs (Spector, 1997). Spector goes further to note that dissatisfied employees have also been found to report such symptoms as tension, anxiety, disturbed sleep patterns, tiredness, depression and stiffness in muscles and joints. These represent a very significant cost to the psychological and physical wellbeing of the employee, indirect financial cost to the organisation and sub optimal performance.

The role of the teacher is of great importance if the learners/pupils must perform highly in the national examinations. What the stakeholders must give a priority is therefore the levels of job satisfaction among the teachers (Mbugua, 1998). Posting of poor results among learners could be an indication of low levels of job satisfaction among teachers. The teachers as an instrument of success need the physical, psychological, economic and social comfort. Okemwa (2003) confirms that every organisation which has to succeed must have contented workers.

According to Olando (2003) one of the signs of diminishing conditions in an organisation is low job motivation and satisfaction. It leads to strikes, slowdowns, absenteeism and employees' turnover. It may also lead to low productivity, disciplinary and organisational difficulties. Olando (2003) puts it that teaching is a demanding job that needs to be remunerated well in order to attract and retain teachers in the profession. This will help prevent teachers from running to other greener pastures.

Olando further argues that for any efficient work to take place, there is need for favourable conditions. Thus an individual should be provided with an enabling environment to perform and produce the desired results. According to Luthans (1998), if people work in a clean environment, they will find it easier to come to work. If the opposite should happen, they will find it difficult to accomplish tasks. Mwamwenda's (1995) research indicates that nearly 50 percent of rural teachers are dissatisfied with their working conditions. The research further

reveals that teachers in these areas indicated that they would not choose teaching again as a career if given another chance.

According to Rao (2000), the primary sources of satisfaction of teachers were in aspect of working with students, intellectual stimulation, autonomy, holidays and job security. Flexibility in schedule of work is important for job satisfaction as flexible time table and shorter hours of work allow teachers to balance work and family life better. The balance between work and family affects every employee differently and the ability to manage these factors depends on the individual. Many teachers, and particularly in Kayole Division, may be in this situation and these factors, together with others which may not have been identified yet could influence their level of job satisfaction.

## **1.2 Statement of the problem**

Many teachers are discontent with their noble career. To the majority of them, teaching is just a stepping stone to better careers. (Okumbe, 1998; Mbugua 1998). Many studies indicate that teachers have low job satisfaction (Ngumi 2003, Kimengi 1983, Mutie 1993). Kayole Division is in the larger Embakasi District of Nairobi County. It is one of the most populous Divisions in Embakasi District with large classes. The schools have continually posted poor results in the national examinations as noted at the DEO's office Embakasi.

These teachers have become constant objects of ridicule when analysis for exams is conducted. In addition, these teachers could be facing security challenges as the area is surrounded by slums, especially in areas around Soweto slums. Several cases have been reported of people being mugged, pickpocketed, and even robbed of their belongings and the teachers could be facing the same challenges. The poor and deplorable working conditions, low status, poor remuneration, increased workload due to the high enrolment rates could also be contributing factors to teachers' levels of job dissatisfaction.

There has been an increased number of transfer requests to the county director of education which could also be an indicator that teachers in the area are not satisfied with the situation of affairs. The Division as compared to other Divisions within the larger Embakasi Sub County has shown poor performance in the national examinations, an indication that there could be factors pertaining to that. This situation of affairs prompted the researcher to carry out this study to establish the factors that influence job satisfaction among the teachers in public schools in Kayole Division.

### **1.3 Purpose of the study**

The purpose of the study was to investigate factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Kenya.

#### **1.4 Objectives of the study**

- (i) To determine the extent to which remuneration influences teachers level of job satisfaction in Kayole Division.
- (ii) To establish whether the working conditions influence teachers' level of job satisfaction in Kayole Division.
- (iii) To determine the extent to which the teachers' level of education influences the teachers' level of job satisfaction in Kayole Division.
- (iv) To establish the influence of workload on the teachers' level of job satisfaction in Kayole Division.

#### **1.5 Research questions**

- (i) How does remuneration influence teachers' levels of job satisfaction in Kayole Division?
- (ii) How do working conditions influence teachers' job satisfaction in Kayole Division?
- (iii) How does the teachers' level of education influence his/her level of job satisfaction in Kayole Division?
- (iv) How does teachers' workload influence their level of job satisfaction in Kayole Division?



### **1.6 Significance of the study**

This research evaluated factors that influence job satisfaction among public primary schools in Kayole Division, Embakasi Sub County. Findings of this study can be used by the Ministry of Education to correct some of the weak areas that cause job dissatisfaction among teachers. With such corrections, teachers' job satisfaction can translate to quality output hence improvement in performance.

School administration, among them, head teachers, deputy head teachers and senior teachers alike, can also use the findings when carrying out their duties to improve teaching and learning. The Teachers' Service Commissions (TSC) in liaison with the Ministry of Education can also use the findings to improve its motivational programs and even discover other ways of motivating its teachers. Mbugua (1998) says that the TSC should restructure its motivational programs for teachers.

### **1.7 Limitations of the study**

The researcher could not be able to control the attitude of the respondents as they respond to the questions. While answering the questions on the closed ended questionnaire used, the respondents are likely to give socially acceptable answers to please the researcher.

### **1.8 Delimitations of the study**

The research only covered public primary schools in Kayole Division, leaving out other schools in the larger district including private ones. The respondents in the study were only public primary school teachers employed by the TSC, leaving out the ones employed by the school boards and the volunteer teachers who were likely to be even more affected. Such teachers should be part and parcel of such research as they are also affected in one way or the other.

### **1.9 Basic assumptions of the study**

- (i) That the respondents were truthful and accurate to the various questions in the research instrument.
- (ii) The selected factors that were under investigation were responsible for the teachers' satisfaction/dissatisfaction.
- (iii) That an individual's job satisfaction could be measured by means of a survey questionnaire.

### **1.10 Definitions of significant terms**

The following are the definitions of significant terms:

**Absenteeism** refers to voluntary decision by teachers not to come to work as opposed to other cases of illness or accident.

**Job dissatisfaction** refers to any combination of psychological, physiological and environmental factors that are displeasing to the individual worker and thus preventing him from giving optimum service to the organisation.

**Job satisfaction** refers to the attitude and feelings people have about their work. Positive and favourable attitudes towards the job indicate job satisfaction, whereas negative and unfavourable attitudes towards the job indicate job dissatisfaction (Armstrong, 2006).

**Level of education** refers to a particular standard, quality or degree at which one has reached in terms of education.

**Performance** refers to a summary of measures of the quantity of contributions made by a teacher or group for production of work unit in an organisation.

**Remuneration** refers to the amount of money a teacher receives at the end of the month as salary including allowances and other benefits like medical cover, house allowance, among other benefits.

**Working conditions** refers to the availability of the basic infrastructure like the school buildings, enough space, proper ventilation, furniture, games and sports facilities, teaching and learning materials, safe environment which is free from the health hazards and proper place for the teacher to plan and work.

**Workload** refers to the number of lessons allocated to a teacher in a week alongside co-curricular activities.

### **1.11 Organisation of the study**

The study was organised in five chapters, chapter one included background information, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, basic assumptions of the study, definition of significant terms and organisation of the study. Chapter two included the introduction of literature

review, the concept of job satisfaction, remuneration and job satisfaction, working conditions and job satisfaction, level of education and job satisfaction, work load and job satisfaction, summary of literature review, theoretical framework and conceptual framework and ethical issues.

Chapter three dealt with research methodology which included research design, target population, sample size and sampling procedures, validity and reliability of instruments, data collection procedures as well as data analysis techniques. Chapter four included data analysis and discussions of findings. Chapter five provided the summary of research findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter explores the review of literature that pertains to the concept of job satisfaction of public primary school teachers. It gives introduction, the concept of job satisfaction, remuneration and job satisfaction, working conditions and job satisfaction, level of education and job satisfaction, teachers' workload and job satisfaction, summary of literature review, theoretical framework and conceptual framework and ethical issues.

#### **2.2 The concept of job satisfaction**

Different authors have different approaches towards defining job satisfaction. Job satisfaction represents one of the most complex areas facing today's administrators when it comes to managing their employees. Job satisfaction is simply defined as the effective orientation that an employee has towards his or her work (Price, 2001). Job satisfaction is a worker's sense of achievement and success on the job.

Job satisfaction is an emotion, a feeling, an attitude and a matter of perception that result from an employee appraisal at work (Robins, 1998). It is also defined as an emotional situation related to the positive or negative judgment of job experiences (Mowday et al, 1982). They argued that job satisfaction is personal assessment of individual; for his/her job and work context.

Teacher job satisfaction is determined by the degree to which the individual perceives job related needs are being met(Karpin, 1995).Single as well as several factors measures can be used to measure job satisfaction, such as anonymous employee satisfaction surveys administered in areas such as empowerment, teamwork, communication and co-workers interaction.Satisfaction of human resource finds close link to a highly motivated employee. Motivated staff then develops loyalty or commitment to an institution resulting to greater productivity and lower turnover rates. Brudett and Smith (2003) in a study based on a sample of 57 schools in England and Wales concluded that those learning in institutions with abundant learning and teaching resource, favourable student- teacher ratio, commendable workload and good reward and incentive for teachers performance with better compared to learning institutions which do not provide the same.

It is generally perceived to be directly linked to productivity as well as to personal well-being. Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for ones efforts.Job satisfaction further implies enthusiasm and happiness with ones work. It is the key ingredient that leads to recognition, income,promotion and the achievement of other goals that leads to a feeling of fulfilment (Kaliski, 2007).

Job satisfaction also means the collection of feeling and beliefs that people have about their current job.People's level or degree of job satisfaction can

range from extreme satisfaction to extreme dissatisfaction. In addition to having attitudes about their jobs as a whole, people also have attitudes about various aspects of their jobs such as the kind of work they do, their co-workers, supervisors or subordinates and their pay (George & Jones, 2008).

Job satisfaction of teachers has been a focus of attention for educational researchers. This is because of links between job satisfaction and organisational behavior such as commitment, absenteeism, and turn over, efficiency and productivity. Okumbe(1998) says that workers are concerned with their working environment for their personal comfort as well as facilitating their efficiency at work.

Armstrong (2001), states that the level of job satisfaction is affected by intrinsic and extrinsic motivating factors, the quality of supervision, social relationships with work groups and the degree to which individuals succeed or fail in their work. People are motivated to achieve certain goals and will be satisfied if they achieve these goals. They may be even more satisfied if they are then rewarded by extrinsic recognition. He argues that work life balance policies define how the organisation intends to allow employed greater flexibility in their working patterns so that they can balance what they do at work with the responsibilities and interest they have outside work. Studies also show that if work force is satisfied with their job as well as the organisational environment including its colleges, compensation and leadership, they will be more committed with their organisation as compared to when they

are not satisfied.(Okpara, 2004).Researchers have studied the connection between teacher's demographic variables and job satisfaction.

Harris (1992) suggested that levels of job satisfaction felt by teachers in similar work environment can vary from one individual to another. Demographic factors may play a role in the level of satisfaction perceived by teachers. There is consistent evidence showing that job satisfaction is related to physical and mental health and that job satisfaction contributes to better overall mental health(Cherrington, 1989).Cherrington further contend that frustration and despair caused by an unpleasant job permeates an individual's life and make workers feel depressed both on the job and at home. Because employees work harder and better if satisfied with their jobs(Berder, 1990), knowing the factors related to teachers' job satisfaction could help prevent staff frustration and low job satisfaction.

Teacher job satisfaction is a source of motivation that sustains effort in performing tasks required of good teachers(Waston, 1991).Such tasks include preparation of schemes of work, daily lesson plans, careful marking of assignments, and detailed record keeping to monitor students' progress and for the case of Heads of Departments (HODs),additional administrative duties in their departments. Okumbe (1992)on his study of Levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu Town, found out that graduate teachers were satisfied with the job factor of interpersonal relationship only.It also revealed that the levels of job



satisfaction among graduate teachers increased with the age, teaching experience and professional grade level.

The review of the above studies on teacher job satisfaction highlights the complexity of job satisfaction. It should not be referred to as single variable but a complex of variables (Sogomo, 1993). Age, professional qualification and teaching experience, all have a positive relationship with job satisfaction score, Karanja (1984).

### **2.3 Remuneration and job satisfaction**

Okumbe (1998) argues that employees would want pay systems and promotion policies that are just, unambiguous and in line with their expectations. Job satisfaction is enhanced when workers see their pay as being fair based on job demands, individual skill level and the overall national standards. Reward and recognition are the two along with other factors which can have an effect on job satisfaction and motivation of teachers.

Kimengi (1983) findings implied that teachers' salary is an important factor that contributes to teachers' job satisfaction. Kimengi suggests that educational planners should consider the importance of increasing teachers' salaries in order to retain teachers in the teaching profession. Kimengi's (1983) study underscored the important roles played by the promotional opportunities available in teaching profession that also increase job satisfaction to teachers. When a teacher gets monetary reward with exceptional amusement and

excitement, that experience becomes more tremendous for the recipient (Weinstein, 1997).

Changes in reward and recognition can bring a definite change in work motivation and satisfaction (Ali&Ahmed, 2009). They confirmed the strong positive effects of monetary rewards and recognition of job satisfaction. Same applied with the findings of Katou(2008),who stated that motivation and job performance of teachers can be increased considerably if more attention is given on teacher rewards and their recognition(satisfaction,motivation,knowledge,collaboration with partners and colleagues,dedications, holding and participation may be in the order of the most important aspects of human resource management results).

Hersey (1996) says more research has found out that money, the oldest reliable motivational tool, is not as mighty as it is supposed to be particularly for production workers.Bateman and Zeithaml (1990), observe that if the employee feels equitably treated as he receives outcomes from his work, then he will be satisfied. Such people are more likely to remain with the company while the dissatisfied people are more likely to quit. According to Okumbe (1998), job satisfaction is enhanced when workers perceive equitable pay compared to their output.

According to Sargent and Hannum (2000), a global union federation known as the Education International in their decision resolved that a precondition for success combating corrupt practices among teaching staff, had teacher and education workers in general, is the provision of adequate salary, enabling all educational personnel to make a decent living from their regular work. In the United States of America (U.S.A) salary is one of the most important reasons for leaving teaching, especially those with alternative career options, while in China, both level and reliability of remuneration may be important. (Sargent and Hannum, 2000). Most teachers quit their jobs because of heavy loads compared to their pay which is low, observed Mbugua (1998), while carrying out a study on motivational needs and job satisfaction of business studies teachers of Nairobi County, Kenya.

According to a study by Baraza (2008) on the effects of rewards on job satisfaction among secondary school teachers in Sirisia/Malakisi Sub County, most teachers do not recognize the TSC as a caring employer that provides for their needs in terms of security and sometimes their requirements for special financial help. In his research findings, Baraza (2008) observed that money is the main reason for working in many cases in developing counties, although there are many other factors that people take into account when deciding to take or remain in a job. Financial rewards are important as far as motivation is concerned but does not satisfy all the needs. Kimengi (1983) revealed that a majority of the Kenyan educators indicates that inadequate pay is one of the reasons that would make them resign.

The poor pay is among the many problems faced by the Kenyan primary school teachers that have been seen by many, mostly young energetic and better trained teachers opting for better paying jobs elsewhere, making the best of their effort not to be utilised in the educational sector (Akala, 2002). Shiundu and Omulando (1992) noted that wastage as experienced in most developing countries result from the fact that teaching is taken as a bridging occupation into which people go prior to settling down to a more lucrative and satisfying job.

#### **2.4 Working conditions and job satisfaction**

Working conditions and work environment in a job greatly determine job satisfaction level of workers. Workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. Ellis and Dick (2002) suggested that the status working conditions of teaching had to be improved in ways compared to other college graduates. For example, most primary and secondary schools teachers have limited access to an office, computer, telephone, or security. Compensation is also not comparable to job requiring similar levels of education and activity and the work load is large that it denies many, if not most teachers the right to excel in teaching without undue hardship and personal sacrifice.

An employee's overall satisfaction in his job is the result of a combination of factors. The management's role is to enhance an employee's job satisfaction by creating positive work environment (Allen, 1990). Okumbe (1998) says

that workers are concerned with their work environment for their personal comfort as well as for facilitating efficiency at work. The environment should be clean, modern with adequate and appropriate tools for work. Providing productivity tools such as upgraded information technology helps employee accomplish task more effectively contributing to job satisfaction, (Darling Hammond, 2001). The employees' morale will be high in tasks they are assigned to do.

According to Mbugua (1998), a work environment is made up of a range of factors including institutional culture, management styles, hierarchies and human resources policies. Employee satisfaction is the degree to which employees feel personally fulfilled and contented in their job roles. Employee turnover is the rate at which employees leave their employers, whether voluntarily or otherwise. These three distinct concepts are inseparably linked; workspace environment greatly influence employee satisfaction, which in turn directly affects employee turnover rates.

In the Kenyan context, the situation of high teacher turnover is not any different from the global and regional trends (Orodho, 2013). Not only is there a shortage of qualified teachers in Kenyan schools, but also teachers are leaving the profession to take up non-teaching employment (Oketch&Ngware, 2012). According to Orodho (2013), knowing how to use a positive work environment to increase employee satisfaction and reduce turnover is a key developing a high performance workforce.

Any teacher would desire working conditions that will result into greater physical comfort and convenience. The absence of such working conditions among other things can impact poorly on working mental physical well-being, (Robbins,2003).Robbins goes further to advocate that working conditions will influence job satisfaction as employees are concerned with a comfortable physical working environment which influence job satisfaction. He goes further to say that fairness is an equal treatment receiving the same services and benefits as competent leaders are essential to the success of the school.

VSO Ethiopia (2010) commented on how lack of basic amenities such as desks, chairs, tables, benches, made the teaching 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 FPE was introduced without prior preparation and teachers had a feeling that the lack of preparation was a cause of low motivation. Sogomo’s (1993) findings in the study of job satisfaction of secondary school principals in the Rift Valley Province of Kenya were similar. He proposed that the work environment in the school should be such that it enhances teachers’ sense of professionalism and in turn decreases their dissatisfaction.The work characteristics for the teachers that are associated with job dissatisfaction should be identified in order to change the working environment for continuous job satisfaction.

## **2.5 Level of education and job satisfaction**

Some studies have found a positive relationship between educational level and job satisfaction, (Johnson & Johnson, 2000; Martin & Shehan, 1989). Nonetheless, other studies have found a negative relationship, where education may reduce job satisfaction by raising work expectations that may not be completely realised in the work place due to various reasons. Glenn and Weaver (1982) suggested that education did give employees better opportunities to obtain better jobs, which are associated with higher levels of satisfaction.

Glenn and Weaver (1982) however go further to say that increased expectations from intrinsic and extrinsic rewards from work may cancel out the positive effects. Regardless of the situation, the final impact of the situation of the job satisfaction is determined by the net effect of education. If the positive effects outweigh the negative effects, employees with higher education will be more satisfied and the converse will be true.

## **2.6 Work load and teachers' level of job satisfaction**

Dealing with a work load that is too heavy and deadlines that are impossible to reach can be very stressful. This will cause job satisfaction to erode even the most dedicated employee (Okumbe, 1998). Being unable to beat deadlines result in conflicts between employees and supervisors and this could also cause a lot of stress among the workers in any organisation. In Kenya, there was a significant change from the 7.4.2.3 structure of education to the 8.4.4

system that was established in 1985. This brought about more subjects to be taught at the primary level. This system came into existence 'overnight' and most teachers were not adequately prepared for it. In addition, the large class enrolment as a result of introduction of Free Primary Education (F.P.E) in 2003 and the acute shortage of institutional materials and teaching aids hampers teachers' efforts to achieve the educational goals.

According to Poling (1990), the best predictor of job satisfaction is when the employees' personal values match those of the organisation. Teachers do teach their assigned lessons, mark examinations and assignments, are involved in co-curricular activities, supervisory duties and counselling of pupils. All these duties make teachers to be overworked and hence may not give their best output.

Research done by Akala (2002) found that the understaffing of teachers in most public primary schools has a positive relationship with the poor morale and despair among teachers, which has the effect of lowering the quality and relevance of education. Many teachers in public primary schools in Kayole Division may lack job satisfaction due to high enrolment rates with as many as 90 pupils sitting in a classroom to be attended by one teacher who also teaches as many as 38 lessons per week, (D.E.O Office, Kayole Zone 2013). Workload for such a teacher becomes unbearable and tiresome hence lack of job satisfaction.



## **2.7 Summary of literature review**

From the studies, the researcher has identified several factors that affect teachers' level of job satisfaction in public primary schools. From the findings reviewed in the above literature, it is evident that remuneration, teachers' level of education, working conditions and teachers' workload all have significant relationship with job or career satisfaction. The literature suggests that a person's level of education is an important characteristic in determining his or her level of job satisfaction. Job satisfaction can also be influenced by the work situation. Any aspect of the job and employing organisation is part of the work situation.

Based on an extensive review of the literature, Bruce and Blackburn (2004), identified challenging work, equitable rewards, supportive working conditions and supportive colleagues as main determinants of job satisfaction. This also applies to work load as an aspect of working conditions. Finally the literature revealed that the general working conditions of workers is a great factor that influences the level of job satisfaction among teachers in public primary schools.

## **2.8 Theoretical framework**

The study was guided by Herzberg's theory of employee motivation and satisfaction. There are two areas that motivate employees, the factors that create true satisfactions, and those hygiene or maintenance factors whose absence will create dissatisfaction. However, according to the theory, the mere presence of hygiene factors (like salary/wages, working conditions, job security, age) themselves will not create satisfaction.

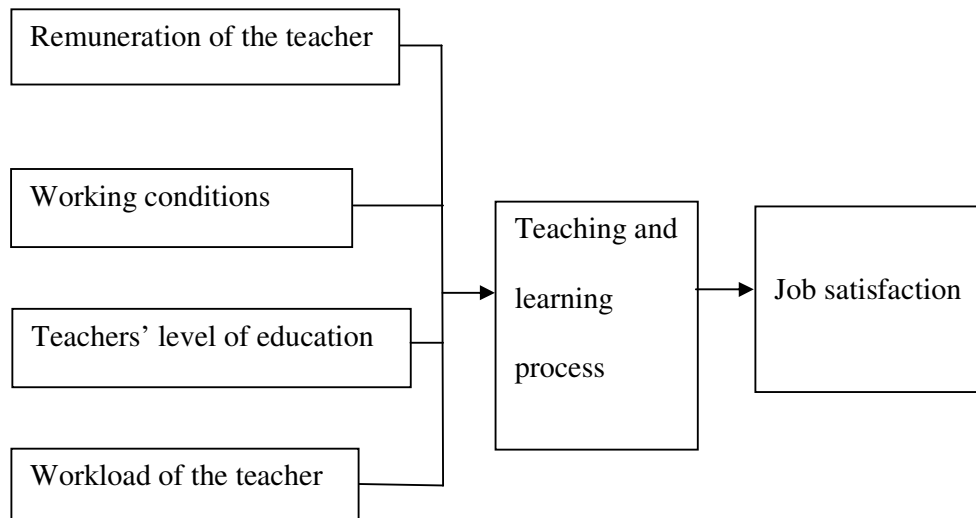
Several factors are believed to influence a person's desire to perform work or behave in a certain way. The need-based theories explain motivation primarily as a phenomenon that occurs intrinsically, or within an individual. Herzberg's two factor theory is heavily based on need fulfilment because of their interest in how best to satisfy workers. They carried out several studies to explore those things that cause workers in white collar jobs to be satisfied and dissatisfied. The outcome of their study showed that the factors that lead to job satisfaction when present are not the same factors that lead to dissatisfaction when absent. Thus, they saw job satisfaction and dissatisfaction as independent.

Although the two-factor theory has obvious limitations, Herzberg is greatly credited with his substantial contribution to the study of work motivation. He was instrumental in the discovery of job enrichment, a technique widely used in job design. Herzberg (1966), has shown that more satisfied workers will tend to add more value to an organisation. Unhappy employees, who are

motivated by fear of job loss, will not give 100 percent of their effort for very long. According to Herzberg, the hygiene factors prevent dissatisfaction, but they do not lead to satisfaction. In other words they bring motivation to a theoretical zero and, therefore, prevent dissatisfaction.

## 2.9 Conceptual framework

The conceptual framework illustrates the perceived relationship between the independent variables and the dependent variables. The dependent variable is job satisfaction while the independent variables are; remuneration, working conditions, level of education and workload. The research sought to find out whether the independent variables have any effect on the dependent variable.



**Figure 2.1:** Conceptual framework on factors that affect job satisfaction in Public Primary Schools.

The conceptual framework illustrates the factors that are key to teaching and learning process and can impact positively or negatively to teachers' job

satisfaction. In this case, teachers' level of job satisfaction depends on successful teaching and learning process at school and which is dependent on the factors: remuneration working conditions, levels of education and workload.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter discusses the methodology that the researcher adopted in the study. The areas discussed included research design, target population, sample size and sampling techniques, data collection instruments, validity of instruments, reliability of instruments, data collection procedures and data analysis techniques.

#### **3.2 Research design**

The study used descriptive survey design which is not only restricted to fact findings, but also result in the formation of important principles of knowledge and solutions to significant problems. The study therefore involved measurements, classification, analysis, comparison and interpretation of data. Orodho (2003), asserts that survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. This design has been a useful method for research and a precursor to more quantitative studies. Descriptive survey design for his study was used to analyze the relationship between factors influencing job satisfaction of secondary school teachers in relation to teachers' job satisfaction.

### **3.3 Target population**

According to Kothari (2004), a target population is a group of individuals who have one or more common characteristics which are of the same interest to the research. The target population of this study was 20 public primary schools, 20 head teachers and 200 primary school TSC assistant teachers in Kayole Division, Embakasi district, Kenya (10 assistant teachers from every school).

### **3.4 Sample size and sampling procedures**

Sampling is the procedure used to identify individual items to be studied, and other researchers such as Mugenda and Mugenda (2003) have stated that sample size for descriptive studies should be between 10 percent – 20 percent of the population. The sample size for this study was 25 percent for it is recommended that researchers use the largest sample possible because statistics calculated from a large sample are more accurate (Kasomo, 2007). In order to provide for equal chance for every member in the school to be included, simple random sampling was used. Names of all teachers in a school were drawn on a piece of paper and mixed in a box thoroughly after which 2 teachers were identified to participate in filling in the questionnaires.

The sample size was all the head teachers in the 20 schools and 50 percent of the 200 assistant teachers in the selected schools since Neuman (2000) indicated that 50 percent is an adequate sample in a descriptive study. The study applied census sampling for all the teachers in the public primary schools in the Kayole Division, including the head teachers. The total sample

size was 20 head teachers and a random sample of 10 teachers from each of the 20 schools to give a total of 220 respondents out of which only 196 responded to the questionnaires. The table below gives a summary of the sample population.

**Table 3.1: Sample size**

Population	Target	Sample size	%
Head teachers	20	18	90
Teachers	200	178	89
Total	220	196	89

### **3.5 Data collection instruments**

Data for the study was gathered using self-administered questionnaire to get information from both the teachers and the head teachers. According to Orodho (2003), questionnaires are more efficient, require less time, are less expensive and permits collection of data from a wide population.

The questionnaires for both teachers and head teachers had both closed and open ended items which required the respondents to select one response from given alternatives and open ended items which required the respondents to express their personal views about the questions asked. The questionnaires had sections. Section I had questions on the general demographic information of the respondents. Section II consisted of questions on influence of the various variables on teachers' level of job satisfaction in public primary

schools. The interviews were used to get in depth information from the head teachers and the teachers about the teachers' level of job satisfaction and it will also assist to give more information on the same to the researcher.

### **3.6 Validity of instruments**

Mugenda and Mugenda (2003), define validity as the accuracy and meaningfulness of inferences which are based on research results. According to Borg & Gall, (2007), questionnaire is considered to be valid when it measures the intended parameters. The questionnaires which were used were appraised by the supervisors of the project to determine whether items in the questionnaires were in line with the expectations.

The validity of the study was obtained through content analysis of the research instruments questionnaire and interviews to establish the content which is to be used and to improve questions, format and the scales. In order to test the validity of the instrument to be used in the study, a pilot study was carried out in two schools in Kayole Division but left them out during the main study. The researcher tested validity through consulting and discussing with the supervisors and colleagues from the Department of Educational Administration and Planning to ascertain the validity of the instruments. The suggestions and comments were incorporated in the questionnaires before the final administration of the instruments on the respondents of this study.



### **3.7 Reliability of instruments**

Reliability of an instrument is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The method which was employed was the test-retest technique for the questionnaires on teachers' level of job satisfaction. The outcome was used in modifying the instrument with supervisors' assistance. This helped to estimate the reliability of the questionnaires. A comparison of the information obtained from both the pilot study and the final collection of data helped to improve reliability. The questionnaire was scored manually by use of frequencies and percentages.

### **3.8 Data collection procedures**

The researcher obtained an introductory letter from the University of Nairobi, School of Education to introduce herself to the head teachers in the public primary schools in Kayole Division. In addition, the researcher went further to request for a permit from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher then proceeded to the area of study where she obtained permission from the office of the president, Kayole Division and the D.E.O's office before commencing the study. The purpose and details of the study were stated in the letter which also assured the confidentiality of their respondents.

### **3.9 Data analysis techniques**

Orodho (2003) observe that data analysis technique is the life line of a research, the method of analysis is the backbone. The researcher personally collected and inspected the questionnaire to ensure that they were adequately completed and properly responded to. The data was compiled, organised and analysed through the Statistical Package for Social Science (SPSS) which is ideal for accuracy and speed processing.

The data was analysed using descriptive statistics, frequencies and percentages were interpreted in tables and figures. Descriptive methods were employed in analysing qualitative data where tables and figures were used in interpreting the respondents' perceptions of issues raised in the questionnaires. Percentage and frequency distribution tables provided a clear visual impression of the total value.

### **3.10 Ethical considerations**

While conducting the research, the researcher ensured that the research work was own work. In case of inclusion of another person's work it was acknowledged through quotations and citations. This was important to protect the copyright of other researchers besides avoiding the issue of plagiarism. The researcher ensured that the respondents' identities were kept confidential which was done by coding names to make the respondents anonymous. Use of code names allowed the respondents to be honest and give the right

information. The researcher presented the authentic findings as they were because the research report is a public document which is shared by all stakeholders in the education sector.

## CHAPTER FOUR

### DATA ANALYSIS, INTERPRETATION AND DISCUSSION

#### 4.1 Introduction

This chapter presents: questionnaire response rate, demographic information of the respondents, and influence of various job factors on job satisfaction of teachers in public schools in Kayole Division. Also presented are the findings of the data analysis of the study together with their interpretations. All of the data presented in this chapter were processed using Statistical Package for Social Sciences (SPSS).The respondents were head teachers and assistant teachers in Kayole Division, EmbakasiSub County,Nairobi.

#### 4.2 Questionnaire return rate

The researcher used a two part questionnaire which was distributed to 20 head teachers and 200 assistant teachers in public primary schools in Kayole Division. The table below shows how the questionnaires were returned.

**Table 4.1: Questionnaire returnrate**

Categories	Frequency		Percentage
	Distributed	Returned	
Head teachers	20	18	90.00
Teachers	200	178	89.00
Total	220	196	89.09

Hartman &Headborn (1979) state that 50 percent is adequate, 60 percent is good and 70 percent or more is very good. Out of the 20 questionnaires for head teachers, 18 were returned giving a rate of 90 percent.This was considered very good. For the assistant teachers 178 questionnaires were returned giving a return rate of 89 percent which was also deemed to be very good.The high rate of return of questionnaires might have been due to the fact that the research was conducted just before the mid-term examinations hence many teachers were in their stations preparing for the examinations.

#### **4.3Demographic characteristics of the respondents**

The study captured demographic characteristics of the respondents, including the age, gender, level of education and the number of years in service.

##### **4.3.1 Distribution of respondents by age**

The issue of the age of the respondents was of importance since the researcher sought to establish whether age of the respondents had any influence on the job satisfaction levels.The older teachers may have a high job satisfaction than the younger ones; this is in line with Okumbe (2003) findings that younger employees give higher expectations and aspirations, which may not be met by the organisation. Table 4.2 gives a summary of the respondents' ages.

#### **Table 4.2 Distribution of teachers by age**

Age	Teachers	Head teachers		
	F	%	F	%
30 years and below	32	18.00		
31-40 years	63	35.42	11	6.11
41-50 years	65	36.59	50	27.78
51-60 years	18	10.11	7	38.90
Total	178	100	18	100

All the respondents responded to the issues affecting their level of job satisfaction in similar ways despite their age brackets. From the results in table 4.2, most of the teachers were noted to fall between ages 41-50 years an indication that Kayole Division has very strong working team which still has time before retirement.

#### **4.3.2 Distribution of respondents by gender**

With development and modernization, gender balance has turned out to be an important consideration in almost all spheres of life. As a result it was necessary for the study to establish the gender balance in the teaching fraternity in the division. Table 4.3 gives a summary of the same.

**Table 4.3: Distribution of respondents by gender**

Gender		Teacher Head teacher	
F	%	F	%
Male	3921.9	5	27.8
Female	13978.1	13	72.2
Total	178100	18	100

Female teachers were noted to be higher than their male colleagues although both responded to issues affecting them in similar ways. The presence of many female teachers could be attributed to the fact that many of them join their spouses in towns something that does not favor male teachers. Another indication from the presence of many female teachers could also be due to the fact that they could be drawing more satisfaction from teaching than the male teachers. Female head teachers have dominated the division with only 5 men out of the 18 heads.

#### **4.3.3 Academic qualifications of respondents**

The level of education was considered by the researcher as important in a person's ability to perceive his or her job as satisfying or not. This is in line with Okumbe(1992) that the professional variables showed some significant influence in workers' motivation and job satisfaction. The study investigated the level of education of respondents and the results are as shown in the table 4.4overleaf.

**Table 4.4: Level of education of respondents**

Level of education	Teachers		Head teachers	
	F	%	F	%
P1	28	16	0	0
Diploma	11	6	2	11
ATS (Approved teacher)	81	45	9	50
Degree	46	26	5	28
Masters	12	7	2	11
Total	178	100	18	100

The researcher expected majority of the respondents to be P1 holders, only to be surprised to find out that many teachers had gone up the ladder in terms of moving from the P1 level. More than 30 percent of the respondents were degree or master holders combined a point which did not affect their response rate to the questions asked in the interviews. However, it was noted that those who were upgrading themselves by going for further education were not satisfied with their current job, hence could quit teaching due to dissatisfaction if given a chance.

#### **4.4 Factors influencing teachers' level of job satisfaction in public primary schools**

Job satisfaction in public primary schools is influenced by many factors as discussed in the literature review. Some of the factors include remuneration of the teachers, the teachers' working conditions, the teachers' level of education and the work load. The study aimed to establish factors influencing



teachers' level of job satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Nairobi. The data was collected through the use of self-administered questionnaires given to the head teachers and assistant teachers. The responses were organised and analysed using descriptive statistics supported by tables and figures.

#### **4.4.1 Remuneration and teacher' level of job satisfaction**

The first research question sought to establish how remuneration influences teachers' level of job satisfaction in Kayole Division. The respondents were asked to indicate the level of satisfaction with the statements regarding the salaries and remuneration. The findings are presented in table 4.4 overleaf.

**Table 4.5: The influence of remuneration on teachers' level of job satisfaction**

	Not satisfied		Slightly satisfied		Satisfied		Very satisfied		Extremely satisfied	
	F	%	F	%	F	%	F	%	F	%
	Salary meets expenses	127	65	51	26	18	9	0	0	0
Present fringe benefits	114	58	58	30	21	10	0	0	3	2
Pension scheme	119	61	55	28	18	9	2	1	2	1
Medical scheme	117	60	50	26	23	12	3	2	3	2
Transport allowance	125	64	32	16	18	9	9	5	12	6

From the findings, only 18 teachers out of 196 were satisfied with the transport allowance they received. 125 teachers were not satisfied with the transport allowance. 114 teachers (58%), which was a majority of the respondents, were not satisfied with the benefits awarded to them in the form of remuneration. Out of the 196 respondents, 178 teachers were not satisfied that their salary meets their expenses (90.8%), an indication that the same teachers could be the ones falling under P1 or approved teachers whose salaries are lower compared to those teachers holding either degrees or masters.

These findings of the study are in agreement with Fumhan, (1992) who argued that increment in remuneration package would make more teachers become more satisfied with their job.

#### 4.4.2 Working conditions and teachers' level of job satisfaction

In this section the study sought to establish the influence of working conditions on teachers' level of job satisfaction in Kayole Division, Embakasi Sub County, Nairobi. The teachers were therefore asked to indicate their level of satisfaction with the statements regarding the working conditions on a scale of not satisfied and extremely satisfied. The findings are presented in the table 4.8 below.

**Table 4.6: The influence of working conditions on teachers' level of job satisfaction**

	Not satisfied		Slightly satisfied		Satisfied		Very satisfied		Extremely satisfied	
	F	%	F	%	F	%	F	%	F	%
	Staffroom	43	22	79	40	65	33	8	4	1
Office	67	34	52	27	62	32	11	6	4	2
Classroom	59	30	63	32	32	25	22	11	3	2
School surrounding	32	16	55	28	28	35	28	14	12	6

62 percent of teachers fall under the category of either not satisfied or slightly satisfied with classrooms and school surroundings, an indication that these

teachers are not likely to find satisfaction in their places of work and the infrastructure therein. 59 teachers are not satisfied with classroom situation while 67 teachers out of 196 were not satisfied with the offices in their schools. Only 14 percent of the teachers were very satisfied with the school surrounding. Teachers had indicated to the researcher that most of the infrastructure in the schools are quite old, the school surroundings are quite overpopulated, a matter which could pose insecurity to the teachers and even the pupils. Only 28 percent were satisfied with the school surrounding, meaning that quite a number of the respondents could change the working station if given a chance. Among the teachers who indicated extreme satisfaction with the school surrounding are those who consider the fact that they have purchased their residential homes in the vicinity and therefore would not opt to relocate.

The study established that majority of the teachers (34%) were not satisfied with the offices in the schools. The results show that only 33 percent of the teachers were satisfied with the staffroom in the schools. The study further established that 35 percent of the teachers were satisfied with the school surrounding. The findings show that 30 percent of the teachers were not satisfied with the classrooms in their schools, an indication that most of the schools in Kayole Division do not have adequate classrooms or the classrooms are dilapidated.

#### **4.4.3 Level of education and teachers' level of job satisfaction**

The researcher sought to find out the influence which level of education has on teachers' job satisfaction and the table below gives the findings.

**Table 4.7: Distribution of assistant teachers by level of education**

	Frequency	Percentage
Masters	14	7
Degree	51	26
Approved teacher (ATS)	90	46
Diploma	13	7
P1	28	14
Total	196	100

The study established that majority of teachers in Kayole Division are approved teachers (54%).The study further indicates that 26 percent of the teachers have Bachelor of Arts education degree. The results may be used to indicate that most of the teachers in Kayole have gone up the ladder on the basis of promotion based on the number of years served since that is how the approved teachers move up the ladder. Out of all the respondents only 26 percent teachers out of 196 were holders of master degree.

#### **4.4.4 Work load and teachers' level of job satisfaction**

The research objective IV sought to establish the influence of workload on the teachers' level of job satisfaction. To establish the teachers' workload and to be able to declare the workload as more, less or adequate, the researcher

sought to gather information regarding the number of lessons a teacher teachers per week, the number of classes taught per week the number of pupils in each of the classes taught by a teacher and other responsibilities held by a teacher.

**Table 4.8: Number of lessons taught per week.**

Lessons	Frequency	Percent
0-10	14	7
11-20	42	21
21-30	62	32
31-40	78	40
Total	196	100

From the table, out of a total of 196 respondents who took part in the study, majority of the teachers teach either 21-30 lessons per week or 31-40 lessons per week. The teachers who teach less than 10 lessons per week were noted to be head teachers. This was mostly supported by the fact that they had other administrative duties to handle. Majority of teachers who range at 31-40 lessons per week is an indication that these teachers teach a maximum of 5 lessons per day, meaning that they only have 3 lessons a day to prepare for the lessons, mark books and perform other duties as may be assigned. It is for this reason that some of these teachers go to class unprepared to teach or fail to attend classes all together because of excess workload. On the same note of workload, the researcher sought to establish how the number of lessons taught

per week influenced teachers' level of job satisfaction. Table 4.9 gives a summary of the findings.

**Table 4.9: The number of lessons taught per week in relation to teachers' level of job satisfaction**

		Extremely satisfied	Satisfied	Slightly Satisfied	Not satisfied	Total
Work load (lessons per week)	0-10	6	3	8	19	36
		3%	2%	4%	10%	18%
	11-20	4	8	18	12	42
		2%	4%	9%	6%	21%
	21-30	10	15	24	17	66
		5%	8%	12%	9%	34%
	31-40	6	19	12	15	52
		3%	10%	6%	8%	27%
Total		16	45	62	63	196
		13%	23%	32%	32%	100

According to the table above only 3 teachers out of 36 who teach 0-10 lessons were satisfied with their job, whereas 19 out of 52 who teach 31-40 lessons per week showed satisfaction. Among the same group who teach less than 10 lessons the highest percentage was 10 percent giving a total number of 19 teachers. The level of job satisfaction depicted by the table can be explained by the fact that majority of the teachers in Kayole Division are teaching between

21-30 lessons (34%), followed by 31-40 (27%) while those who teach 0-10 lessons were 18 percent of the total number of respondents. The 6 teachers who had a big work load yet showed extreme satisfaction with their job could be an indication of those who have a natural liking for teaching or those who have been given a second chance maybe after a disciplinary action and therefore would not want any form of victimisation.



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Introduction**

This chapter presents the summary of the findings, conclusions, recommendations and suggestions of further research.

#### **5.2 Summary of the study**

The purpose of this study was to establish the factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Kenya. The reality of job dissatisfaction in the teaching profession prompted the researcher to investigate the factors that lead to this for the purposes of informing the relevant bodies on what ought to be done to improve teachers' level of job satisfaction. The study sought to investigate the extent to which remuneration, working conditions, level of education and workload influence teachers' level of job satisfaction in Kayole Division. This study employed a descriptive survey design. The sample comprised of 18 head teachers and 178 assistant teachers from a sample population of 20 head teachers and 200 teachers. Data was collected using two types of questionnaires which were distributed to the head teachers and the teachers respectively. Data was collected and analyzed quantitatively by use of frequencies and percentages. Questionnaire return rate for head teachers was 90 percent and for the assistant teachers was 89 percent.

### **5.3 Findings**

The findings of the study were based on the following:

The study managed to establish that majority of the teachers in public primary schools in Kayole Division were not satisfied with their job. The reasons for low job satisfaction included poor remuneration, poor working conditions, level of education vis a vis income and deplorable working conditions. The results of the data shows that the majority of the respondents 65 percent, are not satisfied that salary meets their expenses. Data from the same indicated that only 10 percent of the respondents felt very comfortable with fringe benefits/rewards. Further findings indicate that very few teachers were either very satisfied or extremely satisfied with the allowances they are given in terms of remuneration. The findings are a clear indication that something should be done to attract teachers more to their job and make them more satisfied than ever.

The findings of this study which found that the teachers were not satisfied with the working conditions in the schools agree with Luthans (1992) who found in his study that working conditions is a factor that has a modest effect on job satisfaction as according to him, a clean and attractive surrounding tend to make workers happy when doing their work thus increasing job satisfaction. The study findings also agree with Sogomo(1993) who noted that the work characteristics for teachers is directly correlated with job satisfaction and therefore need for identification in order to change the working environment for continuous job satisfaction. Results from the findings indicated that

majority of the respondents (87%) were extremely dissatisfied with the working conditions in their various workingstations. They made an appeal to the county government to ensure that an improvement is made on the facilities as most of the respondents talked of the facilities being very old and uncomfortable. Some classrooms have leaking roofs which makes both the teachers and the learners very uncomfortable.

Concerning the question that sought to establish the extent to which level of education influenced job satisfaction; the study found out that more qualified teachers were noted to be more dissatisfied with their job. Most of them gave the reasoning that they were underpaid compared to the scales of their counterparts in the other government sectors (civil servants). Most of the teachers who were noted to be degree and master in education holders are opting to quit the teaching profession for other sectors if given a chance.

Concerning the question which sought to establish the extent to which work load influenced job satisfaction, this study found out that excess work load lowered the motivation of some teachers to do their best even though there were a few teachers who despite teaching excess lessons were still satisfied. 78 teachers out of 196 were noted to be teaching between 31-40 lessons per week giving a percentage of 40 which was considered to be too much work for the teachers considering the enrolment rates as earlier indicated. The general opinion was that the higher the work load, the less satisfied teachers were and the lesser the work load, the more satisfied teachers were. The results of the

findings further indicated that among the teachers who handled between 31-40 lessons per week, only 10 percent were satisfied with their job and 8 percent were not satisfied at all. Only 18 percent of the respondents were noted to be teaching less than 10 lessons per week among whom still 10 percent were not satisfied with their job. The respondents suggested that the government should employ more teachers to help reduce the amount of workload that teachers currently have due to high enrolment rates.

It was particularly noted that most of Kayole public primary schools have very high enrolments with some classes having as many as 70 pupils (DEO's office, Kayole). According to Okumbe (1998), heavy workload coupled with the requirement to meet strict deadlines risks to erode the morale of even the most dedicated teachers. The implication of these findings is that it is imperative of government and all stakeholders in education to ensure a high level of career satisfaction for highly qualified and experienced teachers.

One of the ways to ensure a high level of satisfaction for these teachers is by enhanced salary. This is needed to satisfy the materialistic need of the teachers and also to improve the public image and self-esteem of teachers. Better working conditions are also advocated. These measures are necessary in order to ensure highly qualified and very experienced teachers are retained in the schools. It is also important to note that implementation of these measures will minimize teachers' turnover and burnout.

#### **5.4 Conclusions**

The responses to the four research questions that were outlined for investigations in this study have been adequately answered. With regard to the first research questions it was found out that remuneration influences positively teachers' level of job satisfaction. There was no teachers who expressed satisfaction that salary meets expenses. 30 percent of the respondents were slightly satisfied with present fringe benefits. Only 9 teachers were satisfied with transport allowance they receive. The manner of rewarding teachers Vis a Vis the existing discontent with the long term benefits for teachers have made incentives not to yield the desired impact in terms of boosting teachers' satisfaction with their jobs. In conclusion therefore the answer to the first research question as per the analysis is that remuneration should be with other fringe benefits for teachers like other civil servants, like proper medical cover, other allowances like sitting allowances, leave allowance, among others.

Remuneration contributed a great deal to the levels of job satisfaction that were recorded. Only 26 percent of the teachers were slightly satisfied that medical scheme is adequate. This indicates that however much a school would improve in making available the institutional factors, a significant number of public primary school teachers would still not be satisfied if the issue of better remuneration for teachers is not looked into. Stakeholders in education should guarantee better job satisfaction by ensuring that teachers are properly remunerated.

According to Becker (1993), working conditions vary by school type, location, and demographics of students, teachers and parents. Concerning working conditions, the study concluded that the inadequacy of school facilities led to teachers' dissatisfaction with their job. The number of lessons taught per week also affected teachers' level of satisfaction with majority citing very dissatisfied. 3 teachers out of 36 who teach 0-10 lessons were satisfied with their job, whereas 19 out of 52 who teach 31-40 lessons showed satisfaction. Majority of the head teachers suggested that the government should improve the infrastructure in public schools citing that most of the facilities are in a sorry state including walls and floors. The researcher further concluded that there is uneven distribution of teachers in public schools when it comes to gender. Some schools were noted to have either one male teacher or even none. The ministry should consider equal distribution of both male and female teachers since the boy child also needs a mentor.

### **5.5 Recommendations**

Based on the findings of the study, the following were the recommendations: Teachers should keep on engaging their employer through their unions in order to fight for better pay. Furthermore the negotiations should help in ensuring that more teachers are employed to reduce the work load since some teachers who are teaching marking subjects like Mathematics and languages complained of a lot of work for marking.

The TSC and the Ministry of Education should review the starting job group for P1 teachers from job group H to K. This may help them to adjust to the ever-rising cost of living. The government should ensure that there are adequate teaching and learning facilities in public schools. Many of the schools visited during the research are in a sorry state, the floors, the roofs, walls and even the blackboards. Lack of adequate facilities is a dissatisfaction already since teachers want to be made proud of where they teach. On the same note, the head teachers in collaboration with the Parents Teachers Associations (PTA) should improve the school environment for teachers in their respective schools.

The study recommends that the administration in any school should come up with their own modalities of ensuring that teachers in their schools are satisfied with their job. The county government in liaison with the Ministry of education should provide more funds to school managers to expand physical facilities such as classrooms, staffrooms, libraries and games facilities and be able to equip them with relevant facilities. The parents should participate in putting up additional physical facilities. This can be done through the head teachers seeking good working relationship with parent associations, ensuring that PTA's know the school, share its expectations, problems and successes, work closely with PTA's to ensure provision of service especially in physical development of the school and to publicly recognise their contributions.

Graduate teachers should be well remunerated and motivated in order to retain them in the teaching profession.

## **5.6 Suggestion for further research**

The following areas were suggested for further research;

A study on how learner characteristics influence teachers' level of job satisfaction in slum areas should be carried out.

A study of factors influencing public school teachers' level of job satisfaction should be carried out in all counties to find out how they compare with each other.



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## APPENDIX I

### LETTER OF INTRODUCTION

University of Nairobi,  
College of Education and External Studies,  
Department of Education Administration and Planning  
P.O. Box 92,  
Kikuyu.

Dear Sir/Madam,

RE: PERMISSION TO COLLECT DATA

I am a student from the University of Nairobi pursuing a Master Degree in Education in Educational Administration and Planning. I am carrying out a research entitled: **“Factors influencing teacher’s level of job satisfaction in public primary schools in Kayole Division, Embakasi, Kenya.”**

Your school has been identified as one of the research schools. Please allow me to collect data from your school. The researcher assures you of confidentiality of the respondents’ identity.

Thank you in advance.

Yours faithfully,

Pamela AdhiamboNyagaya.





**Part B**

**Factors influencing teachers' level of job satisfaction**

7.The following are factors that are perceived to be of influence to your level of job satisfaction .Each factor is divided into a number of items.You are kindly requested to tick the most appropriate number that best shows how satisfied/dissatisfied you are with your job. Key for the numbers is indicated as follows: 1-extremely satisfied, 2- satisfied, 3-slightly satisfied, 4- not satisfied,

<b>Rate your level of job satisfaction in relation to remuneration</b>				
	Extremely satisfied	Satisfied	Slightly satisfied	Not satisfied
My present salary is meeting my expenses:				
My present fringe Benefits:				
My pension scheme:				
My Medical scheme:				
My transport allowances:				

**Rate your overall level of job satisfaction**

	Extremely satisfied	Satisfied	Slightly satisfied	Not satisfied
Remuneration:				
Working condition:				
Level of education :				
Workload:				

**Rate your job satisfaction in relation to working conditions**

	Extremely satisfied	Satisfied	Slightly satisfied	Not satisfied
Hours worked each week				
Number of lessons per week				
Location of school where you work				
Amount of pay in relation to your level of education				
Vacation time/sick leave offered				

8. What other factors other than the ones mentioned above would you consider responsible for teachers' level of job satisfaction in your school.....

9. What suggestion would you give education stakeholders to look into towards improving teachers' level of job satisfaction in your Division?  
.....  
.....

THANK YOU FOR YOUR COOPERATION.

### APPENDIX III

#### QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the factors influencing teacher's level of job satisfaction in Kayole Division, Embakasi Sub County, Kenya. All information will be treated with strict confidence.

Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

#### **Section A: General information of respondent**

1. What is your gender? Male..... Female.....
2. What is your age bracket?  
20-30 years..... 31-40 years..... 41-50 years.....  
51 years and above.....
3. What is your highest academic qualification?  
a) Masters.....b) Degree.....  
c)Diploma.....d)Approvedteacher (ATS).....  
e) P1.....
4. How many years have you been teaching?  
Below 5 years.....5-10 years.....  
Above 10 years.....

**Rate your overall job satisfaction in relation to your work**

	Extremely satisfied	Satisfied	Slightly satisfied	Not satisfied
Remuneration in terms of allowances given for work done				
Working conditions in and around the school				
Level of education in relation to the income you receive				
Work load as far as number of lessons and other duties are concerned				

**Section B:** Questions on teachers' level of job satisfaction

5. a) what do you dislike MOST about your job? (State only 1)

i).....

.....

b) Kindly explain why you dislike it?

.....

.....

6. Please tick the most appropriate condition that explains your level of satisfaction with your job generally as a teacher.

- a) Extremely satisfied ( )                      b) Slightly satisfied ( )
- c) Satisfied ( )                                      d) Not satisfied ( )

7. Kindly suggest three ways of improving the teaching profession in order to attract and retain as many teachers as possible.

.....

.....

.....

8. How many lessons do you teach per week?

- a) Less than 10
- b) 11-20
- c) 21-30
- d) 31-40

9. Other than teaching, what other responsibilities do you hold in the School?

- a) Class teacher                      c) Games teacher
- b) Administration (head teacher, deputy head teacher)
- Any other, specify.....

THANK YOU FOR YOUR CO-OPERATION



**NATIONAL COMMISSION FOR SCIENCE,  
TECHNOLOGY AND INNOVATION**

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Website: www.nacosti.go.ke  
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Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref: No.

Date:

27<sup>th</sup> May, 2015

NACOSTI/P/15/6636/6166

Pamela Adhiambo Nyagaya  
University of Nairobi  
P.O Box 30197-00100  
**NAIROBI.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on "*Factors influencing teachers level of job satisfaction in public primary schools in Kayole Division, Embakasi District, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **30<sup>th</sup> October, 2015.**

You are advised to report to the **County Commissioner and the County Director of Education, Nairobi County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

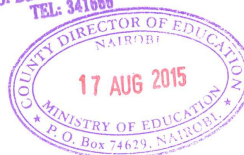
  
**DR. S. K. LANGAT, OGW**  
**FOR: DIRECTOR GENERAL/CEO**

Copy to:

The County Commissioner  
Nairobi County.

The County Director of Education  
Nairobi County.

**COUNTY COMMISSIONER  
NAIROBI COUNTY  
P. O. Box 30124-00100, NBI  
TEL: 341888**



National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science,  
Technology and Innovation**

**RESEARCH CLEARANCE  
PERMIT**

Serial No. A **5189**

**CONDITIONS: see back page**



**THIS IS TO CERTIFY THAT:  
MS. PAMELA ADHIAMBO NYAGAYA  
of UNIVERSITY OF NAIROBI, 25903-504  
Nairobi, has been permitted to conduct  
research in Nairobi County**


**on the topic: FACTORS INFLUENCING  
TEACHERS LEVEL OF JOB SATISFACTION  
IN PUBLIC PRIMARY SCHOOLS IN  
KAYOLE DIVISION, EMBAKASI  
DISTRICT, KENYA**

**for the period ending:  
30th October, 2015**

  
.....  
**Applicant's  
Signature**

**Permit No : NACOSTI/P/15/6636/6166  
Date Of Issue : 27th May, 2015  
Fee Received :Ksh. 1000**



  
.....  
**For Director General  
National Commission for Science,  
Technology & Innovation**