

**DETERMINANTS OF JOB SATISFACTION AMONG TEACHERS IN
PUBLIC PRIMARY SCHOOLS IN TURKANA WEST SUB COUNTY,
TURKANA COUNTY.**

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**A Research Project Submitted in Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Education of the University of Nairobi**

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DECLARATION

This project is my original work and has not been presented for examination in any other university.

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ABBREVIATIONS

ANOVA	Analysis of Variance
DEO	District Education Officer
EFA	Education For All
FPE	Free Primary Education
IIEP	International Institute for Educational Planning
NCES	National Center for Education Statistics
OECD	Organization for Economic Cooperation and Development
VSO	Voluntary Service Organization

ABSTRACT

This study sought to investigate the determinants of job satisfaction levels among primary school teachers in Turkana West Sub County, Turkana County. Specifically the study determined; the level of job satisfaction among teachers, the school, the environmental factors affecting job satisfaction among teachers. The study also established the biographic characteristics of teachers that influenced job satisfaction levels and the job satisfaction measures that could be used to improve the levels of job satisfaction among the teachers. The biographic characteristics, school factors and environmental factors were the independent variables while job satisfaction was the dependent variable. The study employed descriptive survey. Both qualitative and quantitative information was collected. The target population was all the primary school teachers, head teachers and education officers in Turkana West Sub County. The researcher used simple random, purposive and stratified sampling techniques for sample selection. The sample was composed of 18 primary schools, 18 head teachers, 100 teachers and 2 education officers. The data was collected using questionnaires and interview guides. Validity of the instruments was determined using correlation analysis and testing predictive ability as well as review by supervisor while reliability was tested using the Cronbach's alpha coefficient. The questionnaire had Cronbach's alpha of 0.83. Data was collected during arranged visits with head teachers and education officers. Qualitative data was analysed thematically as per objectives. Descriptive statistics were used to analyse the rating of the factors. Inferential statistics: independent sample t-tests and One Way Analysis of Variance were used to test effect of biographic characteristics on job satisfaction. The Pearson correlation was used to test the effect of school and environmental factors on job satisfaction. The results showed that teachers had low job satisfaction levels. Age, education level, teaching experience, school location and original home had significant effects on level of job satisfaction. The school factors; administrative support, teacher autonomy, and students behaviour were all found to have positive correlation with job satisfaction. Environmental factors parental support, learner support, and teacher security and housing also were positively correlated with job satisfaction. The job satisfaction enhancement measures most valued by teachers were: : promotions and remuneration for extra duties done, automatic promotion to higher grades, provision of better housing within the school compound and improvement of respect and appreciation from parents and the community in general. The researcher recommends that the government should strive to provide security and housing for teachers, create awareness to the communities on the importance of good relationships with teachers, as well as the importance of community support. The Teachers Service Commission should consider teacher biographic characteristics when posting teachers.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Teachers constitute a very important component of the education sector. They play significant role of teaching the students and moulding them to be responsible citizens of the country in future. The success in the performance of teachers' duties is to a large extent influenced by the level of satisfaction with their job as teachers. The term job satisfaction has been defined in many different ways by researchers. Due to these variations, there is no universally agreed upon definition of teacher job satisfaction or what constitutes teacher satisfaction. However, there are some international trends such as, the notion that teachers are most satisfied by matters intrinsic to the role of teaching: student achievement, helping students, positive relationships with students and others, self-growth and so on (Dinham and Scott, (2002); Van den Berg, (2002). However, various proponents of the concept of job satisfaction seem to converge at certain point that job satisfaction has something to do with ones feelings about his/her job.

In addition, job satisfaction is a function of the perceived relationship between what one expects and what he/she obtains from one's job and how much importance or value one attributes to it (Lockey, (1970).Masud (2008) stated that job satisfaction is the general attitude toward one's job. It is in regard to one's feelings or state of mind regarding the nature of their work. The above definitions suggest that teacher job satisfaction refers to the attitudes of teachers towards their job, the value they attach to their job as well as the perceived gains that they obtain from doing the job.

Various factors that influence job satisfaction among teachers have been identified by different researchers. For example, Opkara (2002) described factors such as pay, the work itself, supervision, relationships with co-workers and opportunities for promotions as positive contributors to job satisfaction. The research by Balzer et al. (1997) suggests that satisfaction with one's work tasks is the greatest predictor of overall job satisfaction. Much of the previous research exploring job satisfaction suggests that satisfaction with one's job or work is related to the work/ tasks being

undertaken. In every kind of job, the pay or salary has a positive relationship with job satisfaction and is an important facet of employee job satisfaction (Latif et al., 2011). Latif et al. Further noted that job security is also an essential facet of job satisfaction for the teachers. The higher the job security the more the satisfaction among teachers.

The primary sources of satisfaction of teachers includes; aspect of working with students, intellectual stimulation, autonomy, holidays and job security (Latif et al., 2011). In addition, flexibility in schedule of work is important for job satisfaction. A flexible time table and shorter hours of work allow teachers to balance work and family life better. Maiké et al. (2010) supported this idea when he stated that time is such a scarce resource, flexible arrangements are a top indicator of work life quality and employee satisfaction. An additional factor that is related to job satisfaction is opportunities for promotion. The promotional opportunities at the place of work have been found to be a contributor to job satisfaction. Vasilios (2009) describes that “some workers might enjoy the increase in authority over co-workers that often accompanies a promotion.

A considerable amount of research has been conducted on what makes the ‘effective’ teacher. One of the key factors identified is the level of job satisfaction and motivation (Bennel and Akyeampong, 2007). Teacher effectiveness can be measured in terms of teaching and learning outcomes such as performance in examinations. Although there are many other factors that affect learning outcomes, teaching is the main school-level determinant of school performance. Thus, ways to increase teacher motivation and capabilities are central to any systematic attempt to improve learning outcomes. In this view, it is therefore necessary to improve the level of job satisfaction among teachers so as to increase their effectiveness in teaching and improve the performance of learners. Despite these findings, the focus to date of policy reform in most countries, Kenya included has been on improving learning outcomes through a better allocation of resources, more accountability, curriculum reforms and refined assessment systems, and better pre- and in-service teacher training (Bennel and Akyeampong, 2007). These authors added that, the limited impact of many of these

interventions has forced politicians and policymakers to focus increasingly on the needs of teachers themselves.

Studies on job satisfaction among teachers in Kenya have identified school factors, community factors, employer factors and personal characteristics as the key factors that influence the level job satisfaction among teachers (Maurice, 2008; Gatabu, 2012). However a keen analysis of the findings shows that the factors vary from one place to the other. Turkana West Sub County has been marred with poor school performance in national examinations and frequent transfers of teachers from the Sub County to others. Despite these, no study has been carried out in this region to assess the job satisfaction among teachers thus the need for this study.

1.2 Statement of the Problem

Job satisfaction among teachers has been found to affect their commitment to work, their level of motivation as well as effectiveness in teaching. Teachers' lack of job satisfaction has been found to affect schools in many parts of the world with Sub Saharan Africa being the most affected. Job satisfaction among teachers can be expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. Studies on effects of job satisfaction among teachers have shown that low job satisfaction among teachers is associated with low academic achievements for learners as well as high teacher attrition rates. Turkana West Sub County has experienced poor performance in national examinations coupled with high rates of teacher attrition through voluntary transfers to other parts of the Country leading to serious understaffing within the region. Despite this worrying trend, no study has been carried out to establish the factors that affect job satisfaction among teachers in this region. It is in the background of the fore said problem that this study was done.

1.3 Purpose of the Study

Job satisfaction among teachers has been found to increase the effectiveness of the teacher in his/her duties. Therefore knowing the level of job satisfaction among teachers is necessary if one has to formulate policies that are aimed at improving

students' performance. This study assessed the level of job satisfaction among primary school teachers and determined the factors that affect job satisfaction among the primary school teachers in Turkana West Sub County, Turkana County, Kenya.

1.4 Objectives of the Study

1.4.1 Main Objective

The main objective of this study was to determine the factors that affect job satisfaction among teachers in public primary schools in Turkana West Sub County, Turkana County.

1.4.2 Specific Objectives

The study was guided by the following objectives:

1. To assess the level of job satisfaction among primary school teachers in public primary schools in Turkana West Sub County.
2. To determine the effect of biographical characteristics of teachers on job satisfaction among primary school teachers in public primary schools in Turkana West Sub County.
3. To determine the school factors that affect job satisfaction among primary school teachers in public primary schools in Turkana West Sub County.
4. To establish the environmental factors that affect job satisfaction among primary school teachers in public primary schools in Turkana West Sub County.
5. To establish the measures that can be taken to enhance job satisfaction among primary teachers in public primary schools in Turkana West Sub County.

1.5 Research Questions of the Study

In order to achieve the objectives of the study, the following research questions were formulated:

1.5.1 Main Research Question of the Study

The main research question that the study undertook to answer was:

What are the factors that affect job satisfaction among primary school teachers in public primary schools in Turkana West Sub County?

1.5.2 Specific Research Questions

The study answered the following specific questions:

1. What is the level of job satisfaction among primary school teachers in public primary schools in Turkana West Sub County?
2. How do biographical characteristics of teachers affect the level of job satisfaction among primary school teachers in public primary schools in Turkana West Sub County?
3. Which school factors affect job satisfaction among primary school teachers in public primary schools in Turkana West Sub County?
4. What are the environmental factors that affect job satisfaction among primary school teachers in public primary schools in Turkana West Sub County?
5. Which measures can be taken to enhance job satisfaction among primary teachers in public primary schools in Turkana West Sub County?

1.6 Significance of the Study

The study investigated the level of job satisfaction among primary school teachers in public primary schools in Turkana West Sub County. Such information would be vital in explaining the massive transfers of teachers from Turkana West Sub County and consequently the serious understaffing. The researcher used this information to make recommendations on the necessary actions that could help improve the teacher satisfaction levels in public primary schools in Turkana West Sub County. The study also established the school factors that affect job satisfaction among primary school teachers in public schools which would help schools heads and other stakeholders in improving the working conditions so as to retain teachers in their schools. The study also found out the variations of job satisfaction among primary school teachers in relation to their biographical characteristics. This information could be used in staffing and posting of teachers so as to ensure that teachers posted to the region are willing to stay thus reducing teacher attrition through voluntary transfers.

Community level factors regarding job satisfaction are important to policy makers, regional leaders and others. The study also determined the necessary measures that can be taken to enhance job satisfaction among primary school teachers thus

providing important leads to policy makers and other leaders within the region on how teachers can be motivated to stay and work within the Sub County. Recommendations that were made from this information could aid in creating awareness to the members of the public on ways of ensuring that teachers are retained within the schools. Finally the findings of the study added to the literature on factors leading to teacher job satisfaction.

1.7 Limitations of the Study

The study was limited to Turkana West Sub County due to financial constraints although other areas may have similar problems. Secondly, the study was limited by time thus longitudinal study design which could have been more informative was not used. In addition the study used descriptive survey design obtaining self-reported data which is subject to bias therefore the accuracy of the data obtained depended largely on the objectivity and honesty of the respondents. Another key limitation of the study was that Turkana West is an area prone to cattle rustling making some of the schools insecure. The researcher therefore collected data from the schools that were found safe during the time of the study.

1.8 Scope and Delimitations of the Study

The study was carried out in Turkana West Sub County in Turkana County although the results were generalized to other parts. The study involved primary school teachers in public primary schools. The study was also delimited to the determination of school factors, environmental factors, teacher characteristics and measures that can be taken to enhance the job satisfaction levels among teachers.

1.9 Assumptions of the Study

This study was based on the following assumption:

1. A vast majority of the teachers in public primary schools are employed by Teachers Service Commission.
2. The remuneration of teachers in Turkana West Sub County was same as in other parts of the Country

1.10 Operational Definition of Key Terms

In this study, some terms have been used. This section of the project report outlines the operational definitions of these terms as used in the study. These key terms include the following:

Administrative Support: Refers to the assistance given to the teacher by the school administration that enhances his/her job performance. It can either be adequate or inadequate.

Adequate Administrative Support: will refer scores on administrative support that are 50% and above on the measurement scale.

Inadequate Administrative Support: refers to inadequate support by the school administration in discharge of duties. It will refer to scores that are less than 50% on the measurement scale.

Autonomy: Refers to the freedom of the teacher to perform his/her duties without undue influence from parents, other teachers, school administration or the pupils. It can either be adequate autonomy or inadequate autonomy.

Adequate Autonomy: it's the one that allows teachers to carry out their duties without undue influence from parents, other teachers, school administration or the pupils. This is given by scores of 50% and above as measured on the scale.

Inadequate Autonomy: it's the one that does not give teachers freedom to work without undue influence from parents, other teachers, school administration or the pupils. This is given by scores that are below 50% as measured on the scale.

Work Place Atmosphere: refers to the ability of the conditions of the school that affects the way teachers carry out their duties. It can either be conducive or unconducive.

Conducive Work Place Atmosphere: it's the one that allows the teacher to work effectively without interference. This is given by scores of 50% and above as measured on the measurement scale used.

Unconducive Work Place Atmosphere: It's the one that does not allow the teacher to work effectively without interference and will be given by scores of less than 50% in the scale used.

Student Behaviours: refers to the personal conduct or mannerisms of the pupils while in school. It can either be good or bad.

Bad Behaviour: will refer to behaviour rated low. That is, 50% on the measurement scale

Good Behaviour: will refer to behaviour rated at 50% and above in the measurement scale used

Parental Support: refers to the assistance given by parents to the teachers that necessitates the working of the teacher. It is classified as adequate or inadequate.

Adequate Parental Support: Assistance given by parents to the teachers which is rated at 50% above on the measurement scale used.

Inadequate Parental Support: will refer to assistance given by parents to the teachers which is rated below 50% on the measurement scale used.

Learner Support: Refers to the assistance given by learners to the teachers that enhance the working of the teacher. It is classified into adequate or inadequate support.

Adequate Learner Support: refers to assistance given by learners to the teachers which is rated at 50% and above on the measurement scale used.

Inadequate Learner Support: Refers to assistance given by learners to the teachers which is rated at less than 50% on the measurement scale.

Teacher Housing: refers to suitability of the house and the surrounding areas to offer adequate comfort to the teacher as home. Can either be suitable or unsuitable.

Suitable Teacher Housing: will refer to housing provided to the teachers which is rated at 50% and above on the measurement scale.

Unsuitable Teacher Housing: will refer to housing provided to the teachers that will score less than 50% on the measurement scale used

Personal Security: Refers to safety of the teacher both at work and out of work but within the working area. Can either be adequate or inadequate.

Adequate Security: will refer to safety of the teacher both at work and out of work but within the working area rated at 50% and above on the measurement scale used.

Inadequate Security: will refer to safety of the teacher both at work and out of work but within the working area rated at less than 50% on the measurement scale.

Biographic Characteristics: Refers to personal characteristics of the teachers that are unique to the individual teacher and cannot be manipulated i.e. age, gender, educational level, teaching experience, responsibility in school and area of origin.

Gender: is the range of physical, mental and behavioural characteristics pertaining to, and differentiating between, masculinity and femininity of teachers (characteristics differentiating teachers on bases of their biological sex)

Educational Level: will refer to the highest academic or professional qualification held by the teacher: Primary teacher certificate (P1), Diploma, Bachelor's Degree, Master's Degree and PhD.

Teaching experience: Refers to number of years one has worked as a teacher: short working experience (15 years and below) and long working experience (more than 15 years)

Age: number of years one has lived since birth: Young teachers (below 45 years); old aged teachers (45 years and above)

Environmental Factors: Refers to the social factors within the society and the school where teacher works that affect his/her stay within the area. i.e., parental support, learners support, and teachers housing.

Job Satisfaction: The measurement of one's total feelings and attitudes towards his or her job. How much one feels encouraged continuing doing the job in the same place under the same conditions: two categories of job satisfaction have been identified for the purpose of this study. These are: Low level job satisfaction; and high level Job satisfaction.

Low level job satisfaction: will refer to scores that will be less than 50% based on job level satisfaction scale.

High level job satisfaction: Will refer scores higher than 50% on the job level satisfaction scale

School Factors: Refers to the school attributes that affect the working conditions of the teacher i.e. supervision, teacher-student ratio, school performance, school facilities, instructional materials, promotional opportunities, and responsibilities in the school.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter consists of a review of literature on factors affecting job satisfaction among primary school teachers. The literature review is discussed under the following sub headings: meaning of job satisfaction, job satisfaction among teachers, relationship between biographic characteristics and job satisfaction, school factors and teacher job satisfaction, administrative support, student behaviours, school atmosphere, autonomy at work, and environmental factors and job satisfaction, teacher security and teacher housing.

2.2 Job Satisfaction among Teachers

Job satisfaction is one of the areas of organizational behaviour that has been widely researched (Graham, 1982; Spector, 1997; Buitendach and De Witte, 2005). However, the definition of job satisfaction has not been concise. However, job satisfaction has been found to greatly influence the effectiveness of employees in disseminating their duties in many fields

2.2.1 Meaning of Job Satisfaction

Different researchers give different definitions of job satisfaction. For example, Graham (1982:68) defines job satisfaction as the “measurement of one's total feelings and attitudes towards one's job” Spector (1997) perceived job satisfaction as an attitudinal variable measuring the degree to which employees like their jobs and the various aspects of their jobs. Job satisfaction, according to McCormick and Ilgen (1985), is an association of attitudes held by an organization's members. The way each employee responds towards their work is an indication of the commitment towards their employers. The above definitions seem to have convergence in that they all agree to the fact that job satisfaction is a measure of how one likes his/her job reflecting on the different aspects of the job such as remuneration, ways in which it offers challenges, developmental aspects of the job among others. Although different researchers hold different views on definition of job satisfaction, they tend to agree on its importance to the employees performance and consequently the organizations

effectiveness. In education, proponents tend to insist on the importance of job satisfaction among teachers on the effectiveness of the school in which the teacher is teaching.

2.2.2 Job Satisfaction and the Teaching Profession

Job satisfaction is important in the teaching profession. For example, in relation to teachers, Buitendach and De Witte (2005) noted that job satisfaction is expressed as their willingness and preparedness to stay in the teaching profession irrespective of the discomfort and the desire to leave teaching for a better job. This implies that teachers who have been in service for a longer time are likely to express higher levels of job satisfaction. These sentiments were echoed by Shann (1998) who asserted that teacher job satisfaction is a predictor of teacher retention, a determinant of teacher commitment, and in turn a contributor to school effectiveness.

Blood, et al. (2002) found in their research on speech language pathologists working in public schools, that the longer they remained in their jobs, the more likely they were to report higher levels of job satisfaction. In Australia, a study was conducted by Rice and Schneider (1994) to determine the relationship between teacher working environment and job satisfaction. The results revealed that level of participation in decision-making and autonomy are contributory factors in their levels of job satisfaction. Rice and Schneider posit the view that a school culture that emphasizes accomplishment, recognition, and affiliation is related to teacher satisfaction and commitment and that principal's actions create distinct working environments within schools that are highly predictive of teacher satisfaction and commitment. In the view of the above sentiments, what happens in the school, the way teachers relate with school administration and other stakeholders as well as recognition of the importance of their duties and efforts will influence their level of willingness to stay in the school. Rice and Schneider (1994) further stated that teacher job satisfaction is an indicator of whether teachers will be affectively connected to their school, will merely comply with directives or will quit to other schools or better jobs. Principals therefore ought to have some understanding of the factors that influence teachers' satisfaction with

their teaching jobs and the impact this satisfaction has on teachers' involvement in their schools, especially when changes are implemented.

Job dissatisfaction among teachers has been cited in research in many parts of the world. For example, in the United States, Hargrove, et al. (2004) noted that teachers are enduring higher levels of stress because of increased demands and pressure. Occupational stress coupled with demands to improve students' standardized test scores place teachers at risk for being dissatisfied with their jobs. This has led to high teacher attrition rates in the US with many new teachers leaving the service every year. According to Kearney (2008) 12% of all teachers in US leave teaching every year, with only 25% of cases leaving due to teacher retirement. Kearney (2008) noted that in high-poverty schools, as many as 20% of teachers leave every year; some transfer to other schools while others leave the classroom permanently. Based on the findings in the literature reviewed from US, the teacher attrition or voluntary transfers from place to place as observed in Turkana West could presumably be an indicator of occupational stress that is associated with low job satisfaction.

In Taiwan, a study on job satisfaction among teachers in three private schools showed that the teachers had low levels of job satisfaction and that the level of job satisfaction of teachers varied from one school to other (Wu, 2005). In another study in Australia, staff members (teaching and non-teaching alike) were highly satisfied with their work overall and that they were willing to continue teaching in their schools (McCormick and Nobile, 2005:18). In Kenya, studies show that teachers express low job satisfaction in many parts of the country (Mbwiria, 2010; Oketch, 2008; Lukuyani, 2011).

The literature reviewed so far implies that job satisfaction among teachers is the inherent will to stay in the teaching profession and preferably in the same school for a longer time. Teachers with high levels of job satisfaction are therefore likely to stay teaching in the same school for a longer period comfortably than teachers with low levels of job satisfaction. Job satisfaction among teachers also improves the teachers will to invest more time in his/her duties thus making the teacher more effective and

productive. A teacher with high levels of job satisfaction is likely to produce better results in terms of academic performance in the school.

2.2.3 Importance of Job Satisfaction for Teachers

Job satisfaction is very important for organizational success, more specifically for teachers. Many scholars have identified various reasons regarding the importance of job satisfaction. For instance, Spector (1997) identified three reasons to justify the importance of job satisfaction. First, human values are essential in orienting the organization by respecting and treating their staff fairly, which in turn will reflect positively on their emotions and wellbeing. Second, the behavior of the organization's staff impacts on its operations, either positively or negatively. Third, the assessment of employee satisfaction is crucial in identifying the areas in need of improvement. In this context, teachers play a crucial role in the educational sector. Job satisfaction among teachers can therefore impact on the performance of schools. Teachers thus should be treated fairly both by the school administration as well as the community they serve.

In their study, Strumpfer, et al. (1998) noted that there is a complex correlation between positive or negative dispositions and the various components of job satisfaction. When satisfaction is measured at a broader level those organizations with more satisfied workers are more effective than those with less satisfied workers (Robbins, 2003). In another study, Buitendach and De Witte (2005) demonstrated that job satisfaction relates to an individual's perceptions and evaluations of a job, and this perception is in turn influenced by their circumstances, including needs, values and expectations. Individuals therefore evaluate their jobs on the basis of factors which they regard as being important to them. It is in this view that personal goals and aspirations which are shaped by one's biographical characteristics such as age, gender, level of education etc. will influence his/her feelings about his/her job. It should be noted that a job must therefore satisfy the needs of an employee if the employee has to have appreciable job satisfaction for it. In the case of teachers, personal goal and aspirations of the teachers may be influenced by age, gender, level of education among others affect the level of their satisfaction with their job.

The importance of job satisfaction has become increasingly urgent in the educational context, because both head teachers and teachers are dealing with the future of the community or society in which they operate. Johnson and Holdaway (1994) identified the importance of researching job satisfaction within the educational context with special emphasis on school head teachers. They pointed out two main reasons for this.

First, negative phenomena such as absenteeism and head teacher turnover are associated with low levels of satisfaction. Second, new challenges such as modernization, the revaluation of technology and increases in accountability impose a great deal of pressure upon head teachers and draw attention to the need for more concern over job satisfaction. The literature reviewed in the above section implies that low level of job satisfaction among teachers is demonstrated by absenteeism and lack of commitment among the teachers. It also shows that teachers' job satisfaction is lowered by pressure from a number of factors within the job such as modernization, accountability at work among others. A delicate balance should therefore be maintained so as to keep job satisfaction among teachers high.

2.3 Factors that Affect Job Satisfaction among Teachers

Researchers classify factors that affect job satisfaction in different ways. According to Buitendach and De Witte (2005) there are two dimensions of the factors that affect job satisfaction: extrinsic factors including promotion, co-workers, supervision and recognition, and intrinsic factors including personality, education, age and marital status. In addition, to this, Furnham (1992) pointed out that, job satisfaction factors are divided into three groups. These are:

- 1) Organizational characteristics focusing on issues such as reward, supervision, and decision-making practices.
- 2) Specific aspects of the job that include workload, autonomy, feedback and the physical working environment, and
- 3) Individual characteristics concerning personal characteristics such as self-esteem and general life satisfaction

Herzberg's two-factor theory posits that job satisfaction comes from one set of job variables called motivator needs or satisfiers and job dissatisfaction originates from

another set of variables called hygiene factors or dissatisfiers (Herzberg, (1968) in Dinham and Scott (2000). Satisfiers include, for example, recognition, responsibility for one's work, personal growth, achievement and advancement, while dissatisfiers include many aspects of work external to the self, such as pay, relationships with colleagues and supervisors, work conditions and security. According to the two factor theory, job satisfaction and job dissatisfaction were considered separate constructs. The absence of hygiene factors was believed to lead to job dissatisfaction, but their fulfillment did not lead to job satisfaction. Similarly, the presence of motivator needs led to job satisfaction, but their absence did not lead to dissatisfaction.

In this study, it is postulated that there is inadequacy of job satisfiers such as support from head teachers, recognition by parents head teachers and others, opportunities for personal growth among others. On the other hand dissatisfiers such as supervision, poor working conditions among others were prominent in Turkana West thus the level of job satisfaction among teachers was low.

Despite its wide use, the two-factor theory has been criticized for being too dependent on a particular methodology and too restricted in its categorization of satisfiers and dissatisfiers on account that some of the hygiene factors, for example, have (under different research methodologies) been identified as sources of job satisfaction.. For instance, Moriarty, Edmonds, Blatchford and Martin (2001) found working environment to be a significant source of job satisfaction for teachers. Similarly, Menon and Christou (2002) identified headmaster relationships with teachers as a significant source of job satisfaction for a sample of primary school teachers.

Exploration of job satisfaction in terms of job dimensions has the advantage of being more specific about what aspects of work might be leading to satisfaction or dissatisfaction and allowing for a better-focused process of remediation (Furnham, 1997). Dimensions of work that have been identified from studies of schools have included teacher-principal relationships, recognition, relations with colleagues, relations with students, participation in decision-making, pay, work conditions, school

culture, communication, responsibility, feedback from others, and the work itself (Chaplain, 1995; Dinham and Scott, 1998; Scott and Dinham, 2003).

Other studies have revealed that biographic characteristics of teachers also determine the levels of job satisfaction among teachers. For example, some studies report that women have higher level of job satisfaction than their male peers across most worksites (Lambert, Hogan, Barton, and Lubbock, 2001; Ma and MacMillan, 1999). Others noted that age has a positive relationship with job satisfaction (Chambers, 1999; Cramer, 1993; Robbins, 2003; Siu, Spector, Cooper, and Donald, 2001; Staw, 1995; Tolbert and Moen, 1998). Teaching experience has also been related to job satisfaction. In this case, the length of service has been associated with higher levels of job satisfaction among teachers (Brown, (2005); Sari, (2004). In other studies, though inconclusive, the location of the job in relation to the teachers' area of origin have been explored. The findings reveal that urban teachers are more satisfied than rural teachers with their jobs while teachers brought up in urban areas and working in rural areas were found to experience the lowest levels of job satisfaction (Haughey and Murphy, 1984; Ruhl-Smith, 1991; Tasnim, 2006). Teachers' level of education is another variable that has been studied in relation to level of job satisfaction among teachers. Researchers in this area seem to agree that there is a negative correlation between the level of education and the level of job satisfaction among teachers (Clark and Oswald, 1996; Gazioglu and Tansel, 2002). This implies that the higher the level of education of teachers the more the teachers tent to have lower levels of job satisfaction. In contrast to the above others reported positive relations (Vorster, 1992; Jones, Johnson and Johnson, 2000) implying that the higher the education level If the teacher the more he/she is likely to be satisfied with his or her job. These findings show that research on effect of level of education on level of job satisfaction is still inconclusive and that its effect may vary from one place to another.

The above literature shows that the factors that affect job satisfaction are diverse and vary from one job to the other. The factors that affect job satisfaction among teachers are related to work environment within the school: administrative support, the autonomy that teachers have in decision making pertaining their duties and

responsibilities, atmosphere at work which would be influenced by relationship with head teachers and colleagues and students behaviour which may affect the way the teacher would perform in class and consequently the level of satisfaction with teaching job.

Other factors are related to the social relationship between the teacher and other members of the school and the community. A school is part of the community and the duties of a teacher are dependent on the roles played by other school members or stakeholders of the school. The teacher performance is therefore subject to the support given by others. In this view, the level of teacher satisfaction is influenced by parental and learners support to the teacher. The level of security that the teacher feels that he/she has in his job as well as his comfort in his/her living area/housing also have significant roles to play in determining the level of satisfaction of the teacher on his job. Finally, ones ambitions, likes and dislikes vary from one person to the other thus the level of job satisfaction among teachers may vary with teacher biographic characteristics: age, education level, area where teacher grew up (original home), teaching experience, and gender. In this study the factors affecting the level of job satisfaction among teachers will be classified into three broad categories: environmental factors, school factors and biographic characteristics.

2.4 Relationship between Biographic Characteristics and Job Satisfaction among Primary School Teachers

Several biographic characteristics have been found to influence job satisfaction among teachers. The biographic characteristics that affect job satisfaction among teachers include: age, gender, teaching experience, and the original home of the teacher (where the teacher was born and brought). These factors are discussed in the sections below.

2.4.1 Gender and Job Satisfaction among Teachers

Gender has been the part and parcel of research studies conducted on job satisfaction. However, the association of gender and job satisfaction is inconsistent. As concerned with teaching profession, survey reveals that female teachers showed higher level of

job satisfaction than males (Watson, Hatton, Squires, and Soliman, 1991). According to Witt and Nye (1992) female teachers tend to become easily satisfied due to lower expectations from their work. Kremer-Hayton and Goldstein (1990) concur with this when they noted that female teachers do not have very high expectations pertaining careers as opposed to male teachers who attach more importance to career hence they show less satisfaction.

However, other studies that were specific reported contradicting findings. In a study conducted by Graham and Messner (1998), their findings indicated that male teachers were more satisfied with their pay and fringe benefits than female teachers. Fraser, Draper, and Taylor, (1998) on the other hand, found that female teachers were more satisfied with their job in terms of recognition of their effort (by the management) compared to their male colleagues. However, the males were more satisfied with their influence over school policies than the female teachers. Dinham and Scott's (1998) study, which investigated job satisfaction among English teachers, found that men and women English teachers did not differ statistically in terms of job satisfaction. However, there was a significant difference between satisfaction of male teachers and female teachers in relation to the factors of student achievement. In this case, male teachers were less satisfied with students' academic achievements as compared with female teachers.

In Kenya Mbwiria (2010) noted that female teachers in Imenti South Sub County were more satisfied with their jobs as compared to their male counter parts. In another study, Oketch (2008) found that in Rangwe Sub County, Homa Bay County, female teachers expressed a higher degree of satisfaction with their jobs. This was attributed to the fact that female teachers were less optimistic of other jobs as compared to male teachers and were less willing to leave the job. Female teachers are also willing to stay close to their families implying that female teachers who were working close to their families or had their homes in Rangwe were not willing to move out of the Sub County thus higher levels of satisfaction.

In the light of the literature reviewed, studies on effect of gender on the levels of job satisfaction among teachers are inconclusive. Some studies indicate that male teachers are more satisfied with some aspects of their job while female teachers are satisfied with others. Overall, studies tend to show that female teachers are more satisfied with their jobs more than male teachers owing to the fact that, men attach higher values to their careers than women.

2.4.2 Age of Teachers and Job Satisfaction

Studies on the effect of age of employees and job satisfaction give contradicting findings with some showing strong relations while others show no relationship at all. Jones, Johnson and Johnson (2000) found that age was a differential factor in determining teachers' level of job satisfaction. In their study, older teachers were found to exhibit higher levels of job satisfaction than young employees. This difference may be attributed to better adjustment at work, better conditions and greater rewards at work (Jones, Johnson and Johnson, 2000)). Blood et al. (2002) expressed the view that older teachers were more likely to report higher levels of job satisfaction than younger respondents.

Based on these findings, Blood et al. (2002) argued that levels of job satisfaction increases with age. Older teachers are more comfortable and tolerant of authority and may learn to lower expectations for their jobs (Spector, 1997). Spector further noted that older teachers may work under better job conditions, benefit from advancements and promotions, and appreciate fringe benefits more than younger, less experienced workers.

On the other hand, Green-Reese, Johnson, and Campbell (1991) conducted a study with teachers in urban schools to determine how biographic characteristics affected job satisfaction among the teachers. When tested for significant differences in the level of job satisfaction among different age groups using chi square age was found not to be significantly related to job satisfaction ($P=0.453$). These contradicting findings show that the relationship between age and job satisfaction depends on

specific groups of teachers and may vary from one place to the other. Studies on effect of teachers' age on job satisfaction are therefore not conclusive.

According to Mbwiria (2010) there is a significant difference in the level of satisfaction among young teachers and the middle aged teachers with young teachers being more satisfied with their jobs as compared to the middle aged. The older teachers who are nearing retirement were found to be the most satisfied. This could be explained by the fact that young teachers were newly employed and did not have a lot of experience in teaching thus were not frustrated by issues such uneven promotion procedures and others which were found to be major causes of dissatisfaction among teachers. Older teachers seemed to be comfortable as they were preparing for their retirement thus needed no disturbances such as transfers or change of career.

The findings reported in literature so far confirm that the relationship between age and job satisfaction among teachers is not certain. It further shows that teachers' relationship of job satisfaction and age varies from one group to another. However, older teachers are generally found to be more satisfied probably due to promotions and the positions that they may be having in the teaching profession.

2.4.3 Teaching Experience and Job Satisfaction among Teachers

Teaching experience is an important factor that has been studied in relation to job satisfaction among teachers. It is normally defined as referring to the number of years a person has been in the teaching profession, both teaching and administrating. Researchers hold different opinions on the effect of length of teaching duration on job satisfaction.

Green-Reese, Johnson, and Campbell (1991) conducted a study with teachers in urban schools in Taiwan to determine in which they found that years of teaching experience were not significantly related to job satisfaction. This finding contradicts Liu and Ramsey's (2008) study, which found the years of teaching experience, was significantly related to job satisfaction.

A study by Evans and Johnson (1990) school Sub Districts in New York State found that experience in teaching was a positive predictor of both job satisfaction and dissatisfaction among academic teaching staff. They concluded that: experience can be a two-edged sword. On the one hand, it may provide the know-how necessary to work within the system and get things done, thereby increasing satisfaction. On the other hand, this same know-how may create frustration with how the system works and the seeming ineptness of others (Evans and Johnson, 1990).

The research findings discussed above show that teaching experience plays an important role in determining a person's level of satisfaction with his or her job. The more experienced individuals are in their job, the more they tend to be satisfied although a greater level of frustration can be experienced by more experienced teachers. In other words, the effect of teaching experience on job satisfaction among teachers can be either positive or negative depending on the way the teachers view the working conditions.

2.4.4 Level of Education and Job Satisfaction among Teachers

The findings of different researchers on the relationship between education level and job satisfaction also tend to contradict. For instance, Vorster (1992) states that the higher an individual's qualifications, the higher that individual's job level and, consequently, so too the employee's degree of satisfaction. Conversely, Clark and Oswald (1996) found a negative relationship between educational levels and job satisfaction indicating that teachers with higher levels of education tend to have lower levels of job satisfaction.

Gaziloglu and Tansel (2002) observed that teachers with degrees and postgraduate holders had lower levels of job satisfaction compared to individuals with lower levels of education. Clark and Oswald (1996) argued that due to expectation differentials between different levels of education, the relationship between education and job satisfaction is unclear. Recent studies suggest, however, that educational level is positively related to job satisfaction, subject to a successful match being made between the individual's work and qualifications (Jones, Johnson and Johnson, 2000).

This implies, therefore, that better educated teachers are only likely to experience higher levels of job satisfaction when the duties performed by them are in line with their level of education. In this study the level of education of teachers is expected to have similar effects on job satisfaction among the teachers and that variations may result from the interrelationship between education level and responsibilities given to the teachers in the different schools as cited in the literature.

As pointed out by the reviewed literature, education level has both positive and negative effects on level of job satisfaction among teachers. Highly educated teachers may be less satisfied with their jobs if promotions and responsibilities are not awarded commensurate with their education level. However, when pay, promotion and fringe benefits reflect their level of education their level of satisfaction may be higher than for teachers with low level education.

2.4.5 Original Home and Level of Job satisfaction Among Teachers

Original home of the teacher refers to the place where the teacher was born and brought up. Research on the relationship between the original home of a teacher and his/her level of job satisfaction is scanty and inconclusive. However, a few studies have pointed out that there is a relationship between the original home of the teacher and level of job satisfaction in relation to where the school is located. For instance, Tasnim (2006) noted that teachers whose original homes were urban areas teaching in rural schools had the lowest level of job satisfaction. This was attributed to lack of essential facilities and infrastructure in the rural areas that teachers of urban origin were used to in their lives. According to Arnold, Seekins and Nelson (1997) in urban areas teachers often have more job opportunities, better schools, conveyance facilities, better salary, higher prestige, and greater opportunities for spousal employment. The most commonly mentioned disadvantages to rural settings have been professional isolation and lack of opportunity for professional development. On the other hand, Worrell (2004) reported that teachers working in their rural homes had higher levels of job satisfaction. The author explained that rural settings and smaller communities can provide family-oriented settings, lower crime rates, recreational access and enhanced quality of life especially for the natives of the region.

The above finds indicate that the place where a teacher was born and brought up in relation to the place of work (location of the school) has some impacts on the level of job satisfaction among teachers. Teachers from rural settings are likely to be more satisfied with jobs in rural settings as compared to teachers brought up in urban areas. Natives of a particular region are also likely to exhibit higher levels of job satisfaction than teachers from other regions working in the same area.

2.5 School Factors and Job Satisfaction among Teachers

School factors refer to factors that originate from the teacher workplace which is basically the school compound. Overall, teacher job satisfaction within the school is perceived in different ways by researchers and is influenced by a multitude of factors. In studies regarding workplace satisfaction for teachers conducted by the National Center for Education Statistics (1997) in the US it was noted that specific teachers' job satisfaction was based upon their perception of at least three different factors. These include: administrative support, student behaviors, and autonomy at work place (Maslach, 2001; Nir, 2002).

2.5.1 Administrative Support and Job Satisfaction Among Teachers

Administrative support is defined as principal or leadership behaviors that lead teachers to perceive a sincere interest and support of their work in the classroom (Hart and Bredeson, 1996). Darling-Hammond (1995) asserted that teachers consider classrooms as the focal point of a school and that extensive involvement from school administrators at the classroom level was important. Hart and Bredeson (1996) stated, "Principals' beliefs and behaviors are powerful signals to teachers and students" The administrative involvement in classrooms such as provision of instructional materials and recognition of the teachers work in classroom teaching led teachers to feel valued, and as a result, impacted their satisfaction with school work.

The role of administrative support in satisfaction among teachers was further supported by data collected from a national study of the US. The study was carried out to determine factors that impact teacher job satisfaction among teachers in the US (National Center for Education Statistics [NCES], 1997). A positive correlation

existed between teachers' level of job satisfaction and dialogue with their school principals. Ma (1999) revealed teachers were more satisfied when they perceived they could have meaningful dialogue with their administrators regarding instruction, leading to the sense that they as teachers could present differing points of view regarding school policies and instructional practices.

On a similar note, being able to have conversations regarding instruction and school policies with an administrator was perceived as support from administration and contributes to teacher job satisfaction (Ma, 1999). In this study administrative support is perceived as the continuous support of the teachers by the head teachers in provision of what is deemed necessary by the teachers for them to be effective in classroom teaching. Teachers who are given adequate support feel appreciated and willing to work in such a school setting thus improved job satisfaction.

According to the literature reviewed, administrative support has a positive relationship with job satisfaction levels among teachers. It implies that, teachers who are provided with materials that they need in carrying out their jobs are able to do their jobs without much difficulty which in turn increases their level of job satisfaction.

2.5.2 Student Behaviours and Job Satisfaction among Teachers

Student behaviors refer to those actions of students which lead to engagement in or distraction from classroom instruction (Shann, 1998). According to Basom and Frase (2004) students revealed their level of engagement was flexible based upon their teachers' actions. According to Shann (1998), despite the number of teachers who reported students were not performing in a satisfying manner, teachers stated the relationship with students was the most important factor contributing to their school satisfaction.

In relationship to teacher satisfaction, the impact of student behaviors that detract from classroom instruction was cited as a source of dissatisfaction in the school. Rhodes, Nevill, and Allan (2004) studied twenty factors that contributed to teachers

leaving the profession; of those factors, Rhodes et al. concluded poor discipline and student behaviors issues were most likely to lead teachers to depart from the teaching profession. Student behaviour can therefore be a source of satisfaction to teachers when students participate in class and accord the teacher necessary respect that would encourage the teacher feel free and motivated in carrying out his or her classroom duties. Contrary to this, students that are not willing to learn and thus not responsive in classroom may be a cause for teachers' lack of satisfaction.

2.5.3 Autonomy at Work and Job Satisfaction of Teachers

As defined by Pearson and Moomaw (2005), autonomy is based on collaborative decision-making and freedom to make prescriptive professional choices concerning services rendered to students. NCES (1997) found public school teachers with higher levels of autonomy reported a higher level of commitment and workplace satisfaction. The agency further stated that the rationale behind a high degree of professional authority is to place appropriate levels of control and autonomy into the hands of those who are closest to and most knowledgeable of technical processes. In the same vein, Gaziel (1986), in studying secondary school administrators, found veteran teachers need more autonomy, in line with their experience, in order to be satisfied.

Involving teachers in school-wide policy decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction” (NCES, 1997). According to Pearson and Moomaw (2005) teachers feel they are qualified authorities in the instructional process because they have considerable expertise in specialized fields; they have a right to organize the learning process according to their own choosing; and that the network of interpersonal school rules stops at the classroom door because teachers formulate their own, personalized, flexible rules, which allow them to operate within their classrooms as they see fit.

From the fore mentioned research findings, teachers express satisfaction with their jobs in a given school due to the kind duties they are given, the way they perform the duties and more so the way they can perform their duties without interference from the school administration. This enables the teachers to exploit their capabilities in

doing their jobs making their work more challenging and thus interesting thus increasing their levels of job satisfaction. In this study, autonomy is viewed as the freedom for teachers to make independent decisions regarding their work within the school setting. This is deemed to increase teachers intrinsic motivation and thus higher job satisfaction. It can thus be concluded from this literature review that the level of autonomy is positively correlated with job satisfaction among teachers implying that greater autonomy at work increases job satisfaction level among teachers.

2.6 Environmental Factors and Job Satisfaction among Teachers

Environmental factors refer to out of school factors that affect the living or stay of the teachers within the locality of their jobs e.g. teachers housing, personal security and support from parents. Much research on job satisfaction among teachers has dwelt on what is directly related to the teaching job such as the job itself and the school factors ignoring environmental factors. However, it should be noted that the kind of stay outside work affects the willingness to work and stay within the region where a teacher works.

Taylor and Tashakkori (1995) noted that inadequate living and working conditions are major problems faced by teachers that undermine their job satisfaction. The authors further noted that teachers lack of availability of transport, security and residential facilities in remote rural areas, especially for female teachers is a big issue. On the other hand, Kyriacou (2001) pointed out that, teachers as social beings embrace their relationship with learners, their parents and colleagues. He noted that the support that teachers get from parents and learners makes teachers feel appreciated. This implies that teachers who do not have the support of parents and learners are likely to have low levels of job satisfaction.

In another study, Bloch (2009) found that the factors related to work environment were highly instrumental in determining the level of satisfaction of teachers with their jobs. Tasnim (2006), in her study found that one of the main purposes of job is to get rewards that can allow you to meet your basic needs. In this view, Tasmin felt that

teachers working in areas where no safe housing facilities for them and their families were likely to be less satisfied with their jobs. Further, Tasmin explained that better salary in teaching profession does not guarantee security and good life at work thus rural teachers may express low satisfaction with their jobs as opposed to teachers in urban schools.

Parental support and learner support to the teacher though not widely researched have an influence on the level of job satisfaction among teachers. For example, Ferguson, Frost, Kirkwood and Hall (2007) suggested that factors such as fairness in accountability, where parents and students can both be lacking accountability, has resulted in a number of teachers, especially at the secondary school level, leaving the profession. These findings establish that teachers feel they must actually guarantee the success of each and every student as their ultimate goal and source of satisfaction. However, this is not possible without the support of the learner and his/her parents which play vital roles in the academic achievements. This higher degree of accountability is felt to contribute to increases in stress among teachers and thus reduced job satisfaction (Hargrove, Walker, Huber, Corrigan, and Moore, 2004).

Oketch (2008) in their study in Rangwe Sub County noted that forces outside the school and the teaching job such as community also affected job satisfaction among teachers. This could explain why teachers who appear to be satisfied with their jobs as teachers may be dissatisfied with working in a given area or school hence the variations in job satisfaction among teachers from different areas or different schools.

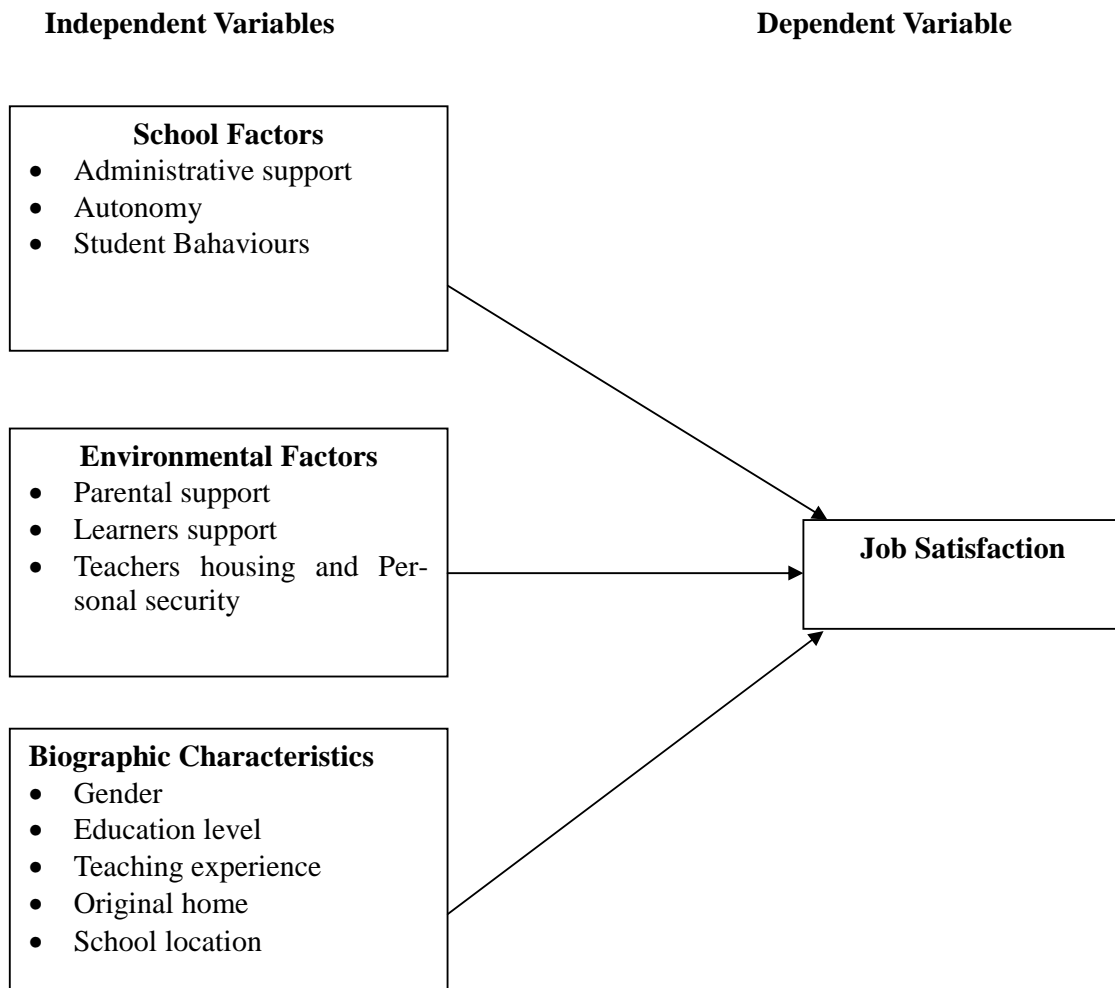
In a study to investigate the level of job satisfaction among secondary school teachers in Nairobi Province, the major findings of this research study were: The teachers were satisfied in the job factor of interpersonal relation and the lowest level of job satisfaction was recorded in the job factor of work environment and working conditions (Njue, 2010). The author noted that most teachers complained that they could not afford a decent housing for their families.

Analysis of the literature on environmental factors indicates that teacher security and housing are interrelated. Teachers are likely to feel safe if they live in a good house preferably with accessible means of transport and nearer to the school they teach. The relationship between the teacher and the learner, and the teacher and parents also influences their satisfaction. Support from parents and learners also help teachers work harmoniously, with little job stress, a factor that may improve the students' achievement and thus their job satisfaction.

2.7 Conceptual Framework

The study found out the factors affecting job satisfaction among primary school teachers. The factors will be classified into school factors, environmental factors, and biographic characteristics. In this study the independent variables were the school factors, environmental and biographic characteristics while teacher job satisfaction will be the dependent variable. The relationship between the dependent and the independent variables is shown in Figure 2.1

Figure 2.1: Conceptual Framework



Literature on job satisfaction has shown that the level of teacher job satisfaction in many parts of the world is low. One effect of low levels of job satisfaction among teachers has been cited as low work performance of teachers. This leads to poor achievement of the school objectives which may be manifested as poor performance of learners. It has also been pointed out that low job satisfaction among teachers makes teachers leave the service for other jobs or frequent movement of teachers through transfers to other schools where they may feel more satisfied.

The factors that affect job satisfaction among teachers have been found to vary from one Country to the other as well as from place to place and school to school. The

factors identified in literature are broadly categorized into: biographic characteristics: age, gender, teaching experience, education level and original home of the teacher: school factors: administrative support, autonomy at work, and students' behaviour. The environmental factors are: parent support, learner support, housing and personal security. Although several studies in Kenya have identified the factors affecting job satisfaction among teachers in this view, Turkana West is a remote area which has been affected by serious understaffing in primary schools due to frequent transfers of teachers from the Sub County to other areas. This makes Turkana West Sub County a special case. Despite this, no study had been carried out in Turkana to establish the factors that affect job satisfaction among primary school teachers thus the need.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the techniques that were used in carrying out the research. The areas described here include: research design, target population, sampling and sampling techniques, research instruments, validity, and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

According to Fouche and De Vos (1998) a research design is a detailed plan of how a research project will be undertaken. It provides the basis from which the data is collected to investigate the research questions. Fouche and De Vos (1998) further noted that the researcher should select the research approach after considering the aim, the nature of the research questions, and the resources (informative subjects) available for the study. In this study the researcher used quantitative research design employing descriptive approaches because the study assessed the level of job satisfaction among primary school teachers on a five point Likert Scale as rated by the teachers. Descriptive research approach deals with questions based on the current state of affairs of a phenomenon (McMillan and Schumacher, 1993). In this study descriptive survey was used to obtain the opinions of teachers about their level of job satisfaction, and to obtain information on the teacher's biographic data, school factors and environmental factors. Allison, et al., (1996) emphasized that a descriptive approach sets out to seek precise and adequate descriptions of the activities, objects, processes and persons involved in a study. In this study, descriptive approaches were used to provide accurate descriptions of the teacher gender, age, educational level, teaching experience, places of origin, job satisfaction administrative support, autonomy, work place atmosphere and student behaviours, parental support, learners support, teachers housing, personal security and housing.

3.3 Target Population

According to McMillan and Schumacher (1993) a target population is the total set from which the individuals or units of the study are chosen. It is the totality of the

persons, events or organizations units with which the real research problem is concerned. On the other hand the portion of the target population that the researcher has reasonable access to is called accessible population (Simelane, 1998). The accessible population should therefore have the relevant information that is required to answer the research questions adequately while the target population should have all the characteristics of the subjects to be studied. The target population for this study were all the 318 public primary schools teachers, 54 head teachers and 2 education officers in Turkana West Sub County, Turkana County, Kenya.

3.4 Sampling and Sampling Techniques

Sampling is the scheme of action or procedure that clarifies how the subjects are to be selected for the research (Similane, 1998). Simelane (1998) explains that sampling involves the selection of a group of participants with which the researcher is to conduct the study. Sampling is done in order to give the researcher a more manageable group for the purpose of the study. The researcher used three sampling techniques namely; stratified sampling, purposive sampling and simple random sampling. Turkana West Sub County has two distinct regions in which schools are situated: namely urban school (those near town and shopping centres) and those situated in the rural areas. Stratified sampling was used in which the area was first divided into strata to ensure that the sample represents schools from all regions. Simple random sampling was then used to select teachers from the school identified. Purposive sampling was used to select the DEO and the Sub County Staffing officer to represent the education officers while all head teachers of the selected schools will be chosen.

3.5 Sample Size

As noted by Mugenda and Mugenda (1999) a representative sample should be at least 30% of the total population to be considered adequate to represent the population. The sample in this study was chosen so that the sample size is greater than 30% of the population in order to minimize errors due to non-representation as well as non-response. The proposed sample sizes are shown in Table 3.2.

Table 3.1 Sample Sizes

Group	Population size	Sample size	Sample Percentage
Schools	54	18	33.3%
Teachers	318	100	31.4%
Head teachers	54	18	33.3%
Education officers	2	2	100%
Total	428	138	32.2%

3.6 Research Instruments

The researcher used self-administered questionnaires and interview schedules for data collection. The questionnaires had 5 parts. Part 1 was Biographic characteristics of the teachers; Part 2 measured the level of job satisfaction among teachers in which teachers expressed their willingness to stay teaching in the schools in this region by rating it on a five point Likert scale, part 3 was used to rate the perceived school factors that affect job satisfaction among primary school teachers, part 4 was used to identify environmental factors while part 5 was used to identify the possible measures that could be used to enhance job satisfaction among teachers in Turkana West Sub County.

Interview schedules were conducted for head teachers and education officers specifically the DEO and the Sub County TSC staffing officer. The interview schedules were used to give insights on factors affecting teacher job satisfaction and intervention measures. (See the details in appendix)

3.6.1 Validity of Research Instruments

Validity of an instrument refers to the ability of a research instrument to measure what it designed to measure (Simelane, 1998). There are various forms of validity. However, this study measured two forms of validity; content validity and construct validity. To measure construct validity, the researcher conducted a pilot study with

known subjects. Correlation analysis of the results of the study was then used to test for predictive ability, concurrence, and convergence of the items. Content validity was measured by relating the constructs of the variables; job satisfaction, and the factors with other measures identified by other researchers in literature. The questions were also reviewed by experts in the area, specifically the supervisor and other lecturers in the Department of Educational Foundations of The University of Nairobi. Using the results of the pilot study the researcher tried to check consistency in answering of similar items. Ambiguous questions were then deleted or modified before data collection e.g. “freedom to determine what to teach and when to teach it” was modified to read “I have freedom to determine what to teach and when to teach” it while “in your own opinion do you think most teachers would want to continue teaching in Turkana West Sub County if given opportunity or not?” was modified to “In your own opinion what do you think makes most teachers to want to transfer out of Turkana West Sub County?”

3.6.2 Reliability of Research Instruments

The researcher used the internal consistency to check the reliability of the research instruments. This was done by calculating the Cronbach’s alpha coefficient for all the sections of the questionnaire from the results of the pilot study. The data obtained from the pilot study was fed into a computer and the Cronbach’s alpha calculated using Statistical Package for Social Sciences (SPSS) version 20. A value of 0.7 or below of the Cronbach’s Alpha Coefficient shows low internal consistency while a Cronbach’s Alpha Value of more than 0.9 implies the presence of redundant items that do not add value to the questionnaire due to repetition (Ary, Jacobs, Razavieh, & Soorensen, 2006). The questionnaire was found to have a Cronbach’s Alpha Value of 0.83 when administered to pilot sample of teachers. It was thus deemed to have adequate consistency and therefore used for data collection without alteration.

3.7 Data Collection Procedures

The researcher obtained a research permit to conduct the study from the National Council for science and Technology (NCST). The researcher then requested for permission from the Sub County Education Officer (DEO) Turkana West Sub County

before starting data collection. During arranged visits to the DEO's Office, the researcher conducted interviews from the DEO and Staffing officer before proceeding to the schools. With the assistance of the Head teachers, the researcher issued the questionnaires to the selected schools during pre- arranged visits. The teachers and school heads filled questionnaires, and collected where possible and where there was difficulty the researcher left the teachers to fill the questionnaires and collect them after a week. During the same visits the researcher interviewed the Head teachers too.

3.8 Data Analysis Techniques

Data obtained from the study was both quantitative and qualitative. Descriptive statistics were used to analyse data showing the level of teacher job satisfaction as well as the rating of school and environmental factors. This was done by calculating the percentage scores of the factors from the ratings of the factors as obtained from the Likert scores. Demographic information was analysed by dividing the respondents into categories using their demographic characteristics. Inferential statistics were applied in testing the statistical relationship between the dependent and independent variables. The relationship between demographic information and job satisfaction was tested using the independent sample t-test and Analysis of Variance (ANOVA) by comparing the mean scores for job satisfaction among different groups. The relationship between the school and environmental factors and job satisfaction was tested using Pearson Product Moment Correlation Coefficient of the factors scores and the scores for job satisfaction. Data was analysed with the aid of the Statistical Software for Social Sciences (SPSS) Version 20 and presented in charts and tables.

CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter comprises the data analysis techniques used, presentation of analysed data and discussion of the findings of the study. The chapter is organized into the following sections; namely: instrument return rate, biographic information, level of job satisfaction among primary school teachers, effect of biographical characteristics of teachers on job satisfaction, school factors that affect job satisfaction among primary school teachers and environmental factors that affect job satisfaction among primary school teachers.

4.2 Pilot Study and Reliability Testing

The results of the pilot study were used to calculate the Cronbach's Alpha Coefficient using the statistical SPSS Version 20. The table of total item statistics was used to determine the items of the questionnaires that were not clear. Results of the pilot study are presented in Table 4.1

Table 4.1 Reliability Statistics from Pre -Test

Cronbach's Alpha	N of Items
0.715	53

The results presented in Table 4.1 show that the Cronbach's Alpha Coefficient was greater than the minimum recommended value of 0.7 thus the questionnaire was deemed reliable for use with sample. The table for total item statistics was used to show item that lowered the reliability of the questionnaire. The findings are presented in Table 4.2

Table 4.2 Total Item Statistics

Questionnaire Item	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
like teaching as a career job in current station	126.28571	1075.526	.434	.706
comfortable in Turkana west as a teacher	126.23810	1088.722	.285	.709
decided to nurture teaching as a career in Turkana west	126.23810	1094.722	.230	.711
i teach in Turkana west because its the only option	126.33333	1080.374	.416	.707
Given another job outside Turkana West i would take it without hesitation	126.71429	1129.233	-.190	.721
working hard to get transfer outside Turkana West	126.50000	1091.280	.297	.710
wish to become the best teacher in Turkana West	126.69048	1100.560	.143	.713
When i joined teaching i felt it was my dream job	125.92857	1100.458	or J	.713
My morale for staying in Turkana West keeps increasing	126.30952	1108.707	.052	.715
Teaching in Turkana west Gives me the honour Ideserve	126.00000	1092.439	.274	.710
receive adequate support from head teacher concerning my job	126.28571	1065.038	.567	.703
Head teacher is involved in giving assistance	126.14286	1084.760	.401	.708
Head teacher gives respect and professionalism to my work	126.04762	1069.754	.605	.704
Head teacher values my administrative duties	125.85714	1073.443	.549	.705
head teacher allows me to freely participate in school decision making	124.42857	938.300	.277	.716
I flexibly can adopt any teaching approach in my school	124.26190	1011.125	.138	.729
I have full control of my choice of teaching and learning activities	125.88095	1071.766	.539	.704
Ihave autonomy in making decisions at work	126.30952	1091.536	.247	.710
I exercise authority in discipline control in school	125.83333	1069.898	.517	.704

i have appreciable flexibility in establishing my own guidelines in instruction	126.02381	1053.731	.687	.699
I have freedom to select teaching materials	126.26190	1086.491	.285	.709
I have freedom to choose what to teach and when to teach it	126.40476	1110.198	.005	.717
students respond to me with respect	126.04762	1085.607	.374	.708
my students are concerned with performing well	126.00000	1079.707	.444	.707
My students willingly engage in instructional activities in class	125.45238	1088.303	.053	.720
there is good relationship between me and my students	125.40476	1080.296	.032	.728
My students exhibit good habit I class	125.64286	1067.552	.185	.711
Students have good respect for one another	126.54762	1070.010	.512	.704
my students help one another in studying	125.97619	1076.609	.294	.707
Parents are supportive to school discipline	126.54762	1091.961	.266	.710
Parents respect the roles of teachers	125.71429	1097.624	.027	.721
Parents provide learners with learning materials	126.09524	1090.283	.052	.720
parents give support in guidance and counseling	126.50000	1077.476	.384	.707
Learners are disciplined	125.47619	1093.182	.042	.720
Learners respect teachers	125.88095	1077.522	.309	.707
Learners do assignments given by teachers	125.66667	1133.545	-.135	.730
Learners participate actively as required by teachers	126.28571	1072.063	.546	.704
i got a good house near the school i teach	126.57143	1102.739	.056	.716
I can easily reach school from my house	126.45238	1070.693	.435	.705
The area i live is good for my family and i	126.57143	1078.495	.394	.707
Social amenities and communication networks are adequate in the area i live	126.33333	1077.447	.416	.706
there is adequate security within the area i work	126.40476	1083.954	.380	.708
i have good social relationship with the community where i work and live	125.92857	1077.190	.496	.706
i feel safe when discharging my duties	126.07143	1065.483	.606	.703
I am protected in terms of my job when serving the community	124.95238	1100.583	-.062	.748

I can reach the nearest security agents easily in case of an emergency	125.78571	1111.148	-.014	.719
Automatic promotions to higher job groups	125.73810	1058.149	.637	.701
Better housing within school compound	125.66667	1064.959	.544	.703
Improvement of infrastructure where i work	125.73810	1056.296	.669	.700
Improvement of security where i live in general	125.88095	1064.742	.458	.703
being given challenging responsibilities at work	126.07143	1050.751	.636	.699
Recognition of my work by ministry of education	125.88095	1064.888	.529	.703
promotions and remuneration for all extra duties performed	124.78571	1077.002	.044	.727

The item statistics presented in Table 4.2 show that all the items in the questionnaire gave Cronbach's Alpha value of 0.7 and above thus the questionnaire was used without alteration.

4.3 Instrument Return Rate

This refers to the percentage of the research instruments dully filled and returned to the researcher for analysis. The results showed that (100%) of the education officers fully participated in the interview, (88.9%) of the head teachers and (92.0%) of the teachers dully filled and returned their questionnaires. The above percentages are all above the 85.0% minimum return rate recommended by Ary et al. (2006) thus the errors due to non-response were deemed to be at an acceptable level.

4.4 Biographic Information

These referred to the individual characteristics of the teachers. They include: school location; gender; age; teaching experience; education level; and original home location. The findings showed that (50.0%) of the teachers who were interviewed were teaching in schools located in rural areas and (50.0%) were teaching in schools located in urban areas. The teacher sample also comprised of (60.9%) males teachers and (39.1%) female teachers. The results of the teachers' age are shown in table 4.1.

Table 4.3 Distribution of Teachers Sample by Age

Age Bracket	Frequency	Percentage
35 and below	44	47.8
36-45	32	34.8
Above 45	16	17.4
Total	92	100.0

The results in Table 4.3 show that a majority of teachers (47.8%) were in the lowest age bracket (35 years and below) followed closely by the age bracket 36-45 years with 34.8% while teachers who were above 45 years accounted for only 17.4%. This implies that majority of the teachers working in Turkana West were fairly young (below 45 years). This could be attributed to either transfer from the Sub County to other parts of the country or leaving the profession for other jobs by the teachers.

Teaching Experience

Another biographic characteristic of the teachers was the teaching experience of the teachers. The teaching experience referred to the number of years that one had worked as a teacher. The teaching experience was categorized into 3. The results are presented in Table 4.4.

Table 4.4 Distribution of Teachers by Teaching Experience

Teaching Experience in years	Frequency	Percentage
Below 10	34	37.0
10-15	38	41.3
Above 15	20	21.7
Total	92	100.0

As indicated in Table 4.4 the most common bracket of the teaching experience was 10-15 years (41.3%) followed closely by below 10 years which accounted for 37.0% while the least frequent was those with teaching experience of above 15 years with a percentage of 21.7. This shows a similar trend with the age in which the highest experienced teachers are the least in number which could be due to transfers of

teachers or decision of teachers to leave teaching for better jobs. This was confirmed by the head teachers and education officials who reported that there is a tendency of newly employed teachers to actively seek for transfers or leave teaching for better opportunities especially the new dispensation, i.e. the county jobs, and also the many Non-Governmental Organizations (NGOs) operating in the region.

Level of Training of Teachers

Level of training of teachers referred to the highest academic qualification held by the teacher. These were P1 (primary Teacher Education certificate), Diploma, Bachelors and master’s degree. The results are presented in Table 4.5

Table 4.5 Level of Training of Teachers

Education level	Frequency	Percentage
P1	79	85.9
Diploma	7	7.6
Bachelors’ Degree	6	6.5
Total	92	100.0

The results presented in Table 4.5 show that a vast majority of the teachers (85.9%) had P1 certificates, 7.6% had diploma certificates while only 6.5% had bachelor’s degrees. This could be due to the fact that the as per government policy the basic requirement for employment as a primary school teacher is the primary teacher education certificate (P1). Secondly, teachers who took further education such as bachelors and masters degrees were more likely to get other jobs and leave teaching all together. This was stated by the education officers and head teachers during the interviews.

Original Homes of the Teachers

The study further investigated the original homes of the teachers. These referred to the places where the teachers were living when not at work. These were designated as Turkana west, Outside Turkana West but in Turkana County and outside Turkana County. The findings are presented in Table 4.6.

Table 4.6 Original Home of the Teachers

Home area	Frequency	Percentage
Turkana west	58	63.0%
Turkana County outside Turkana West	22	23.9
Outside Turkana County	12	13.1
Total	92	100.0

As shown in Table 4.6, a large number of teachers were natives of Turkana West Sub County (63.0%) followed by natives of Turkana County but who were not from Turkana West Sub County (23.9%) while only 13.1% were from outside Turkana County. This could be attributed to a number of factors: firstly, the teacher employment system based at Sub County level necessitated the employment of teachers in their original home Sub Counties of residence making a majority of teachers employed in Turkana West to be natives of the Sub County. Secondly, as indicated by the interviewed head teachers and education officers, teachers other places expressed interests to transfer from Turkana West to other places with those most likely to transfer being the teachers from outside Turkana County.

4.5 Level of Job Satisfaction among Primary School Teachers

The first objective of this study was to assess the level of job satisfaction among primary school teachers in Turkana West Sub County. In order to assess the level of job satisfaction the teachers were required to rate different items on their levels of the satisfaction with their jobs on a five point Likert scale with choices: strongly agree (SA), Agree (A), Not Sure (NS), Disagree (D), and Strongly Disagree (SD). The scale was constructed in such a way that higher scores indicated higher levels of job satisfaction among primary school teachers. The Likert scores obtained are presented in Table 4.7.

Table 4.7 Likert Scores for Level of Job satisfaction

Statement	SD		D		NS		A		SA	
	n	%	n	%	n	%	n	%	n	%
I like teaching as my career job and profession in my current station of work	4	4.3	22	23.9	22	23.9	29	31.5	15	16.3
I am comfortable with staying as a teacher in Turkana West	13	14.1	23	25.0	26	28.3	16	17.4	14	15.2
I am decided to nurture my career as a teacher in Turkana West till I reach the highest grade	7	7.6	25	27.2	21	22.8	24	26.1	16	17.4
I teach in Turkana West because it's the only choice available	8	8.7	28	30.4	23	25.0	21	22.8	12	13.0
Given another job outside Turkana West I would take it up without hesitation	6	6.5	18	19.6	12	13.0	37	40.2	19	20.7
I am working had to get a transfer to go outside Turkana West	12	13.0	24	26.1	24	26.1	12	13.0	12	13.0
I am actively looking for another job outside Turkana West	3	3.3	7	7.6	11	12.0	49	53.3	22	23.9
My wish is that I become the best teacher in Turkana West	22	23.9	26	28.3	20	21.7	17	18.5	7	7.6
When I joined teaching I felt that I had gotten my dream job	24	26.1	26	28.3	15	16.3	21	22.8	6	6.5
My morale in teaching in Turkana West keeps increasing day in day out	19	20.7	15	16.3	28	30.4	23	25.0	7	7.6
Teaching in Turkana West gives me the honour that I feel I deserve in the society	28	30.4	25	27.2	20	21.7	17	18.5	2	2.2

The results presented in Table 4.7 generally show primary school teachers had low job satisfaction levels. For instance, a large percentage 30.4% of the teachers indicated that they strongly disagreed with the fact that teaching in Turkana West gave them the honour they felt they deserved in the society, 27.2% disagreed, 21.7% were not sure, 18.5% agreed while only 2.2% strongly agreed. This implies that primary school teachers did not feel that they were recognized and respected for the role they played

in the society by teaching. It could also imply that the local society in Turkana did not value education much and therefore teachers were not seen to play a noble role in the society. Turkana West is a remote area in which traditional values and retrogressive cultures such as early marriages are still practiced while education takes a second position. Due to this parents and people in the local society didn't honour the teaching job. The findings of this study concur with the findings of Furnham (1997) who noted that teachers are more satisfied if they feel recognized for their roles in the local society.

On the item "my morale in teaching in Turkana West keeps increasing day in day out", 20.7% of the teachers strongly disagreed, 16.3% disagreed, 30.4% were not sure, 25.0% agreed while 7.6% strongly agreed with the statement. This shows that primary school teachers in Turkana West did not feel that their career was changing for the better enough to give them the moral to continue teaching the same place. This could be attributed to the fact that as teachers gain more experience they feel the need for more autonomy at work to carry out their duties and expect that the achievements in their work needs to be acknowledged. When this does not happen to the satisfaction of the teachers then the teachers morale to continue teaching in the same area or station cannot grow rather it reduces. Similar sediments were made by Bacharach and Mitchell (1983) when they reported that the teachers' length of stay in teaching in a particular place gives know-how that if not respected or reward leads to dissatisfaction among the teachers.

Another aspect of job satisfaction was "when I joined teaching I felt that I had gotten my dream job". On this a very small number 6.5% strongly agreed, 22.8% strongly agreed, 16.3% were not sure, 28.3% disagreed while 26.1% strongly disagreed. This implies that majority of the teachers did not have teaching as their career of their own choice but could have landed into teaching profession either because they could not get the jobs they aspired to thus teaching to them wasn't their ultimate choice. Such teachers tend to express discontent with many aspects of their job thus low job satisfaction levels. Confirming this are the findings of Buitendach and De Witte

(2005) who noted that teachers who choose the career by choice are likely to be more satisfied than teachers who join teaching as a second or last choice.

On the aspect “my wish is that I become the best teacher in Turkana West” only a small percentage 7.6% indicated that they strongly agreed with the statement, while 18.5% agreed. On the same item 21.7% were not sure, 28.3% disagreed while 23.9% strongly disagreed. This implies that though they had accepted the teaching job, majority of the teachers had not accepted that it is their long life career and were either pursuing other avenues of life and careers that they thought were better than teaching. It is expected that one would strive to achieve the best and the highest rank in his or her job, therefore teachers indicating that they were not aspiring to be the best teachers in Turkana West could either imply that they wanted to be the best in other careers and not or teaching in another place and not Turkana West. These findings concur with the findings of Buitendach and De Witte (2005) who noted that individuals evaluate their jobs on the basis of factors which they regard as being important to them such as personal goals and aspirations which will influence his/her feelings about his/her job and the kind of achievements he/she would strive to attain in his or her job.

Another item that was used to measure the level of job satisfaction among the primary school teachers was “I am actively looking for another job outside Turkana West”. On this, a vast majority of the teachers indicated that they were searching for other jobs with 23.9% indicating that they strongly agree, 53.3% agree, 12.0% indicated that they are not sure, 7.6% disagreed while only 3.3% strongly disagreed. One way of showing dissatisfaction by teachers is by showing willingness to leave the profession. In so doing, teachers show that they are not only dissatisfied with teaching in their current stations in Turkana West but also with the teaching profession as well. This could be attributed to the low respect accorded to teachers and lack of recognition among others. Poor remuneration may also be a significant contributor to this. Confirming these results are the reports given by Hargrove, et al. (2004) who reported that teacher low job satisfaction in United States has led to high teacher attrition rates in the US with many new teachers leaving the service every year.

On the aspect of teaching in Turkana West, 13.0% of the teachers strongly agreed that they were working hard to get a transfer to go outside Turkana West, 13.0% agreed, 26.1% were not sure, 26.1% agreed while 13.0 strongly disagreed. This indicates that a good number of teachers felt that they would be more satisfied if they were teaching outside Turkana West. As noted in literature teacher satisfaction may vary from one place to another. Turkana West being a remote region prone to cattle rustling has insecurity issues which could be a threat to the teachers stay in the area. On the other hand, teachers from other areas which may not have problems with insecurity may therefore wish to transfer to more secure places for themselves and their families. These are further confirmed by the results on the aspect on how comfortable teachers were with staying as a teacher in Turkana West in which 15.2 strongly agreed, 17.4% of the teachers agreed, 28.3% were not sure, 25.0% disagreed while 14.1% strongly disagreed. This implies that on average more than half of the teachers teaching in primary schools in Turkana west were not comfortable with teaching in Turkana West Sub County. This could further be attributed to the harsh environment within the area such as poor communication network, poor housing insecurity among others. It is in this view that teachers who were willing to stay in the profession may wish to work in another place and not Turkana West. Confirming these findings are the findings Kearney (2008) who noted that in US teachers in remote areas and teaching in high poverty schools tend to leave every year; some transfer to other schools while others leave the classroom permanently.

Another aspect that was rated was “given another job outside Turkana West I would take it up without hesitation”. On this, 20.7% strongly agreed, 40.2%% agreed, 13.0% were not sure, 19.6% disagreed while 6.5% strongly disagreed. This implies that a vast majority of teachers were willing to take jobs outside Turkana West as well as to leave the teaching profession. It should be noted that teachers may be dissatisfied with teaching as a job in which case they would wish to take other jobs and leave teaching for other careers completely. On the other hand teachers may be dissatisfied with working in a particular area or even in a particular school. These results show that a vast majority were not only dissatisfied with teaching in primary schools in Turkana West but also teaching as a job. This could be attributed to poor remuneration

of teachers as compared to other careers as well as the lack of recognition of teachers by people in the society. Another reason for this could be the insecurity issues as well as the living conditions that teachers in Turkana West are subjected to .Turkana West being an arid area, has poor road and communication networks. Teachers therefore suffer professional isolation and may not be able to have access to important social amenities such as television connectivity and internet among others. All these play a greater role in lowering the teachers' level of job satisfaction in Turkana West Sub County.

In order to determine how much interest and value teachers attach to teaching, the teachers were required to rate the item "I like teaching as my career job and profession in my current station of work". The results presented in Table 4.7 show that 4.3% strongly agreed with the statement, 23.9% indicated that they disagree, 23.9% were not sure, 31.5% agreed while only 16.3%. This implies that almost half of the teachers did not like teaching as their career in their current station of work. It also suggests that such teachers when given other jobs could opt to leave teaching. Secondly, this also implies that such teachers given opportunities for working in different schools would possibly transfer voluntarily. These findings are supported by the results of the rating of "I am comfortable with staying as a teacher in Turkana West" in which 15.2% indicated that they strongly agree, 17.4% agree, 28.3% were not sure, 25.0% disagree and 14.1% strongly disagreed. These results confirm that a large percentage were not comfortable with staying as a teacher in Turkana West. This could be attributed to the harsh working environment due to insecurity in the Sub County. In addition, Turkana West is an arid region which has poor infrastructure thus poor transport means, communication as well as housing. These findings are supported by the teachers' indication that their housing was not conducive. Supporting these arguments is the indication by the results on the rating of the statement "I teach in Turkana West because it's the only choice available". On this aspect 13.0% of the teachers strongly agreed, 22.8% indicated that they agree, 25.0% were not sure, 30.4% disagreed while only 8.7% strongly disagreed. This implies that almost half of the primary school teachers had low satisfaction working in Turkana West. It further shows that such teachers were either posted to Turkana unwillingly, or didn't choose

teaching as their career jobs. This could be attributed to the fact that majority of the teachers were not natives of Turkana West. These teachers were therefore not conversant with such environment especially due to insecurity occasioned by cattle rustling. These findings concur with the findings of Oketch (2008) who noted that forces outside the school and the teaching job such as community also affected job satisfaction among teachers.

The low levels of satisfaction observed could be attributed to a number of factors. Firstly, as indicated by the head teachers and in the interviews, there was general understaffing of primary schools in Turkana West due to the failure of the government to employ enough teachers in the area. This coupled with large enrolments obtained after the introduction of free primary education results in overcrowded classes and general low teacher to student ratio which are associated with over working of teachers and thus low job satisfaction. As a consequence teachers may not be able to reach all the learners adequately in a lesson resulting to poor performance which in turn demoralizes the teacher. The above stated results in poor work environment for the teacher which lowers the level of job satisfaction. Similar findings were reported by Njue (2010) in Nairobi. Working in unconducive environment and poor working conditions contributed to low job satisfaction among teachers.

Secondly Turkana West is a remote area that is prone cattle rustling and therefore insecurity. Teachers working in rural areas are therefore living in zones that are prone to armed conflict posing serious security threats to the teachers in school or outside school and to their families for those who live with their families. On a similar note, the head teachers indicated that teachers living in rural areas constantly demand for transfers owing to the security threats within the area of their work. It is in this view that teachers teaching in Turkana West feel insecure and therefore have low levels of job satisfaction. These findings concur with findings of Worrell (2004) who noted that teachers experienced higher levels of job satisfaction where crime rates were low and security was adequate.

4.6 Effect of Biographical Characteristics of Teachers on Job Satisfaction

The second objective of the study was to measure the effect of biographic characteristics on job satisfaction of primary school teachers in Turkana West Sub County. Biographic characteristics referred to the personal characteristics of the teachers namely: gender; age; education level; teaching experience; and original home. The effects were determined by use of the independent sample t-test with the biographic characteristics as the independent variable while the level of job satisfaction among teachers was the dependent variable.

4.6.1 Effect of Gender on Level of Job Satisfaction among Teachers

The first biographic characteristic that was measured was gender. In order to assess the effect of gender on teacher job satisfaction, an independent sample t-test was run to test the effect of gender on level of job satisfaction. Gender was used as the independent (categorical) variable with male and female as two categories. The percentage scores obtained by the teachers on level of job satisfaction scale were used as the continuous variable.

The choices on the Likert Scale on job satisfaction were awarded the scores: strongly disagree (0), disagree (1), not sure (2), agree (3) and strongly agree (4). These were rated in such a way that higher scores implied higher levels of job satisfaction. In order to calculate the percentage score, the total score per teacher was calculated by summing up the individual scores for each item on the scale and divided by the maximum possible scale given by the maximum score per item (4) multiplied by the number of items used in rating job satisfaction levels (11).

For data to be analysed using t-test, it must satisfy certain conditions i.e. the variance should be homogeneous across all the values, the data should have normal distribution and there should be no outliers. Data for analysis is therefore first tested for violation of the above conditions.

The data was first assessed for the assumptions of outliers, normality of distribution and homogeneity of variance. To test for presence of outliers, box plots were plotted

for the males and the females. The results showed that there were no significant outliers in both categories. In order to test whether the data was normally distributed, the Shapiro-Wilk test was used. The Shapiro-Wilk test gives significance level P that is less than 0.05 when there are significant deviations of the data from normal distribution. If P is greater than 0.05, then the data is normally distributed. In this study the test gave a significance value of $P=0.498$. This implies that data had normal distribution and therefore no adjustments were done to the data. The third test was homogeneity of variance. The Levene's test for equality of variances was used to test for homogeneity of variance. The results are presented in Table 4.8

Table 4.8 Independent Sample t-test for Gender and Job Satisfaction

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
total job satisfaction	Equal variances assumed	.467	.498	4.950	44	.000	-10.75	2.17174	-15.126	-6.373
	Equal variances not assumed			4.416	24.169	.000	-10.75	2.43442	-15.772	-5.727

As shown in Table 4.8, the Levene's test for equality of variance shows that the assumption for homogeneity of variance was not violated (significance value= 0.498) was greater than 0.05. The t-test was thus carried out with equal variances assumed.

Table 4.9 Group Statistics for effect of gender on level of job Satisfaction

Group	N	Mean	Std. Deviation	Std. Error Mean
Male	56	17.75	5.35121	0.112324
Female	36	28.53	9.39762	0.231240

The job satisfaction levels were higher for female teachers (M=28.5, SD=9.39) than for male teachers (M=17.75, SD=5.35). A statistically significant difference was found between male and female teachers (N=90, 95% CI, t (92)=-4.950, p<0.0005). The independent sample t-test can be used to give the size of any differences in the variable of interest between the groups. This is done by calculating Eta Squared value. The Eta squared value expressed in percentage gives the percentage of the dependent variable which can be explained or which is due to the independent variable. It is calculated from the 't' value and the degrees of freedom (N₁+N₂-2) using the formula:

$$Etasquared = \frac{t^2}{t^2 + (N_1 + N_2 - 2)} \dots\dots\dots 1$$

Where N₁ and N₂ are the numbers of female and male teachers in sample respectively. The value of Eta squared was found to 0.214 (21.4%). This implies that 21.4% of the level of job satisfaction among primary school teachers in Turkana West could be explained by gender. The results presented here indicate that female teachers in Turkana West tented to be more satisfied with their jobs as compared to male teachers. This could be attributed to the fact that female teachers tent to have lower aspirations in higher jobs.

Secondly, cross tabulations of gender and original home indicated that a vast majority of female teachers (77.8.5%) had their original homes being Turkana West while (22.2%) had original homes being within Turkana County. This implies that no female teachers were from outside Turkana County. It should be noted teachers working in their own area live in an environment they are used to, are likely to working from their homes thus good housing may be guaranteed. Similarly, such teachers may not have serious problems with security as they are born and brought up in the region thus high level of job satisfaction. Female teachers were therefore likely to be more satisfied as they all were from Turkana. Again traditionally, females are endowed with responsibilities of taking care of their families and thus are more comfortable with working near home. These findings concur with the findings of Watson, Hatton, Squires, and Soliman (1991) who noted that female teachers generally tented to be more satisfied with their jobs as compared to male teachers. Similarly, Witt and Nye

(1992) explained that female teachers tend to be easily satisfied due to their lower expectations from their jobs.

Mbwiria (2010) and Oketch (2008) also noted that female teachers were satisfied with their pay than male teachers. The findings however contradict the findings of Dinham and Scott's (1998) which found no significant difference in level of job satisfaction between female and male teachers except in students achievements where male teachers were less satisfied.

4.6.2 Effect of Teachers Education Level on Level of Job Satisfaction Among Teachers

The researcher investigated the effect of education level of teachers on their job motivation. One Way analysis of variance was carried out with education level as the independent (categorical variable) and scores of level of job satisfaction as the dependent (continuous variable). The teachers' highest level of education had three categories: P1, Diploma and Bachelors Degree. Prior to analysis the data was tested for presence of outliers using box plot, for normal distribution using the Shapiro-Wilk test and homogeneity of variance using the Levene's test. To test for outliers the data was used to plot a box plot. In the box plot outliers are indicated as by circular filled circles outside the first or the third quartile of the data. Absence of the dots indicates absence of outliers. There were no outliers as indicated by the box plot.

The Shapiro-Wilk test is a test of significance of difference between the number of values between the upper and the lower quartiles of the data set. A significance value $P < 0.05$ implies that there is a statistically significant difference between the number of data points on the upper quartile and the lower quartile thus the data is not normally distributed. The Shapiro-Wilk test gave a significance value for deviation from normal distribution of the variables as ($P=0.583$). This implied that the assumption for normal distribution was not violated. To test for homogeneity of variances, the Levene's test for equality of variances was used. The Levene's test gives a significance value that is used to determine whether in the One Way ANOVA data should be assumed to have equal variances over whole range of values for the dependent variable among the

different groups. A significance value (P) of greater than 0.05 indicates that the variances of the data among the groups do not differ significantly. In this study, the Levene's test was performed on scores on job satisfaction levels among the teachers grouped on basis of their education level. The data was found to have equal variances among the three groups (p=0.451) thus the ANOVA analysis were carried out with option of equal variances assumed. The results are presented in Table 4.10.

Table 4.10 ANOVA Table for Education Level and Job Satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	260.780	2	130.390	6.488	.003
Within Groups	864.198	43	20.098		
Total	1124.978	45			

The results of the ANOVA showed that education level had a significant effect on level of job satisfaction among primary school teachers at a confidence interval of 95%. The level of Job satisfaction among teachers was significantly different between different educational level groups (F(2, 88) = 6.488, p=0.003). The magnitude of the effect was determined by calculating the Eta Squared Value. This was calculated using the formula:

$$\frac{\text{Sum of squares between groups}}{\text{Total sum of squares}} \times 100 \dots\dots\dots 2$$

The Results in Table 4.10 indicate that sum of the squares between groups was 260.780 while within groups was 864.178 and the total of squares of 1124.978. These gave Eta squared value of 23.18% showing that education level could predict 23.18% of the level of job satisfaction among primary school teachers in Turkana West Sub County. ANOVA results indicate whether there is a statistically significant difference between mean scores for more than two groups. However in order to determine which groups had significant differences the item post hoc tests is selected while performing t-tests. While using ANOVA Post hoc tests are build in tools which indicate exactly the groups which had significant differences by indicating the significance value

between any two groups for all the groups analyzed. The post hoc test results are presented in Table 4.11.

Table 4.11 Post Hoc Tests for Education Level and Level of job Satisfaction

(I) Highest education level	(J) Highest education level	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
P1 certificate	Diploma	4.149*	1.588	.032	.29	8.00
	Bachelors degree	5.767*	1.666	.003	1.72	9.81
Diploma	P1 certificate	-4.149*	1.588	.032	-8.00	-.29
	Bachelors degree	1.618	1.618	.581	-2.31	5.55
Bachelors degree	P1 certificate	-5.767*	1.666	.003	-9.81	-1.72
	Diploma	-1.618	1.618	.581	-5.55	2.31

*. The mean difference is significant at the 0.05 level.

The results in Table 4.11 reveal that there was a statistically significant difference between the mean scores for level of job satisfaction P1 and Diploma $P=0.032$. A statistically significant difference in scores on job satisfaction level was also found to exist between Bachelors Degree ($p=0.003$). However, there was no significant difference between Diploma and Bachelors Degree ($p=0.581$). The differences in the mean scores for level of job satisfaction among different education level groups are presented in Table 4.12.

Table 4.12 Mean Scores for Level of Job Satisfaction and Education Level

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
					P1 certificate	31		
Diploma	34	14.12	3.444	.835	12.35	15.89	9	23
Bachelors degree	27	12.50	3.898	1.042	10.25	14.75	9	25
Total	92	14.98	5.000	.737	13.49	16.46	9	29

The results in Table 4.12 show that level of satisfaction for P1 (M=18.27, SD=5.837) group was higher than for diploma group (M=14.12, SD=3.444), while teachers with Bachelor's degrees had the lowest level of job satisfaction (M=12.50, SD=3.898). Generally it was found that the level of job satisfaction among primary school teachers in Turkana West decreased with increase in level of education from P1 to bachelor's degree.

This could be attributed to a number of issues. First, highly educated teachers feel that they have chances of getting better paying jobs as compared to teaching which would guarantee them better living environment. It is due to this that teachers who had at least a diploma had expressed low satisfaction with teaching as a job. As explained by the head teachers Turkana West is a remote region which gets assistance from many NGOs. Such NGOs provide employment opportunities to graduates and diploma holders in the area a situation that lowers their morale in teaching.

Second, teachers with higher education levels tend to have higher expectations from their jobs, aspire for higher living standards such as decent housing, safe environment with good social amenities. In this view teachers with diplomas and bachelors' degrees were aspiring for better lives which lowered their job satisfaction levels. This was confirmed by the indication that one way of increasing the job satisfaction among teachers was by increasing their salaries and providing better living conditions such as housing and transport and communication networks. These findings concur with findings of Clark and Oswald (1996) who noted that there are strong negative correlations between level of education and job satisfaction. Gazioglu and Tansel (2002) also observed that teachers with degrees and postgraduate holders had lower levels of job satisfaction compared to individuals with lower levels of education.

However, these findings differ with the findings of Vorster (1992) who found that higher education levels increased the levels of job satisfaction. This difference could be explained by the fact that the higher an individual's qualifications, the higher that individual's job level and, consequently, employee's degree of satisfaction enhanced. Conversely, in Turkana teachers indicated that promotions to higher grades were not transparent and not necessarily based on academic qualifications leading to lower job satisfaction levels among the more educated teachers.

4.6.3 Effect of Teaching Experience on Level of Job Satisfaction among Teachers

The study sought to investigate the effect of teaching experience on job satisfaction of primary teachers in Turkana West. In order to measure this variable, teaching experience of the teachers was grouped into 3: below 10 years; 10-15 years and above 15 years of experience. To determine the effect of teaching experience on the level of job satisfaction among primary school teachers a one way ANOVA was carried out with teaching experience as the independent (categorical variable) and the job satisfaction level scores as the dependent (continuous) variable. Before the test the assumptions of outliers, homogeneity of variance and normal distribution were checked as explained in section 4.5.2. There were no outliers as indicated by the box plot therefore the data was used without excluding any data points. Data was also found to be normally distributed as indicated by the Shapiro-Wilk test ($P=0.642$) thus

the data was suitable to be analysed using ANOVA. The Levenes' test was performed on scores on job satisfaction levels among the teachers, grouped on the basis of their teaching experience. The data was found to have equal variances among the three groups ($p=0.734$) thus the ANOVA analysis were carried out with option of equal variances assumed. The results are presented in Table 4.13.

Table 4.13 ANOVA Results for Teaching Experience and Job Satisfaction

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	253.269	2	126.634	6.166	.004
Within Groups	883.166	90	20.539		
Total	1136.435	92			

The ANOVA results showed that teaching experience had statistically significant effect on level of job satisfaction among primary school teachers at confidence interval of 95% ($p=0.004$). The percentage effect was then determined by calculating Eta Squared value using equation 1. This was found to be 0.223 (22.3%) implying that 22.3% of the level of job satisfaction among teachers could be predicted by teaching experience. Post hoc test were carried by calculating the mean scores for level of job satisfaction among the different groups and using ANOVA to determine the significance value. The results are presented in Table 4.14.

Table 4.14 Post Hoc Tests for Teaching Experience and Job Satisfaction

I) Teaching experience in years	(J) Teaching experience in years	Mean Difference (I-J)	Std. Error	Sig.(P)	95% Confidence Interval	
					Lower Bound	Upper Bound
Below 10	10-15 years	-.232	1.513	.987	-3.90	3.44
	Above 15	-5.806*	1.806	.007	-10.19	-1.42
10-15 years	Below 10	.232	1.513	.987	-3.44	3.90
	Above 15	-5.574*	1.771	.008	-9.87	-1.28
Above 15	Below 10	5.806*	1.806	.007	1.42	10.19
	10-15 years	5.574*	1.771	.008	1.28	9.87

*. The mean difference is significant at the 0.05 level.

The results given in Table 4.14 shows that there was a statistically significant difference between the mean scores for level of job satisfaction for teaching experience of above 15 years and below 10 years, $P=0.007$. A statistically significant difference in scores on job satisfaction level was also found to exist between the group above 15 years and group with teaching experience 10-15 years $P=0.008$. However, there was no significant difference between teaching experience below 10 years and 10-15 years ($P=0.987$). Teachers with highest teaching experience (above 15 years) were found to have the highest level of job satisfaction while teachers with teaching experience between 10-15 years and those with teaching experience below 10 years had almost the same level of job satisfaction. The Mean scores for the levels of job satisfaction among the groups are presented in table 4.15.

Table 4.15 Mean Scores for Level of Job Satisfaction and Teaching Experience

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Below 10	33	14.29	4.370	1.060	12.05	16.54	9	27
10-15 years	37	14.53	4.414	1.013	12.40	16.65	9	27
Above 15	22	20.10	5.021	1.588	16.51	23.69	13	28
Total	92	15.65	5.025	.741	14.16	17.14	9	28

The results presented in Table 4.15 show that the mean score for level of job satisfaction was highest for teachers with teaching experience of above 15 years ($M=20.10$, $SD=5.021$) followed by teachers with teaching experience of 10-15 years ($M=14.29$, $SD=4.370$) while the lowest scores were found in among teachers with teaching experience of less than 10 years ($M=14.53$, $SD=4.414$). The results show that the level of job satisfaction among primary school teachers in Turkana West increased with increase with the level of teaching experience, being highest for teachers who had teaching experience above 15 years .

It has been shown in literature that position held at work place have positive effects on job satisfaction of teachers, such that teachers with responsibilities and at higher grades are more likely to be satisfied with their jobs as compared to teachers at lower grades. In Turkana West, teachers are promoted based on experience implying that long serving teachers were more likely to have responsibilities .This implies that ,teachers with higher grades have higher levels of job satisfaction. In the other hand, the head teachers reported that teachers at higher grades were more satisfied and showed less will to either transfer to other places or leave the job . The findings also confirm the results reported by Balzer et al. (1997) who noted that years of teaching experience had positive correlations with job satisfaction. The results however contradict the findings of Green-Reese, Johnson, and Campbell (1991) who showed that among physical education teachers in Taiwan, teaching experience had no significant effect on job satisfaction levels.

4.6.4 Effect of Original Home on Level of Job Satisfaction Among Teachers

The other biographic characteristic that was investigated in the study is the place of origin of the teachers who were teaching in Turkana West at the time of the study. There were three categories of teachers based on their original homes. These were: teachers from Turkana West Sub County; Teachers from outside Turkana West Sub County but within Turkana County; and teachers from outside Turkana County. The One Way ANOVA was used to determine whether there were statistically significant differences in levels of job satisfaction among the three categories of teachers based on place of origin. The original home was the independent (categorical) variable while scores on the level of job satisfaction of teachers were used as the dependent (continuous) variable.

Prior to the analysis, the variables were tested for the assumptions of homogeneity of variance, normality of distribution and presence of outliers as explained in Section 4.5.2. There were no outliers as indicated by the box plot, data was normally distributed as indicated by the Shapiro-Wilk test ($P=0.0.734$) and the homogeneity of variances assumption was not violated ($p=0.844$). The analysis was therefore carried

out with the option of equal variances assumed. The ANOVA results are presented in Table 4.16.

Table 4.16 ANOVA Results for Original Home and Level of Job Satisfaction

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	334.603	2	167.302	9.457	.000
Within Groups	760.701	90	17.691		
Total	1095.304	92			

The ANOVA results in Table 4.16 show that original home had statistically significant effect on level of job satisfaction among primary school teachers at confidence interval of 95% ($p < 0.0005$). The percentage effect was then determined by calculating Eta Squared value using equation 1. This was found to be 0.305 (30.5%) implying that 30.5% of the level of job satisfaction among teachers could be predicted by original home. Post hoc test were carried out to determine the groups with significantly different levels of job satisfaction as explained in section 4.5.2. The results are presented in Table 4.17.

Table 4.17 Post Hoc Tests for Effect of Original Home on Job Satisfaction

(I) Home area	(J) Home area	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Turkana west	Outside Turkana west in Turkana County	.890	1.438	.811	-2.60	4.38
	Outside Turkana County	6.818*	1.604	.000	2.92	10.71
Outside Turkana west in Turkana County	Turkana west	-.890	1.438	.811	-4.38	2.60
	Outside Turkana County	5.929*	1.741	.004	1.70	10.16
Outside Turkana County	Turkana west	-6.818*	1.604	.000	-10.71	-2.92
	Outside Turkana west in Turkana County	-5.929*	1.741	.004	-10.16	-1.70

*. The mean difference is significant at the 0.05 level.

The results presented in Table 4.17 show that there were statistically significant differences between the scores for job satisfaction levels of primary school teachers from Turkana West Sub County and teachers from outside Turkana County $P < 0.0005$. A significant difference in scores for level of job satisfaction was also found between the group of teachers that had their original homes being outside Turkana County and the group of teachers whose original home was outside Turkana West but within Turkana County ($P = 0.004$). However, no significant difference was found between teachers with original homes in Turkana west Sub County and teachers with original homes outside Turkana West Sub County but within Turkana County ($P = 0.811$).

Teachers from Turkana West were found to have the highest level of job satisfaction followed by teachers from outside Turkana West but within Turkana County while teachers from outside Turkana County had the lowest level of job satisfaction. The variation of the level of job satisfaction with original home was investigated using the mean scores of job satisfaction for the three groups. The results are presented in Table 4.18.

Table 4.18 Mean Scores for the Level of Job Satisfaction and Original Home of Teachers

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Turkana west Outside	44	18.32	3.257	.694	16.87	19.76	13	27
Turkana west in Turkana County Outside	27	17.43	6.297	1.683	13.79	21.06	9	28
Turkana County	21	11.50	1.581	.500	10.37	12.63	9	14
Total	92	16.57	4.934	.727	15.10	18.03	9	28

Teachers whose original homes were in Turkana West Sub County were found to be most satisfied with their jobs ($M=18.32$, $SD=3.257$) followed closely by teachers whose original homes were within outside Turkana West but in Turkana County ($M=17.43$, $SD=6.297$) while the least satisfied group was the teachers whose original home were outside Turkana County ($M=18.32$, $SD=3.257$). The results imply that the level of job satisfaction was highest for teachers who are from within the Sub County, followed by teachers from outside the Sub County but within Turkana County and lowest among teachers whose original homes were outside Turkana County.

These results were further confirmed by the head teachers and education officers who indicated that teachers from outside Turkana County were constantly searching for transfers from their current stations to elsewhere. Owing to the fact that teachers in Kenya are paid equally as per grades, teachers working within their homes were more advantaged due to low cost of living such as housing since they could comfortably travel from home to school. Secondly, due to the insecurity in the area most teachers from outside Turkana County may not have lived with their families within their work area triggering them to want to transfer to their home areas. As also indicated by teachers a vast majority showed that they did not have good housing within the school and that they do not have adequate security in their places of stay. Teachers from Turkana West Sub County and Turkana County may be able to commute from their homes to job unlike teachers from outside Turkana County. These findings are similar to the results of a study by Worrell (2004) which reported that teachers working in their rural homes were had higher levels of job satisfaction. The author explained that rural settings and smaller communities can provide family-oriented settings, lower crime rates, recreational access and enhanced quality of life especially for the natives of the region.

4.6.5 Effect of Teacher Age on Level of Job Satisfaction among Teachers

Another biographic characteristic that was investigated for its effect on level of job satisfaction among primary school teachers was age. The teachers were categorized in to three age groups; 35 years and below, 35 to 45 years and above 45 years. The One Way ANOVA was used to determine whether there were any statistically significant

differences in the levels of job satisfaction among the three age groups. The age was used as the independent (categorical variable) while the scores on level of job satisfaction were used as the dependent (continuous variable). In order to use ANOVA for analysis data must be normally distributed among all the categories, there should be no outliers among the data points and that variance of the data set should be homogeneous. The existence of outliers was tested using a box plot, normal distribution was assessed using the Shapiro-Wilk test while homogeneity of variance was tested using the Levenes' test. These tests were carried out as explained in section 4.5.2. There were outliers in data among all groups. The Shapiro-Wilk Test gave a significance value $P= 0.321$. This implies that data was normally distributed and therefore suitable for analysis using ANOVA. The Levenes' test gave $P=0.017$. This shows that assumption of homogeneity of variance was violated. The data was therefore analysed with the option of equal variances not assumed as a corrective measure. The ANOVA results are presented in Table 4.19

Table 4.19 ANOVA Results for Age and Level of Job Satisfaction among Teachers

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	423.142	2	211.571	9.970	.000
Within Groups	912.510	90	21.221		
Total	1335.652	92			

The results presented in Table 4.19 show that there was a statistically significant different in the levels of job satisfaction levels ($P<0.0005$). This implies that age of teacher had significant effects on the level of job satisfaction among the primary school teachers with job satisfaction increasing with increase in the age of teachers. In order to ascertain the strength of the effect the ANOVA results were used to calculate Eta squared value. This was calculated by dividing the sum of squares between groups and the total sum of squares and multiplying by 100. The Eta squared value was found to be 31.7%. This implies 31.7% of the level of job satisfaction of the primary school teachers in Turkana West could be explained by teachers' age. In order to determine the groups that had significant differences in the levels job satisfaction among the

three age groups, post hoc tests were carried as explained in section 4.5.2. The results are presented in Table 4.20.

Table 4.20 Post Hoc Tests for the Teachers Age and Job Satisfaction

Table 4.20 Post Hoc Tests for the Teachers Age and Job Satisfaction(I) Age bracket	(J) Age bracket	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
35 and below	36-45	-2.419	1.605	.297	-6.31	1.48
	Above 45	-7.587*	1.720	.000	-11.76	-3.41
36-45	35 and below	2.419	1.605	.297	-1.48	6.31
	Above 45	-5.167*	1.697	.011	-9.29	-1.05
Above 45	35 and below	7.587*	1.720	.000	3.41	11.76
	36-45	5.167*	1.697	.011	1.05	9.29

*. The mean difference is significant at the 0.05 level.

The results presented in Table 4.20 show that there was a statistically significant difference in levels of job satisfaction between teachers of the age group 35 years and below and teachers who were above 45 years of age ($P < 0.0005$). There was also a significant difference between the job satisfaction levels of the teachers in the age group 36-45 years and teachers who were above 45 years ($P = 0.011$). However, no significant differences in job satisfaction levels were found between teachers in the age group 35 years and below and 36-45 years ($P = 0.297$). The mean scores on job satisfaction levels among the three groups are presented in Table 4.21.

Table 4.21 Mean Scores for the Level of Job Satisfaction and Age of Teachers

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
35 and below	16	13.88	2.705	.676	12.43	15.32	9	19
36-45	17	16.29	5.382	1.305	13.53	19.06	9	29
Above 45	13	21.46	5.317	1.475	18.25	24.67	12	28
Total	46	16.91	5.448	.803	15.30	18.53	9	29

The results presented in Table 4.21 above show that teachers with highest level of job satisfaction were aged above 45 years (M=21.46). These were followed by teachers in the age group 36-45 years with a mean satisfaction level of 16.29 while the least satisfied were the youngest group of age 35 years and below. This implies that age increased the level of job satisfaction among teachers in Turkana West. This could be attributed to a number of factors. Firstly, older teachers were more likely to have stayed as teachers for a long time and therefore accustomed to the job through experience thus giving them more satisfaction as compared to young teachers. Secondly, the more a teacher works in a given environment the more he or she gets used to the environment thus gradual growth in the level of satisfaction. It is likely that teachers who were old had longest service as teachers thus they are likely to have high job satisfaction. Similarly, old teachers may have stayed in Turkana west longer than younger teachers implying that they were more contented in teaching in the area. On the other hand young teachers may have little experience in teaching or even stayed for a shorter period of time in Turkana West thus they may not be used to the environment in Turkana which could negatively affect their job satisfaction.

4.7 School Factors Influencing Job Satisfaction among Teachers

The third objective of the study was to investigate school factors that influence job satisfaction among primary school teachers. The school factors investigated were: administrative support, autonomy at work and learner behaviour. The teachers were required to rate the factors in their schools on a five point Likert scale with the choices: strongly agree (SA), agree (A), not sure (NS), disagree (D) and strongly disagree (SD). The scale was made in such a way that higher scores indicated more administrative support, high degree of autonomy and better student behaviour.

4.7.1 Effect of Administrative Support on Job Satisfaction among teachers

The first school factor that was investigated on its effect on job satisfaction was administrative support. In order to measure this variable, the teachers were asked to rate themselves on a number of items. The Likert scores are presented in Table 4.22.

Table 4.22 Likert Scores for Administrative Support on Job Satisfaction Among teachers

Attribute of support	SD		D		N		A		SA	
	n	%	n	%	n	%	n	%	n	%
I receive adequate support from school head teacher concerning my job	13	14.1	15	16.3	22	23.9	30	32.6	12	13.0
The head teacher is always involved in my day to day teaching activities when necessary to give assistance	8	8.7	17	18.5	19	20.7	45	48.9	3	3.3
The school Head teacher gives respect and professionalism to my work	6	6.5	13	14.1	23	25.0	39	42.4	11	12.0
My input in the school concerning administrative duties is highly valued by the head teacher	5	5.4	11	12.0	27	29.3	33	35.9	16	17.4
My head teacher allows me to freely participate in decision making in the school	10	10.9	22	23.9	13	14.1	29	31.5	18	19.6

The results given in Table 4.22 show that different aspects of the administrative support were rated differently by teachers. Receiving adequate support concerning job from the head teacher was lowly rated with 14.1% strongly disagreeing, 16.3% disagreed, 23.9% were not sure, 32.6% agreed while only 12.0% strongly agreed. The second aspect of administrative support that was rated was the involvement of head teachers on day to day teaching activities of the teachers when required. On this aspect, 8.7% of the teachers indicated that they strongly disagree, 18.5% disagreed, 20.7 % were not sure, and 48.9% indicated that they agreed while only 3.3% strongly disagreed.

The third aspect of administrative support was giving respect and professionalism to the work of teachers by the school head teacher. On this aspect 6.5% of the teachers

chose strongly disagree, 14.1% disagree, 25.0% not sure, 42.4% agree while 12.0% chose strongly agree. The fourth aspect of administrative support was that teachers' input in the school concerning administrative duties is highly valued by the head teacher. The ratings on this aspect were as follows; 5.4% indicated that they strongly disagreed while 12.0% disagreed. It also emerged that 29.3% were not sure, those who 35.5%. Those who agreed with the statement accounted for 35.9% while strongly agree were 17.4%.

The last factor under administrative support was that head teachers allow their teachers to freely participate in decision making in the school in which 10.9% strongly disagreed, 23.9% disagreed, 14.1% were not sure, 31.5% agreed while 19.6% strongly agreed. These findings show that teachers participated in school decision making process to a fair extent.

In order to compare the different aspects of administrative support to teachers, the Likert scores were used to calculate percentage scores per item. The scorers were awarded as follows: strongly disagree (0), disagree (1), not sure (2), agree (3) and strongly agree (4). The percentage score per item was the total score per item which was the sum of all the scores awarded by the teachers to the item divided by the maximum score per item which was the maximum score in the scale (4) multiplied by number of respondents ($4 \times 92 = 368$) and converted to percentage by multiplying 100. The percentage scores are presented in Figure 4.1.

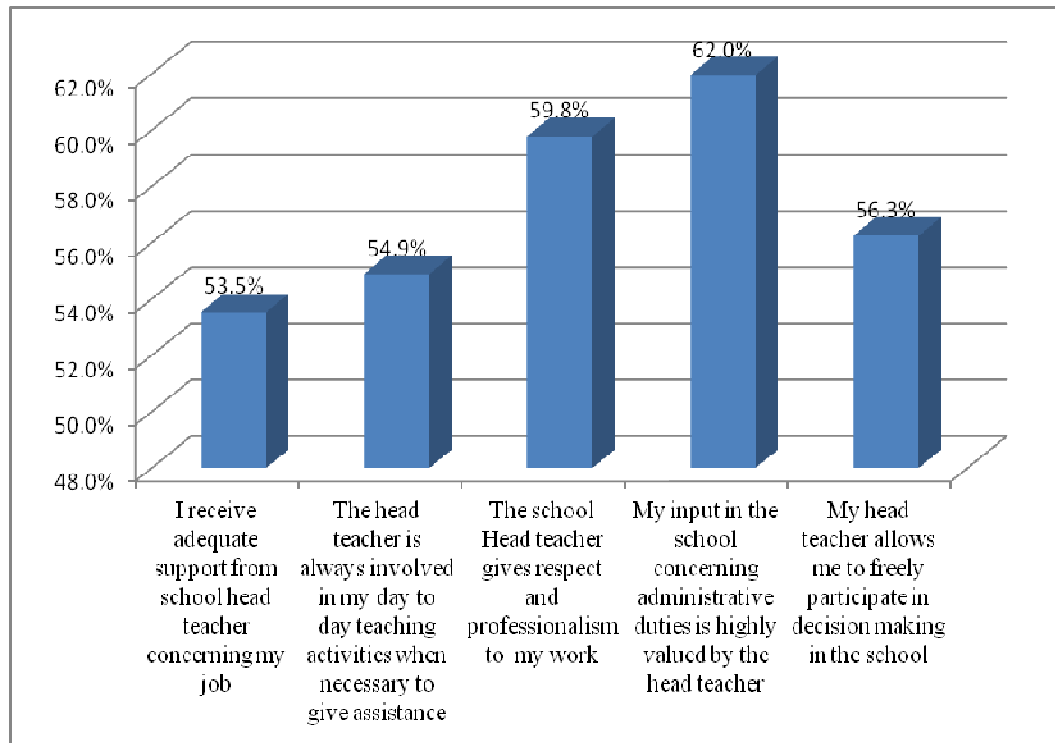


Figure 4.1 Percentage Scores for Administrative Support

The most highly rated aspect of administrative support was input of teachers concerning their administrative duties. This was highly valued by the school administration (62.0%). This implies that heads teachers gave teachers opportunities to contribute in making administrative decisions that were related to the teachers' responsibilities and adopted the decisions. This could be attributed to the fact that teachers were trained and therefore perceived by the head teachers as professionals thus they could make sound decisions for the school. Confirming these findings are the sentiments made by Ma (1999) who asserted that teachers are school administrator as they play administrative roles such as heading departments and therefore need to have chances to make decisions concerning their administrative areas.

The second was that head teachers gave respect and professionalism to teachers' work (59.8%). This indicates that majority of the teachers felt that their head teachers attached professionalism to the work they did. This means that head teachers appreciated the teachers work as professionals. This could be attributed to the fact that the teachers were trained professionally as indicated by academic qualifications.

Teachers expect to be respected by school administration in a number of ways pertaining their work. For instance, teachers expect that head teachers respect decisions they make on matters that touch on their area of specialization and responsibilities in the school such as heads of various school departments. When the head teachers affirm the decisions made by the teachers on such matters, teachers feel that their professionalism is respected and thus becoming more satisfied. These findings concur with the findings of Darling-Hammond (1995). According to Darling-Hammond (1995) Furthermore teachers require that principals respect their decisions on matters touching on their job.

Third rated was that head teachers allowed teachers to participate freely in decision making in the school which was rated at 56.3%. Decision making in a school is a collaborative effort of the teachers and head teacher especially in staff meetings. It is in such meetings where teachers can give their views on matters related to the school thus participating in decision making. Similar sentiments were made by Hart and Bredeson (1996) who reported that school management should involve all stakeholders in making important decisions that affect certain members of the school.

The fourth was that head teachers were always involved in the day to day teaching activities when necessary to give assistance which was rated at 54.9%. This shows that head teachers were involved in teaching and learning by offering necessary assistance to teachers in their classroom work. This could be attributed to the fact that school head teachers felt that teachers are professionals since they are trained. This was supported by the information given by teachers on their academic qualifications which indicated that all the teachers had at least a P1 certificate thus were professionally trained. Similar findings were reported by Ma (1999) who revealed teachers were more satisfied when they perceived they could have meaningful dialogue with their administrators regarding instruction, leading to the sense that they as teachers could present differing points of view regarding school policies and practices.

Last was the aspect that teacher's received adequate support from the school head teacher concerning their jobs (53.5%). This implies that head teachers were not very supportive to the teachers in all aspects concerning teachers' duties. Head teachers should support teachers on matters concerning the teachers' job through provision of teaching and learning resources for the use by the teachers. Head teachers may not have been able to provide adequate teaching and learning resources probably due to inadequacy of funds. Another reason for failure of head teachers to provide adequate resources would be the failure of head teachers to prioritize the teaching and learning resources, thus using school funds to do other school projects at the expense of teaching and learning resources. Another aspect is through allocation of duties or workload in general. The school head teacher should ensure that teachers are not overworked so as to have enough time to prepare for lessons appropriately and therefore executing their duties effectively. On this note, head teachers could not be able to allocate the teachers a manageable number of lessons per week. This could be attributed to inadequacy of teachers in Turkana West Sub County. Statistics show that there are frequent teacher transfers. Head teachers also indicated that one of the measures that should be taken to ensure that teachers are more satisfied is by ensuring that there are enough teachers in order to avoid excess workload to the teachers hence hindering their performance at work. These findings are supported by the findings of Hart and Bredeson (1996) who stated, "Principals' beliefs and behaviors are powerful signals to teachers and students" The administrative involvement in classrooms such as provision of instructional materials and recognition of the teachers work in classroom teaching led teachers to feel valued, and as a result, impacted their satisfaction with school work.

The Likert scores awarded were used to calculate the total score per teacher by summing up the scores given on each item by the teacher. The effect of administrative support on level of job satisfaction was measured using the Pearson product moment correlation coefficient. Prior to the test the data was tested for the assumptions of absence of outliers, normality, linearity and homoscedasticity. The assumptions were tested as follows: To test for absence of outliers, box plots were plotted for both the scores teacher motivation and administrative support and then inspected for data

points lying outside the first and the third quartile of the box plots which could signify outliers. Such points were not found thus there were no outliers. To test for linearity scatter plots were plotted and the line of best fit indicated. The data sets gave a line of fit that had all data points not deviating much from the line indicating that the two variables had a linear relationship. The scatter plot also showed that data points were approximately equidistant from the line of best fit from the first data point to the last thus data was homoscedastic. The Shapiro-Wilk test was performed as explained in section 4.5.2. This gave a significance value $P=0.432$ implying that data was normally distributed. The results of the Pearson correlations are presented in Table 4.23

Table 4.23 Correlation Results for Administrative Support and Job Satisfaction

		Total administrative support	Job satisfaction and school location
Total administrative support	Pearson Correlation	1	0.328*
	Sig. (2-tailed)		0.026
	N	92	92
Job satisfaction and school location	Pearson Correlation	0.328*	1
	Sig. (2-tailed)	0.026	
	N	92	92

*. Correlation is significant at the 0.05 level (2-tailed).

The results given in Table 4.23 show that there was a statistically significant positive relationship between administrative support given to teachers and the level of job satisfaction among primary school teachers in Turkana west Sub County $r(92)=0.328$, $p=0.026$. This implies that administrative support increased the level of job satisfaction among. Teachers working in schools where the school administration was supportive were therefore more likely to have higher job satisfaction levels than those teaching in schools in which the school administration was not supportive. The strength of the effect of administrative support on level of job satisfaction was measured by calculating the coefficient of determination (r^2) which was found to be 0.108 (10.8%). This implies that administrative support contributed to 10.8% of the job satisfaction. It thus indicates that improvement of administrative support by a factor of 100 percent would improve the level of job satisfaction among teachers by

10.8%. This could be attributed to a number of issues. For example, the working of a teacher requires the input of the head teacher in a number of ways such as the provision of teaching materials. Such support when given makes the teachers work easier and efficient thus improving the morale of the teacher which in turn may led to higher levels of job satisfaction. In addition, moral support such as in maintenance of students' discipline, appreciation of teachers' efforts by the head teacher makes teachers feel professionally respected a situation that could improve their interest for the teaching job. On a similar note, Hart and Bredeson (1996) stated, "Principals' beliefs and behaviors are powerful signals to teachers and students" The administrative involvement in classrooms such as provision of instructional materials and recognition of the teachers work in classroom teaching makes teachers to feel valued, and as a result, impacts a lot on their job satisfaction.

Head teachers can further give support to teachers by constantly interacting with teachers to understand the conditions in which they are performing their instructional duties. This enables the teachers to present their views regarding their teaching thus improving their level of job satisfaction. Similar findings were reported in US by the National Center for Education Statistics [NCES], (1997) which reported that a positive correlation existed between satisfaction and dialogue with principals regarding instructional practices. Concurring with these results are the findings of Ma (1999) who revealed that teachers were more satisfied when they perceived they could have meaningful dialogue with their administrators regarding instruction, leading to the sense that they as teachers could present differing points of view regarding school policies and practices.

4.7.2 Effect of Teacher Autonomy at Work on Job Satisfaction among Teachers

The second school factor to be assessed on its effectiveness on job satisfaction of teachers, was, teachers' autonomy at work. This referred to the degree of freedom in performance of one's duties in school. The teachers were required to rate the level of autonomy they had on a five point Likert Scale. The results are presented in Table 4.24.

Table 4.24 Likert Scores for Teacher Autonomy at Work

Attributes on teacher autonomy	SD		D		NS		A		SA	
	n	%	n	%	N	%	N	%	n	%
I can flexibly adopt any teaching approach and creativity in my teaching	7	7.6	7	7.6	23	25.0	30	32.6	25	27.2
I have full control of the choice of teaching and learning activities in my class	4	4.3	15	16.3	29	31.5	21	22.8	23	25.0
I am allowed a high degree of autonomy in making decisions in the school by the school administration	12	13.0	19	20.7	20	21.7	27	29.3	14	15.2
I exercise authority in discipline control in the school	8	8.7	13	14.1	17	18.5	33	35.9	21	22.8
The flexibility I have in establishing my own guidelines and procedures for instruction is appreciable	10	10.9	15	16.3	15	16.3	35	38.0	17	18.5
I Have freedom to select materials to use in carrying out my duties	16	17.4	11	12.0	25	27.2	26	28.3	14	15.2
I have freedom to determine what to teach and when to teach it	15	16.3	27	29.3	17	18.5	22	23.9	11	12.0

The results presented in Table 4.24 show that different aspects on teacher autonomy were differently rated by the teachers with choices ranging from strongly disagree to strongly agree. The first item was that teachers' could flexibly adopt any teaching approach and creativity in their teaching. On this 7.6% chose strongly disagree, a further 7.6% disagreed, 25.0% were not sure, 32.6% agreed while 27.2% strongly agreed. This shows that at classroom level majority of the teachers had the freedom to choose teaching approaches that their deemed appropriate for the lesson or content to be delivered. Teachers being professional and specialists in their fields feel respected by the school administration when given such opportunity. This would in turn lead to enhanced job satisfaction. These findings concur with the findings of Pearson and Moomaw (2005) who noted that autonomy is based on collaborative decision-making and freedom to make prescriptive professional choices concerning services rendered to students.

The second item was that teachers have full control of the choice of teaching and learning activities in their classes in which 4.3% strongly disagreed, 16.3% disagreed, 31.5% were not sure, 22.8% agreed while those who strongly agreed accounted for 25.0%. This implies that school head teachers respected teachers on issues concerning their classroom duties. This could be attributed to the fact that teachers are trained professionals who are charged with the duties of teaching as well as class control. When teachers have the control of their class, teaching and learning process moves on smoothly as learners are directed on the learning activities, listen and obey the teaching instructions. This improves the teaching effectiveness and hence the academic performance of the learners which in turn improves the teacher level of job satisfaction. Concurring with these findings are the findings of Pearson and Moomaw (2005) who noted that teachers are in charge of what happens in class and therefore if given the authority they feel more satisfied.

Teachers being allowed a high degree of autonomy in making decisions in the school by the school administration had 13.0% choosing strongly disagree, 20.7% disagree, 21.7% were not sure, 29.3% agreed while 15.2% strongly agreed. Exercising authority in discipline control in the school had 8.7% strongly disagreeing, 14.1% disagreeing, 18.5% indicated that they were not sure, 35.9% agreed while 22.8% strongly agreed. Teachers are trained as professionals and therefore they are equipped both knowledge and the power to involve themselves with school management. When involved in decision Making or allowed to make certain decisions independently teachers gain confidence with the school decision, feel part and parcel of the school thus higher levels o satisfaction. Similar findings were reported by NCES (1997). According to NCES (1997) Involving teachers in school-wide policy decisions and giving them some degree of control in their classrooms are associated with high levels of career satisfaction.

The other aspect of teacher autonomy investigated was that the flexibility that teachers had in establishing their own guidelines and procedures for instruction is appreciable. On this, 10.9% strongly disagreed, 16.3% disagreed, 16.3% were not sure, 38.0% agreed while 18.5% strongly agreed. Teachers have the role of planning

for instruction including the teaching approaches and methods to use. As planners teachers feel free when their teaching duties are not interfered with or hindered by other issues. This gives them the freedom to choose the most appropriate method for teaching any content appropriately thus improving their level of job satisfaction. Having freedom to select materials to use in carrying out their duties had 17.4% strongly disagreeing, 12.0% disagreeing, and 27.2% not sure, 28.3% agreed and 15.2% of the teachers strongly agreed. The last aspect was having the freedom to determine what to teach and when to teach it. About this, 16.3% of the teachers strongly disagreed, 29.3% disagreed, and 18.5% were not sure, 23.9% agreed while 12.0% strongly agreed. This implies that teachers are provided with the necessary teaching and learning resources on time and thus they are able to flexibly choose what to use for any given lesson without restrictions. It's the duty of the school administration to provide such materials in order to enable teachers do their duties effectively. Similar findings were noted by Hart and Bredeson (1996) who said that provision of instructional materials and recognition of the teachers work in classroom was essential if teachers were to be satisfied with their work.

In order to determine the relationship between level of teacher autonomy and level of job satisfaction among teachers. The Likert scores awarded were used to calculate the total score per teacher on autonomy. The effect of autonomy on the level of job satisfaction among teachers was then determined using the Pearson moment Correlation. Prior to the test the data was tested for the assumptions on of absence of outliers, normality, linearity and homoscedasticity as explained in section 4.5.2. The results showed that all the points of the data set were close to the scatter line there were no outliers, the variables were found to have a linear relationship and the data was found to exhibit homoscedasticity as indicated by the scatter plots. Data was also normally distributed as shown by the Shapiro-Welch test with a significance value ($p=0.432$). The results of the Pearson moment correlations are presented in Table 4.25.

Table 4.25 Correlation Results for Teacher Autonomy and Job

		Job satisfaction and school location	Total Autonomy
Job satisfaction and school location	Pearson Correlation	1	0.307
	Sig. (2-tailed)		0.017
	N	92	92
Total Autonomy	Pearson Correlation	0.307	1
	Sig. (2-tailed)	0.017	
	N	92	92

*. Correlation is significant at the 0.05 level (2-tailed).

The results in Table 4.25 show that teacher autonomy at work had a positive correlation with level of job satisfaction among teachers Pearson correlation (r) =0.307, and significance value (p) =0.017 at 0.05 significance level. This implies that being given more autonomy at work place increased the teachers' level of job satisfaction among primary school teachers in Turkana West Sub County. This could be attributed to the fact that when teachers are given autonomy they are able to make certain decision without much consultation pertaining to their work. This gives teachers a sense self-esteem which results into higher levels of job satisfaction. Confirming this, the head teachers hinted that teachers who had responsibilities at work and authority were more satisfied and willing to work in their current stations as compared teachers without responsibilities.

The results show that where schools allow teachers to exercise autonomy, teachers are more involved in decision making have higher degree of control over their work and therefore feel free to work in such an environment a condition that increases teacher level of job satisfaction. In a another study, similar results were reported by NCES (1997) who noted that public school teachers with higher levels of autonomy reported a higher level of commitment and workplace satisfaction. Similarly, workplace autonomy allows teachers to express professional authority in their fields of work making them more satisfied with their achievements at work. These sediments concur

with what was reported by Pearson and Moomaw (2005), autonomy is based on collaborative decision-making and freedom to make prescriptive professional choices concerning services rendered to students.

4.7.3 Effect of Students' Behaviour on Job Satisfaction among Teachers

The other school factor that was investigated was students' behaviour and its effect on teacher job satisfaction. The teachers were required to rate the students behaviour on a five point Likert Scale. The choices of Likert scale were; strongly disagree (SD), disagree (D), not sure (NS), agree (A) and strongly agree (SA). The results are presented in Table 4.26.

Table 4.26 Likert Scores for Students' Behaviour

Attributes of students behaviour	SD		D		NS		A		SA	
	n	%	n	%	N	%	N	%	n	%
Students respond to me as teacher with due respect all the times	5	5.4	22	23.9	21	22.8	31	33.7	13	14.1
My students seem to be concerned with performing well in class	2	2.2	21	22.8	27	29.3	25	27.2	17	18.5
My students willingly engage in instructional activities in my class	11	12.0	19	20.7	17	18.5	29	31.5	16	17.4
There is good relationship between me and my students in class	10	10.9	17	18.5	16	17.4	28	30.4	21	22.8
My students exhibit good habits in class	11	12.0	19	20.7	13	14.1	31	33.7	18	19.6
The level of students' respect for one another is good	9	9.8	19	20.7	15	16.3	39	42.4	10	10.9
My students seem to like helping one another in studying	23	25.0	21	22.8	7	7.6	38	41.3	3	3.3

The Likert scores awarded were used to calculate the total score per teacher on the way the teacher perceived the students' behaviour as good. Higher scores on students' behaviour indicated behaviour of the students that was supportive to the teacher. The effect of students behaviour on the level of job satisfaction among teachers was then determined using the Pearson Moment Correlation. Prior to the test the data was

tested for the assumptions on of absence of outliers, normality, linearity and homoscedasticity as explained in section 4.5.2. The data was found to have a few outliers which were removed from the data before analysis as indicated by the scatter plots. The variables were found to have a linear relationship and the data was found to exhibit homoscedasticity as indicated by the scatter plots. Data was also normally distributed as shown by the Shapiro-Welch test ($p=0.562$). The results of the Pearson correlations are presented in Table 4.27.

Table 4.27 Correlation Results for Students' Behaviour and Job Satisfaction

		Job satisfaction and school location	Total Student Behaviour
Job satisfaction and school location	Pearson Correlation	1	0.480**
	Sig. (2-tailed)		0.001
	N	92	92
Total Student Behaviour	Pearson Correlation	0.480**	1
	Sig. (2-tailed)	0.001	
	N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

The results presented in the table 4.27 indicate that students' behaviour had strong positive correlation with level of teachers job satisfaction, Pearson correlation coefficient (r) = 0.480, and significance value (p) =0.001 at 0.01 significant level. In order to determine the strength of the relationship, the coefficient of determination (r^2) was calculated by squaring the Pearson correlation coefficient. This was found to be 0.2304 (23.04%) which implies that 23.04% of the job satisfaction among teachers could be explained by students behaviour. Good student behaviour is a precursor to good learning environment. It gives the teacher easy time when dealing with students both in class and outside the classroom thus improving the level of job satisfaction of the teacher. It can also be noted that teachers in schools that have good discipline have less work to do in enhancing discipline among students which allows the teachers to focus on other issues in the school which in turn brings more satisfaction.

On the other hand good behaviour among students necessitates good teacher student relationship which is essential for the class control hence making it easier for the teachers to dispense their duties with much ease. Teachers are role models to the students. Well behaved students will therefore emulate their teachers, are likely to be serious with school work and eventually perform well. This is an achievement on the side of the teacher and it is likely to boost the teacher's morale at work. Similar to these, Basom and Frase (2004) revealed the level of students engagement was flexible based upon their teachers' actions. Shann (1998), on a similar note reported that despite poor performance of learners the most satisfying factor for them was their relationship with the students.

4.7.4 Effect of School Location on Level of Job Satisfaction

Among the school factors that may affect job satisfaction of teachers is school location. The school location refers to where the teacher was working at the time of the research. The location was categorized into two, namely: urban schools and rural schools. The effect of school location was investigated using the independent sample t-test with school location as the independent (categorical) variable and scores on level of job satisfaction being the dependent (continuous) variable. The data was first assessed for the assumptions of outliers, normal distribution and homogeneity of variance. To test whether the data had outliers, a box plot was plotted using the data set for the two groups. The box plot was inspected for circular points above the third quartile or below the first quartile. There were no outliers as indicated by inspection of a box plot. The Shapiro-Wilk test was carried out for the level of job satisfaction scores as explained in section 4.5.2. The results showed that there was no significant difference between the number of data sets above or below the mean ($P=0.274$) thus the data was normally distributed for urban and rural school locations.

To test for homogeneity of variance the Levene's test was used. The Levene's test gives significance value that indicates whether there a statistically significant difference between the variance of the data between lower and upper halves of the data. Homogeneity of variances was not violated as assessed by the Levene's test for

homogeneity of variance ($P=0.865$) thus data was analysed with the option equal variances assumed. The results are presented in Table 4.28

Table 4.28 Effect of School Location on Level of Teacher Satisfaction

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Job satisfaction and school location	Equal variances assumed	.029	.865	-5.56	90	.000	-6.173	1.110	-8.411	-3.936
	Equal variances not assumed			-5.56	91.61	.000	-6.174	1.110	-8.412	-3.936

The results in Table 4.28 show that there was a statistically significant difference between the mean scores for level of job satisfaction among teachers working in schools located in rural areas and teachers working in schools located in urban areas ($P=0.000$, $t=-5.56$). The magnitude of the difference was measured by calculating the Eta Squared value using equation 1. The Eta squared was found to be 0.256 (25.6%) thus 25.6% of the level of job satisfaction among primary school teachers in Turkana West Sub County could be predicted by school location. The Mean scores on level of job satisfaction for the two groups are presented in Table 4.29.

Table 4.29 Mean Scores for Job Satisfaction Levels and School Location

Group	N	Mean	Std. Deviation	Std. Error Mean
Rural schools	43	13.70	3.936	0.145324
Urban schools	49	19.87	3.5842	0.212452

The results presented in Table 4.29 show that teachers working in schools located in urban areas were more satisfied with their jobs ($M=19.87$, $SD=3.584$), as compared

to teachers working in schools located in rural areas($M=13.70$, $SD=3.936$). It can be noted that schools located in rural areas are more likely to lack important social amenities and infrastructure such as communications networks, transport, clean water among other things. Turkana west being an arid area is generally remote thus teachers working in rural areas cannot access such facilities.

This lack of facilities explains why teachers working in urban areas were more satisfied. Similarly, insecurity in Turkana is as a result of cattle rustling which commonly occurs in the rural areas. Teachers working in rural areas are therefore more likely to be living in insecure places and therefore less satisfied with their jobs. Similar sentiments were made by Haughey and Murphy (1984) who pointed out that with regard to school location, rural teachers were found to be less satisfied than urban teachers due to lack of social amenities and essential facilities for their own stay. Confirming this Arnold, Seekins and Nelson (1997) in urban areas teachers often have more job opportunities, better schools, conveyance facilities, better salary, higher prestige, and greater opportunities for spousal employment, this is a major contributor to job satisfaction to teachers living in urban centres.

On the other hand teachers in rural areas may not have easy contact and interaction with peers in other professions. Turkana being a remote area, other white collar workers such as government employees are always situated in urban areas. Due to this, teachers teaching in schools located in rural areas suffer professional isolation which affects their level of job satisfaction negatively. These findings concur with the findings of Worrell (2004) who reported that teachers in rural areas suffer professional isolation and lack of opportunity for professional development. However the findings contradict the findings of Worrell (2004) who reported that teachers working in their rural homes had higher levels of job satisfaction. The author explained that rural settings and smaller communities can provide family-oriented settings, lower crime rates, recreational access and enhanced quality of life especially for the natives of the region.

4.8 Environmental Factors Affecting Job Satisfaction among Primary School Teachers

The final objective of the study was to explore the environmental factors affecting job satisfaction among primary school teachers. The environmental factors investigated were; parental support to the teachers, learner support to the teachers, teachers housing and teacher security within the area he/she works and stays. These were rated by the teachers on a five point Likert scale with the choices: strongly agree (SA), agree (A), not sure (NS), disagree (D) and strongly disagree (SD). The scale was made in such a way that higher scores indicated more learner support, more parental support, better housing and more security for the teachers. The Likert scores were used to calculate the total scores per teacher on each factor by summing up the Likert scores.

4.8.1 Effect of Parental Support on Job Satisfaction among Teachers

The first environmental factor was parental support to the teachers. The effect of parental support on level of job satisfaction among teachers was determined using the Pearson correlation. Prior to the analysis using the Pearson product moment correlations coefficient, the variables were tested for the assumptions of absence of outliers, linearity, normality in distribution and homoscedasticity (homogeneity of variances). A Scatter plot was used to test for outliers in the data sets and whether the variables had a linear relationship. This was done by plotting a scatter plot for the scores of parental support against scores on teacher job satisfaction and drawing a line of best fit. Data points that deviate far from the line of best fit are treated as outliers. Inspection of the scatter plots showed that there were no outliers and that the relationship between the two variables was linear. The assumption of homoscedasticity was tested using the box plots. Box plots divide data into quartiles. If the upper and the lower quartiles are not equal in size then the variance is not uniform. Inspection of the box plots showed equal sized upper and lower quartiles thus the data was deemed to have equal variance and therefore homoscedastic. The Shapiro-Wilk test was used to test for the normality of the distribution. The Shapiro-Wilk test calculates the significance value (P) that indicates whether there is a significant difference between the number data points below the mean and the number

of data points above the mean. A significance (P) value of greater than 0.05 indicates that there is no significant difference and therefore such data is said to have a normal distribution. The Shapiro-Wilk test gave a significance value of 0.761 thus data had normal distribution. The results of the Pearson correlation are presented in Table 4.30.

Table 4.30 Correlation Results for Parental Support to Teachers and Job Satisfaction

		Job satisfaction and school location	Total parental Support
Job satisfaction and school location	Pearson Correlation	1	0.535**
	Sig. (2-tailed)		0.000
	N	92	92
Total parental Support	Pearson Correlation	0.535**	1
	Sig. (2-tailed)	0.000	
	N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

The results given in Table 4.32 show that there was a statistically significant positive correlation between level of parental support and level of job satisfaction among teachers with Pearson significance value (P)<0.0005 and Pearson product moment correlation coefficient (r)= 0.535 at a significance level of 0.01. This implies that increase in the level of support of teachers by the parents increased the level of job satisfaction among teachers in Turkana West Sub County. The strength of the effect was determined by calculating the coefficient of determination. This is obtained by squaring the Pearson product moment correlation and multiplied by 100 to convert to percentage (r²). The coefficient of determination was found to be 0.286 (28.6%). This indicates that 28.6% of the job satisfaction could be explained by parental support towards teachers. The results of the Likert scale are presented in Table 4.31.

Table 4.31 Likert Scores for Parental Support to Teachers

Parental attributes	SD		D		N		A		SA	
	n	%	N	%	n	%	N	%	n	%
Parents are supportive to the school discipline	9	9.8	35	38.0	15	16.3	26	28.3	7	7.6
Parents respect the role of teachers in teaching and nurturing students to become responsible citizens	13	14.1	19	20.7	9	9.8	42	45.7	9	9.8
Parents support teachers by providing learners with learning materials	15	16.3	21	22.8	28	30.4	18	19.6	10	10.9
Parents support teachers by providing guidance and counseling to the learners	14	15.2	31	33.7	16	17.4	16	17.4	15	16.3

Parental support to school discipline was averagely rated with 9.8% strongly disagreeing, 38.0% disagreed, 16.3% were not sure 28.3% agreed while 7.6% strongly agreed that parents supported teachers in enhancing school discipline. It should be noted that school discipline is affected by the social life of the student outside the school which can only be monitored by the parent. Teachers and parents therefore play collaborative roles in moulding the student to become a responsible self-directed person. This average rating shows that there were a number of parents who did not support teachers in discipline maintenance in the school. When teachers do not get adequate support from parents in enhancing school discipline, discipline deteriorates, making it difficult for the teachers to control the learners in the schools. This reduces the teachers' self-esteem in teaching and consequently their level of job satisfaction. Similar findings were reported by Kyriacou (2001) who reported that poor school discipline has led to teachers leaving the profession for other jobs.

Another aspect was that parents respect the role of teachers in teaching and nurturing students to become responsible citizens. On this aspect 14.1% strongly disagreed, 20.7% disagreed, 9.8% were not sure, 45.7% agreed while 9.8% strongly agreed. This shows that parents believed that teachers were empowered to nurture students not only in academics but generally in life. Teachers being trained professionals nurture students in a number of ways. First, teachers act as guidance and counseling personnel, guiding learners on academic, social and career development. When parents show concern and support for such a role played by the teachers, teachers feel

appreciated thus higher levels of job satisfaction. Similarly, such appreciation by parents and respect makes the teachers' control of the students' easy and therefore good student to teacher relationship which is an important factor of teacher job satisfaction. Supporting these findings are the findings of Scott and Dinham (2003). According to Scott and Dinham (2003) supportive parents gives teachers the morale to work as he/she feels appreciated for his/her own work.

Parents support teachers by providing learners with learning materials are rated averagely with strongly disagree being 16.3%, disagree were 22.8%, not sure 30.4%, agree 19.6% and strongly agree (10.9%). Teaching and learning is a process that requires the use of a number of resources. Although the government of Kenya through the free primary education provide majority of the necessary teaching and learning resources, parents are expected provide their children with personal materials for home work apart from the teachers input. Adequate provision of such materials makes content delivery for the teacher easier leading to a variety of teaching approaches and enhanced understanding of the learner. The teacher therefore is able to work effectively, see better performance thus getting satisfied. The findings concur with the findings of Hargrove et al., (2004) who noted that teachers highly satisfied when their work is made easier by being provided with the necessary resources.

Parents support teachers by providing guidance and counseling to the learners was rated as follows; strongly disagree were 15.2%, disagree 33.7%, not sure 17.4, agreed 17.4 and strongly agree 16.3%. Provision of guidance and counseling helps learners develop self-discipline, makes them focused on careers as well as helping them adjust to social life. When parents help in guidance and counseling there is uniformity between home and the school. This enhances school discipline and keeps learners focused both in school and at home. This makes teachers' student control much easier thus improving teacher job satisfaction. Confirming these findings Bloch (2009) noted that parental involvement in assisting the teacher guidance and counseling of students. Teachers are social beings and require good relations in order to perceive their working environment as good. The kind of support given to teachers by the parents is therefore of prime importance to the satisfaction of the teacher. Secondly a school is a

system in which teachers, learners, parents and other community members interact and each plays a specific role that is of great importance role. Parents in particular provide learners with materials that are used in learning such as revision books, school uniform among others. This makes the teaching process easier and effective, a situation that teachers greatly appreciate. In a similar study, Kyriacou (2001) pointed out that, teachers as social beings embrace their relationship with learners, their parents and colleagues. He noted that the support that teachers get from parents and learners makes teachers feel appreciated. This implies that teachers who do not have the support of parents and learners are likely to have low levels of job satisfaction.

Parents must also show concern for the wellbeing of their children in school. By doing so parents show accountability for their duties in school, help teachers manage discipline making the teaching learning process more effective thus making teachers more willing to work in such schools. These findings concur with the findings of Ferguson, Frost, Kirkwood and Hall (2007) who suggested that factors such as fairness in accountability, where parents and students can both be lacking in accountability, has resulted in a number of teachers, especially at the secondary school level, leaving the profession.

4.8.2 Effect of Learner Support on Level of Job Satisfaction among Teachers

The other factor was learner support to the teacher. Teachers were required to rate the learner support on a five point Likert scale with the choices: strongly disagree (SD), disagree (D), not sure (NS), agree (A), and strongly agree (SA). The Likert scores are presented in Table 4.32.

Table 4.32 Likert Scores for Learner Support

Attributes of learner support	SD		D		N		A		SA	
	n	%	n	%	n	%	n	%	n	%
Learners are disciplined	11	12.0	34	37.0	17	18.5	25	27.2	5	5.4
Learners respect teachers	13	14.1	19	20.7	10	10.9	32	34.8	18	19.6
Learners do assignments as required by the teachers	16	17.4	21	22.8	29	31.5	18	19.6	8	8.7
Learners participate actively in class as required by the teacher	19	20.7	31	33.7	26	28.3	13	14.1	3	3.3

The results presented in Table 4.32 show that aspect that learners were disciplined was averagely rated with 12.0% strongly disagreeing, 37.0% disagreed, 18.5% were not sure, 27.2% agreed while only 5.4% strongly agreed. This implies that a large number of learners had discipline problems and therefore teachers were not pleased with them. It therefore shows that school discipline in Turkana West was not appropriate to the teachers. School discipline plays a key role in determining the way teachers relate with learners in classroom or outside classroom. Disciplined learners are obedient to teachers and therefore have good interpersonal relationship with them. They also give their teachers easy time in handling school matters making the teachers more satisfied. Secondly, school discipline is associated with good performance in examinations. When learners perform well teachers feel that they have achieved their targets at work, a factor that may lead to improved satisfaction among the teachers. These findings are similar to the findings of Rhodes, Nevill and Allan (2004) who in their study found out that, learners who are indisciplined contribute much to teachers leaving the profession for other jobs.

The second aspect of learner support to teachers was that learners respect teachers. On this, those who selected strongly disagree were 14.1%, those who chose disagree were 20.7%, those who were not sure were 10.9%, agree were 34.8% while strongly agree accounted for 19.6%. This shows that some learners respected teachers while others did not. Learner respect to teachers is a key factor that determines the way teachers handle learners in school. When learners treat teachers with due respect, teachers feel honoured, develop desire to help the learners achieve their goals thus they feel motivated to teach and consequently more satisfied with their job. Supporting these findings are the findings reported by Shann (1998) Noted that relationship with students was the most important factor contributing to their school satisfaction.

The third aspect of learner support was that learners do assignments as required by teachers. In this 17.4% strongly disagreed, 22.8% disagreed, 31.5% were not sure, 19.6% agreed while 8.7% strongly agreed. This indicates that learners were not very keen on class work and therefore did not do all the assignments given by the teachers.

It should be noted that teaching and learning is a collaborative effort of both the teacher and the learner. Learners have their roles to play while the teachers facilitate these roles. Among the most important roles, are doing class assignments for the students. The teachers roles includes, involving the learners in the learning process and to assess whether learners understand concepts taught. Doing assignment by the learners as required therefore makes the teaching learning process smooth, making the teacher more satisfied with his/her job. These results concur with the findings reported by Shann (1998) who noted that teachers who reported that their learners were not doing class work well were a source of dissatisfaction to teachers.

The fourth aspect was that learners participate actively in class as required by the teacher. On this aspect 20.7% strongly disagreed, 33.7% disagreed, 28.3% were not sure while those who agreed were 14.1 and a very small percentage of 3.3% strongly agreed. This shows that learners in Turkana West were not very responsive in the teaching and learning process in terms of either answering classroom questions to doing hands-on activities related to the teaching process. It could be due to a number of factors: Turkana West is a rural region with low educational standards thus children are not motivated enough. De-motivated children lack the zeal to respond promptly to their teachers and may not be confident with themselves thus poor participation in class making the teachers lose their satisfaction with the job. Similar findings were reported by Shann (1998) who noted that learners who do not participate in class are difficult to deal with and this demoralizes teachers.

The Pearson correlation was used to investigate the effect of learner support on level of job satisfaction among teachers. The scatter plots showed that no data points were far from the line of best fit to be regarded as outliers, the distribution of the data points of the scatter plot was formed along a straight line thus the variables were deemed to have linear relationship. The test for homoscedasticity was checked using the scatter plots also. This was done by inspecting the distribution of the data points along the scatter line, the data points were found to be distributed evenly and approximately equidistance from the scatter line throughout the length of the line thus data was deemed to have equal variance. The assumption for normal distribution was

tested using the Shapiro-Wilk test. This calculates the significance value for the difference between number of data points on upper half of the data set and the lower set of the data set. Significance value P of less or equal to 0.05 shows that data is not normally distributed. The Shapiro-Wilk test gave a significance (P) value of 0.178 indicating that data had normal distribution and thus qualified to be analysed using the Pearson Product moment correlation coefficient. The results of the Pearson moment correlations are presented in Table 4.33.

Table 4.33 Correlation results for learner support and job satisfaction

		Total job satisfaction	Total Learner Support
Total job satisfaction	Pearson Correlation	1	.521**
	Sig. (2-tailed)		.000
	N	92	92
Total Learner Support	Pearson Correlation	.521**	1
	Sig. (2-tailed)	.000	
	N	92	92

** . Correlation is significant at the 0.01 level (2-tailed).

The results indicated in Table 4.33 show that learners support had a strong positive correlation with level of job satisfaction among teachers with Pearson product moment correlation coefficient (r) =0.521, and significance value (p)<0.0005) at a significance level of 0.01. The effect of learner support on job satisfaction was found to strong with a coefficient of determination (r^2) =0.271. This implied 27.1% of the level of job satisfaction could be explained by learner support to teachers. These results could be explained by a number of facts. To begin with, Effectiveness in teaching and learning process is enhanced by cooperation between learners and teachers. Learners support to teachers can be enhanced when learners do assignments and all the works given by teachers. Teachers being social beings, tend to appreciate this and in the long run feel respected by the learners which in turn improves their morale at work and consequently leads to improved job satisfaction. Another way in which learners may support teachers is by being disciplined and obedient. This makes teachers feel secure at work their place hence improved delivery. When teachers are

respected by learners, they feel obliged to do everything to ensure the success of the learners in their academics which leads to good school performance. This performance in turn results into teachers being satisfied by the work they do thus higher levels of job satisfaction. Similar findings were reported by Kirkwood and Hall (2007) who found out that teachers feel they must actually guarantee the success of each and every student as their ultimate goal and source of satisfaction. However, this is not possible without the support of the learner and his/her parents which play vital roles in the academic achievements.

4.8.3 Effect of Teacher Security on Job Satisfaction among Teachers

The second environmental factor that was investigated was teacher security. Teachers rated the security of the places they lived and worked on a five point Likert scale with the choices; strongly disagree (SD), disagree (D), not sure (NS), agree (A) and strongly agree (SA). The Likert scores are presented in Table 4.34.

Table 4.34 Likert Scores for Teacher Security

Attributes on teacher security	SD		□		N		A		SA	
	n	%	n	%	n	%	n	%	n	%
There is adequate security for me within the area I work	23	25.0	17	18.5	22	23.9	28	30.4	2	2.2
I feel I have good social relationship with the community where I live when at work	6	6.5	13	14.1	28	30.4	32	34.8	13	14.1
I feel that I am safe when discharging my duties in school	9	9.8	21	22.8	15	16.3	44	47.8	3	3.3
I feel protected in terms of my job when serving the community I work in	5	5.4	14	15.2	26	28.3	32	34.8	15	16.3
In case of any emergency I can reach the nearest security agents for help immediately	12	13.0	26	28.3	34	37.0	15	16.3	5	5.4

The results presented in Table 4.34 show that teachers' security was not very good in Turkana West. The aspects of teachers' security that were rated were: there is adequate security for me within the area I work. On this 25.0% of the teachers strongly disagreed, 18.5% agreed, 23.9% were not sure, 30.4% agreed while only 2.2% strongly agreed. This implies that a large number of teachers did not have adequate

security at places of work and within the areas where they lived. This could be attributed to the fact that Turkana West was a remote Sub County that is prone to cattle rustling as well as tribal clashes especially for teachers living rural areas within the Sub County. Lack of adequate security for teachers is a major cause of teacher dissatisfaction as and therefore such teachers are likely to be working out to get transferred to other schools where security is deemed better. This insecurity may hinder teachers from leaving with their families especially for teachers are not natives of Turkana West. This could create a poor balance between work and family roles for which could be a cause for low job satisfaction among teachers. These findings agree with the findings of Tasnim (2006), in her study found that one of the main purposes of job is to get rewards that can allow you to meet your basic needs.

The second aspect was that teachers had good social relationship with the community where they lived when at work. On this aspect, only 6.5% of the teachers strongly disagreed, 14.1% agreed, 30.4% were not sure, 34.8% agreed while 14.1% strongly agreed. This indicates that a vast majority of the teachers had good social relationship with members of the local community within their areas of work. School as a part of the community that serves the community as whole has the community members such parents and their children as part of the school. Teachers therefore work hand in hand with parents towards the development of the school as they support the education of their children thus creating good relationship with the teachers. However, where parents are not supportive to teachers the relationship may not be good. Good relationship between the teachers and local community members makes teachers feel accepted and honoured by the community. Such teachers associate themselves the community thus improving their levels of job satisfaction. Confirming these findings are the findings of Kyriacou (2001) pointed out that, teachers as social beings embrace their relationship with learners, their parents and colleagues. He noted that the support that teachers get from parents and learners makes teachers feel appreciated.

Another aspect used to measure teacher security was “I feel that I am safe when discharging my duties in school”. About this, 9.8% of the teachers strongly disagreed,

22.8% of the teachers disagreed, 16.3% were neutral, 47.8% of the teachers agreed with the statement while only 3.3% strongly agreed. This implies that teachers had support from the school administration on issues concerning their work. When teachers feel that whatever decisions they make in line of their duty would be supported by the school administration and that in case issues arise they will be supported by the school administration they feel safe when discharging their duties and hence their job motivation increases.

The attribute of security touching on I feel protected in terms of my job when serving the community I work in was highly rated with only 5.4% strongly disagreeing, 15.2% disagreed, 28.3% were neutral, 34.8% agreed while 16.3% strongly agreed with the statement. This shows that a vast majority of teachers felt that their jobs were protected. This could be attributed to freedom to make decisions and respect of teachers' decisions by the school administration and the community that the teacher served. Similar findings were reported by Kyriacou (2001) who noted that the support that teachers get from parents and learners makes teachers feel appreciated and protected at work.

In case of any emergency I can reach the nearest security agents for help immediately was rated lowly with 13.0% of the teachers strongly disagreeing, 28.3% chose disagree, 37.0% were neutral while only 16.3% agreed and 5.4% strongly agreed. This shows that security agents such as the police were not mainly within reachable distances from teachers' places of work. Police stations are commonly found within towns and shopping centres meaning that they are easily accessible to teachers living in towns or working in urban schools as compared to teachers working in the remote villages of Turkana west. This is also supported by the finding that teachers in the urban schools were more motivated than teachers working in rural schools.

The scores of the Likert scale presented in Table 4.34 were then used to determine the level of security such that higher scores indicated more security. This was done by summing up the Likert scores awarded by each respondent and calculating the percentage score by dividing by the maximum score of the scale and multiplying by

100. The percentage scores for job security and the percentage score for level of job satisfaction were paired for each teacher and the Pearson correlation coefficient used to test their relationship.

For data to be analysed using the Pearson correlation analysis, it must the variables must have a linear relationship, homoscedastic (showing uniform variance) and no outliers should be found among the data points. Prior to the correlation analysis the data was therefore tested for the assumptions of linearity, homoscedasticity and presence of outliers using scatter plots. Preliminary analysis showed that the assumptions of linearity, homoscedasticity and presence of outliers were not violated when inspected using scatter plots. The Shapiro-Wilk test was used to test whether the data was normally distributed across the two variables. The Shapiro-Wilk test also indicated that the data was normally distributed ($p=0.09$). Data was then analysed using Pearson correlation at a confidence interval of 95%. The results are presented in Table 4.35.

Table 4.35 Correlation Results for Security for Teachers and Job Satisfaction

		Total job satisfaction	Total teacher housing and security
Total job satisfaction	Pearson Correlation (r)	1	.491**
	Sig. (2-tailed) (p)		.001
	N	46	46
Total teacher housing and security	Pearson Correlation	.491**	1
	Sig. (2-tailed)	.001	
	N	46	46

** . Correlation is significant at the 0.05 level (2-tailed).

The findings presented in Table 4.35 show that there was a strong positive relationship between level of security of teachers at work and place on living and level of job satisfaction among teachers ($r=0.491$, $p=0.001$). The strength of the relationship was tested by calculating the coefficient of determination ($r^2=0.241$). This

implies that 24.1% of the level of job satisfaction among teachers could be predicted by level of security. Teachers like other people work to satisfy their wants in life. Security being basic need, every teacher would expect his/her job to provide security.

In this regard teachers working in more secure areas are expected to be more satisfied than those working in unsafe places. Turkana West is a rural region prone to cattle rustling and therefore constantly under armed conflict from the Kenya-Uganda border. Teachers living in this area are not safe except those living in towns where the crime rate is low. This is confirmed by the indication by head teachers that teachers in rural areas seemed less satisfied due to insecurity as compared to urban teachers. It is for this reason that native teachers were more satisfied with their jobs as compared to teachers from outside Turkana County. These findings concur with the findings of Njue (2010) who noted that teachers are likely to feel safe if they live in a good house preferably with access to transportation and nearness to the school they teach.

4.8.4 Effect of Teacher Housing on Job Satisfaction among Teachers

Among the environmental factors investigated was teacher housing. This was done by rating four items on teacher housing on a five point scale with the choices: strongly disagree (0), disagree (1), neutral (2), agree (3) and strongly agree (4) by the teachers. The Likert scores are presented in Table 4.36.

Table 4.36 Likert Scores for Teacher Housing

Attributes on teacher housing	SD		D		N		A		SA	
	n	%	n	%	n	%	n	%	n	%
I got good housing within the locality of the school I teach	31	33.7	21	22.8	19	20.7	20	21.7	1	1.1
I can easily reach work from my house from school	18	19.6	31	33.7	15	16.3	22	23.9	6	6.5
I feel that the area I live in , is good for me and my family	21	22.8	37	40.2	26	28.3	6	6.5	2	2.2
The social amenities such as communication network and transport facilities in the area I live are adequate to me	27	29.3	33	35.9	22	23.9	10	10.9	0	0.0

The results presented in Table 4.36 show that teachers housing was not very conducive as perceived by the teachers. About 33.7% of the teachers strongly disagreed that they had good housing within the locality of the school they taught, 22.8% disagreed, 20.7% were neutral 21.7% agreed while only 1.1% strongly agreed. This could be attributed to the fact that good housing could only be found within the shopping centres where teachers could rent. However, as indicated by the teacher demographics, a vast majority of the teachers worked in rural schools where they were forced to travel away from the school to obtain good housing. Another reason could be that schools did not provide housing forcing them to find for their own house in the nearby villages where they could be found which could be far from schools they taught. Similar findings were reported by Taylor and Tashakkori (1995) who noted that inadequate living and working conditions are major problems faced by teachers that undermine their job satisfaction.

Another aspect of the teacher housing was whether teachers could easily reach school from their houses. On this, 19.6% strongly disagreed, 33.7% disagreed, 16.3% were neutral, 23.9% agreed and only 6.5% strongly agreed. This shows that a vast majority of teachers were unable to travel from their places of stay to school with ease. This could be attributed to lack of reliable means of transport within the region they lived and worked. This was supported by the interview schedules in which it was reported that among the factors that make teachers feel dissatisfied with working in Turkana West was poor transport means as well as poor road networks. It also concurs with the indication of the Sub County officers that teachers serving in remote areas where transport and communication networks were poor were more dissatisfied. On the other hand it was further reported in the interviews that among the teacher job satisfaction measures that were deemed to be more important was the provision of improved housing and easy transport means for teachers. Concurring with these findings Taylor and Tashakkori (1995) . The authors noted that teacher's lack of availability of transport, security and residential facilities in remote rural areas, especially for female teachers is a big issue.

The attribute “I feel that the area I live in is good for me and my family” was also lowly rated with 22.8% of the teachers strongly disagreeing, 40.2% disagreeing, 28.3% being neutral, while only 6.5% and 2.2% of the teachers agreed and strongly agreed respectively. This implies that a large number of teachers were not comfortable with staying with their families where they worked. This could be attributed to the fact that Turkana West was an area with issues of insecurity and that many teachers especially from outside the area did not feel that their families would be safe living there. Owing to that fact most shopping centres were small and lack basic social amenities for the teachers as noted in the interviews. Because of this, teachers felt that living conditions were not conducive for their families. Confirming these findings, the results of the interview schedules showed that a vast number of teachers had their families living outside their area of work citing security reasons. These results are similar to what was found by Tasnim (2006), who reported that the main purposes of job is to get rewards that can allow a teacher meet basic needs. In this view, Tasmin felt that teachers working in areas where no safe housing facilities was available to them and their families were likely to be less satisfied with their jobs.

The last aspect rated by teaches on their housing was: “the social amenities such as communication network and transport facilities in the area I live are adequate to me.” Regarding this, 29.3% strongly disagreed, 35.9% disagreed, 23.9% were neutral, 10.9% agreed while none of the teachers strongly agreed. This portrays serious lack of social amenities in the areas where teachers lived. This was supported by what was revealed by the interviews that most teachers lived in remote shopping centres which lacked basic facilities such as electricity, television networks, water among others. These findings concur with findings of Tasmin (2006) who noted that rural teachers lack social amenities and find it difficult to cope with the situation thus low job motivation. These sentiments show that teacher was an important issue that needs to be addressed, as a vast majority of them were not satisfied with the housing they lived in as well as the environment.

4.9 Measures that would Enhance Job Satisfaction among Primary School Teachers

The last section of this chapter on data analysis deals with the measures that would enhance job satisfaction among primary school teachers. Teachers were required to rate various measures that if taken into account would improve their levels of job satisfaction on a five point Likert scale with choices: strongly agree (SA), agree (A), not sure (NS), disagree (D) and strongly disagree (SD). The scale was made in such a way that higher scores indicated higher value attached to the job enhancement measure by the teachers. The Likert scores are presented in Table 4.37

Table 4.37 Likert Scores for Job Enhancement Measures for Teachers

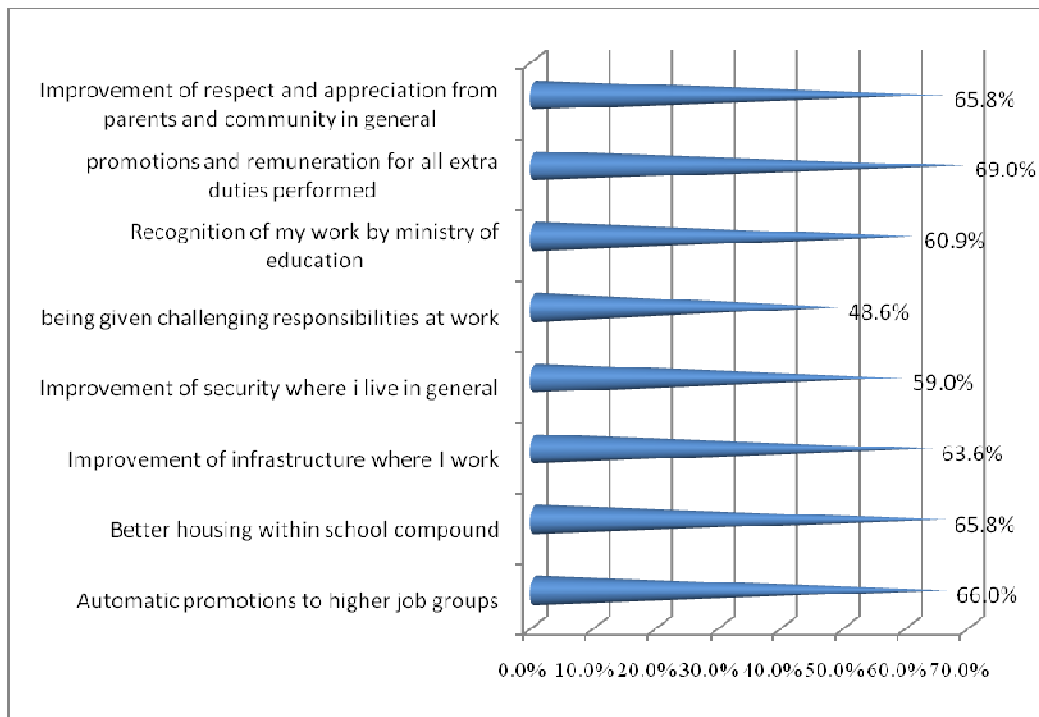
Statement	SD		D		NS		A		SA	
	n	%	n	%	n	%	n	%	n	%
A review of terms of service to allow automatic promotions to the next job group after a given period of time	4	4.3%	17	18.5%	21	22.8%	16	17.4%	34	37.0%
Provision of better housing within school compound or its locality	6	6.5%	15	16.3%	19	20.7%	19	20.7%	33	35.9%
Improvement of infrastructure such as roads and communication networks	3	3.3%	25	27.2%	12	13.0%	23	25.0%	29	31.5%
Improvement of security within the area I stay in general	17	18.5%	16	17.4%	8	8.7%	19	20.7%	32	34.8%
Improvement of my autonomy in making certain decisions that affect my core duty of teaching	11	12.0%	29	31.5%	20	21.7%	18	19.6%	14	15.2%
Being given responsibilities that will give me challenges as well as opportunities to grow professionally	5	5.4%	21	22.8%	23	25.0%	15	16.3%	28	15.2%
Recognition by the ministry for work done and achievements that I make in my job	8	8.7%	16	17.4%	14	15.2%	6	6.5%	48	52.2%
Promotions and remuneration for all extra duties performed e.g. remedial teaching	13	14.1%	11	12.0%	7	7.6%	27	29.3%	34	37.0%

The Likert scores were used to calculate the percentage rating of the job enhancement measures. The choices of Likert scale were awarded scores as follows: strongly disagree (0), disagree (1), neutral (2), agree (3) and strongly agree (4). The total score per item was obtained as the sum of the scores awarded by all the respondents using the formula:

$$\text{Total score per item} = SD \times 0 + D \times 1 + N \times 2 + A \times 3 + SA \times 4 \quad \dots\dots 3$$

Where: SD is the number of respondents selecting strongly disagree, D is the number selecting disagree. N is the number selecting neutral, A is the number selecting agree and SA is the number selecting strongly agree. The percentage rating was obtained by dividing the total score by the maximum score per item which was given by the number of respondents (92) multiplied by maximum score (4) and multiplying by 100 to convert to percentage. The results obtained are presented in Figure 4.2

Figure 4.2 Percentage Scores for Job Enhancement Measures



The results that are shown in figure 4.2 show that the most highly rated job satisfaction measure by the teachers was promotions and remunerations for all extra duties carried out by the teachers (69.0%). It should be noted that the role of teacher is not limited to teaching alone. Other duties that are not specified includes guidance and counselling. In this case, many teachers find themselves performing extra duties that may run beyond the usual school time at no extra pay, especially teachers in boarding schools. It is in this view that teachers feel that they should be promoted and paid for all extra duties performed. On the hand, being paid for extra duties amounts to recognition for services offered by the employer or the school administration which has been linked with higher levels of job satisfaction. These findings are similar to what was reported by Latif et al. (2011) who noted that in every kind of job, the pay or salary has a positive relationship with job satisfaction and is an important facet of employee job satisfaction.

At second in rating was automatic promotion to higher grades (66.0%). Teachers that are experienced have higher grades and as a result they are normally given administrative responsibilities. However, due to policy in promotions of teachers to higher grades that require teachers to go through interviews this may not be the case.

Teachers may therefore view the promotion procedures as not being transparent and fair especially those who do not get promoted easily leading to low job satisfaction. These results were confirmed by the head teachers who indicated that the most likely teachers to want to transfer to other places or leave teaching were those at lower grades and without responsibilities. Secondly, automatic promotions to higher grades assure teachers of continuous increment in salaries which may improve their morale to stay in teaching. When a teacher is able to project his/her grade in a profession he/she is more likely to be satisfied with the job. Similar findings have been reported by other researchers. For instance, Opkara (2002) described factors such as pay and opportunities for promotions as positive contributors to job satisfaction.

Provision of better housing within the school compound was highly rated with 65.8%. As humans, teachers work to meet their needs. Housing being a basic need all

teachers would want their job to provide opportunities for living in good houses that are secure. Turkana West being an area prone to cattle rustling may be unsafe for the teachers especially those who are not natives of the area. Provision of good housing in the school compound may be a way of improving their security thus making the teachers more satisfied and willing to teach in the region. Similar Turkana West being a remote area, infrastructure may be poor in most cases. This may pose a serious challenge to teachers commuting from outside the school compound to school thus the will to have housing within the school compound. These findings are supported by Taylor and Tashakkori (1995) who reported that inadequate living and working conditions are major problems faced by teachers that undermine their job satisfaction. Taylor and Tashakkori (1995) further noted that teacher's lack of availability of transport, security and residential facilities in remote rural areas, especially for female teachers is a big issue.

Rated at 65.8% also was the improvement of respect and appreciation for teachers by parents and the community in general. This implies that teachers in Turkana West felt that the community did not value their job and service to the community. This is confirmed by the low rating of the support by parents. Parents support and cooperation in school is an important aspect of the relationship between teachers and pupils and determines the amount of authority the teacher will have on the pupils as he/she discharges his duties. In this view teachers who are appreciated and supported by the community develop a sense of belonging to the school and community and thus may want to work and continue staying within the region. In a similar study Kyriacou (2001) pointed out those teachers who embrace their relationship with learners, their parents and colleagues enjoyed working within the community. He noted that the support that teachers get from parents and learners makes teachers feel appreciated. This implies that teachers who do not have the support of parents and learners are likely to have low levels of job satisfaction.

Improvement of infrastructure within the working area of the teachers was rated at 63.6%. Teachers working in rural or remote setting lack essential facilities and often suffer professional isolation. Communication and movement from one place to the

other becomes a huddle if roads, and communication networks are not adequate or in good conditions. Turkana West has serious problems in infrastructure thus low level of teachers' motivation especially those working in rural schools. This is confirmed by the indication that teachers working in urban schools were more satisfied than those working in rural located schools. These results are supported by the findings of Tasnim (2006) that urban teachers are more satisfied than rural teachers with their jobs while teachers brought up in urban areas and working in rural areas were found to experience the lowest levels of job satisfaction.

Another factor that was noted was the recognition of teachers work by the Ministry of Education (60.9%). Teachers felt that the ministry of education did not value the work they which was a major contribution to the low levels of job satisfaction. When teachers are recognized for their contributions by their employers, they develop self-esteem with job a factor that would improve their job satisfaction. These recognitions would eventually lead to promotions on merit which would in turn improve the teacher's morale in teaching.

Improvement of security within the areas where teachers lived was also noted (59.0%). As indicated by the effect of security and housing on job satisfaction, the security situation in Turkana west puts teachers in an unsafe environment. Teachers are therefore living in fear for their lives and those of their families for teachers living with their families. Security has also been found to affect job satisfaction in other studies. For example, teachers' lack of availability of transport, security and residential facilities in remote rural areas, especially for female teachers is a big issue (Taylor and Tashakkori, 1995).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings of this study, the conclusions drawn from the findings of the study, the recommendations made from the conclusions and the suggestions for further studies.

5.2 Summary of Findings

The study investigated the level of job satisfaction among primary school teachers in Turkana West Sub County. The study further determined the biographic characteristics of the teachers that affected the level of job satisfaction among the teachers. The school and the environmental factors affecting job satisfaction among the teachers were also investigated. Finally the study determined the measures that could be used to promote job satisfaction among primary school teachers in Turkana West Sub - County.

The Male teachers were 60.9% while female teachers were 39.1%. On age 47.8% of the teachers were 35 years and below, 34.8% were age group 36-45 years while 17.4% were above 45 years. On teaching experience it was found that 41.3% of the teachers had experience of 10-15 years, below 10 years 37.0% while above 15 years with were 21.7%. On education level, 85.9% of the teachers had P1 certificates, 7.6% had diploma certificates while only 6.5% had bachelor's degrees. About 63.0% of the teachers had their original homes being Turkana West Sub County, those from Turkana County but who were not from Turkana West Sub County (23.9%) while only 13.1% were from outside Turkana County.

5.2.1 Level of Job Satisfaction among Teachers

The levels of job satisfaction among primary school teachers in Turkana west were found to be generally low. A large percentage of teachers felt that teaching Turkana West did not give them the honour they felt they deserved in the society. Similarly it was observed that teachers' morale in teaching in Turkana West did not improve day by day. The results further showed that teachers did not feel that they had gotten their

dream job when they joined teaching. It was also found that a very small percentage wished to become the best teachers in Turkana West while a vast majority of the teachers indicated that they were actively looking for another job outside Turkana West. Teachers further indicated that a vast majority were working hard to get transfers and move out of Turkana West to go and teach elsewhere. It was also found that a large percentage of teachers would take any other job offered outside Turkana West without hesitation. Finally only a small percentage of the teachers indicated that they liked teaching as their career job.

5.2.2 Effect of Biographic Characteristics of Teachers on Level of JOB Satisfaction among Teachers

The biographic characteristics investigated were: gender; teaching experience; original home of the teacher; and level of education of the teachers. Gender of the teacher had significant effect on level of job satisfaction with female teachers having higher levels of job satisfaction than male teachers. Teaching experience had positive effect on level of job satisfaction among teachers with more experienced teachers (15 years and above) showing higher levels of job satisfaction than teachers with less experience. Level of education of teachers was found to have effect on level of job satisfaction among teachers with highly educated teachers such as those holding Diploma and degrees showing low levels of job satisfaction as compared to those holding primary teacher certificate (P1).

The study also found that original home of the teachers had effect on their level of job satisfaction. Teachers whose original homes were within Turkana West Sub County were found to be the having highest levels of job satisfaction followed by teachers from Turkana County but outside Turkana West Sub County while teachers from outside Turkana County had the lowest levels of job satisfaction.

Teachers' age was found to have significant effects on the levels of job satisfaction among teachers. Teachers with 35 years and below were found to be the least satisfied with their jobs, followed by teacher in the age bracket 35-45 years while the teachers with highest levels of job satisfaction were those aged 45 years and above.

5.2.3 School Factors Affecting Level of Job Satisfaction among Teachers

The factors investigated on their effect on level of job satisfaction among teachers were: administrative support; autonomy at work; and students' behaviour. On the school factors administrative support was found to have positive correlation with level of job satisfaction among teachers. Teachers' autonomy at work was found to increase the level of job satisfaction as well, while students' conduct indicated that good student behaviour resulted to higher levels of job satisfaction among the teachers.

5.2.4 Environmental Factors Affecting Job Satisfaction among Teachers

The environmental factors that were assessed for their effect on the level of job satisfaction among teachers were: parental support; teacher security; and teacher housing. Parental support was found to affect the level of job satisfaction among teachers with teachers who felt that they were supported by parents having higher levels of job satisfaction than teachers who felt that parents didn't offer them adequate support in their job.

Teacher security at work place was also found to affect the levels of job satisfaction among teachers. Teachers who felt that they were safe at work place related well with the community they served, felt safe when discharging their duties, exhibited higher levels of job satisfaction. Similarly, job security had also a positive effect on job satisfaction with teacher who felt protected in term of their jobs having higher levels of job satisfaction. Similarly teachers' level of job satisfaction was increased by the fact that they could reach security agents from their place of work in case of emergency.

Teacher housing had positive effect with the levels of job satisfaction among teachers in Turkana West. On this teachers with good housing from within the locality of the school that taught were more satisfied with their jobs than those who had housing away from their places of work. Similarly teachers with good houses at places where they could reach their work place easily had higher level of job satisfaction as well as those who felt that the houses they lived in was good and conducive for them and their families. Finally teachers residing in places with adequate social amenities

expressed higher levels of satisfaction with their jobs than those that lived in areas without social amenities.

5.2.5 Job Satisfaction Enhancement Measures

The job satisfaction enhancement measures that were found to be most effective in increasing the levels of job satisfaction among teachers were: promotions and remuneration for extra duties done, automatic promotion to higher grades, provision of better housing within the school compound and improvement of respect and appreciation from parents and the community in general. Other Job satisfaction enhancement measures that were identified were: recognition of the work done by teachers by the ministry of education; improvement of infrastructure within Turkana West Sub County, improvement of security where teachers live and challenging responsibilities at school level.

5.3 Conclusions

Based on the research findings, the following conclusions were made:

1. The level of job satisfaction among primary school teachers in Turkana West was low with many teachers seeking transfers and jobs outside the Sub County.
2. Biographic characteristics of teachers affect their levels of satisfaction. Increased age increases level of satisfaction while longer teaching experience helps improve the level of job satisfaction. Female teachers are more satisfied with their jobs while male teachers with higher education level remain less satisfied. Native teachers have higher levels of job satisfaction than foreign teachers in Turkana West.
3. Increased administrative support improves teacher job satisfaction, similarly to improved teacher autonomy at work and good student behaviour.
4. Level of job satisfaction among teachers could also be enhanced by improved parental support, better security and good housing. Automatic promotions and improved remuneration for extra duties done by teachers as well as better housing and respect from the community are the most effective measures that can be used to improve job satisfaction levels among primary school teachers in Turkana West.

5.4 Recommendations

Based on the findings the researcher made the following recommendations.

- 1) The ministry of education and other stakeholders should put in place job satisfaction enhancement measures in order to improve the levels of job satisfaction among primary school teachers in Turkana West.
- 2) The Teachers Service Commission should consider teacher biographic characteristics when posting teachers to ensure that teachers fit in the environment they work.
- 3) The researcher recommends that the government should strive to provide security and housing for teachers as well as improving infrastructure in schools. The Ministry of Education should create awareness in all communities on the importance of good relationships with teachers as well as the importance of community support.
- 4) Teachers should also be promoted regularly and rewarded for their efforts and other responsibilities.

5.5 Suggestions for Further Study

- 1) There is need for a study to establish the factors affecting job satisfaction among secondary school teachers.
- 2) There is need for a study to establish how teaching as a profession helps teachers achieve or satisfy their dreams.
- 3) There is need for a study to establish or investigate the effects of job related factors such as remuneration on job satisfaction among teachers.

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APPENDICES

APPENDIX I: QUESTIONNAIRES

Dear Respondent,

I am a student taking a degree in master of education of the University of Nairobi. I am carrying out a research on “the determinants of job satisfaction among public primary school teachers in Turkana West Sub County, Turkana County. I have selected you to participate in this study as a respondent. You are required to fill a questionnaire. The information you will give will be used solely for the purpose of research.

Yours Faithfully

Imoit Sames Ekuwam

Part 1: Biographic Characteristics

1. Where is the school you teach located?
 1. Rural area []
 2. Urban area []
2. What is your gender?
 1. Male []
 2. Female []
3. State your age Bracket?
 1. 35 years and below []
 2. 36-45 years []
 3. Above 45 years []
4. What is your teaching experience in years?
 1. Below 10 years []
 2. 10-15 years []
 3. Above 15 years []
5. What is your highest educational level?

- P1 certificate []
- Diploma []
- Bachelors Degree []
- Masters Degree []

5. Where is your original home?

- Turkana West Sub County []
- Outside Turkana West but in Turkana County []
- Outside Turkana County []
- Outside Turkana in a rural area similar to Turkana []
- Outside Turkana in an urban area []

Part 2: Level of job satisfaction among primary school teachers

The following questions intent to measure how satisfied you are with your job as a teacher in your current status and working station. Please rate it by choosing how much you agree or disagree with the statements.

The choices given are: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and Strong Agree (SA).

No.	Statement	SD	D	NS	A	SA
1	I like teaching as my career job and profession in my current station of work					
2	I am comfortable with staying as a teacher in Turkana West					
3	I am decided to nurture my career as a teacher in Turkana West till I reach the highest grade					
3	I teach in Turkana West because it's the only choice available					
4	Given another job outside Turkana West I would take it up without hesitation					
5	I am working had to get a transfer to go outside Turkana West					

6	I am actively looking for another job outside Turkana West					
7	My wish is that I become the best teacher in Turkana West					
8	When I joined teaching I felt that I had gotten my dream job					
9	My morale in teaching in Turkana West keeps increasing day in day out					
10	Teaching in Turkana West gives me the honour that I feel I deserve in the society					

SECTION 3: SCHOOL FACTORS

STATEMENT	SD	D	NS	A	SA
ADMINISTRATIVE SUPPORT					
1. I receive adequate support from school head teacher concerning my job					
2. The head teacher is always involved in my day to day teaching activities when necessary to give assistance					
3. The school Head teacher gives respect and professionalism to my work					
4. My input in the school concerning administrative duties is highly valued by the head teacher					
5. My head teacher allows me to freely participate in decision making in the school					
AUTONOMY					
1. I can flexibly adopt any teaching approach and creativity in my teaching					
2. I have full control of the choice of teaching and learning activities in my class					
3. I am allowed a high degree of autonomy in making decisions in the school by the school administration					
4. I exercise authority in discipline control in the school					
5. The flexibility I have in establishing my own guidelines and procedures for instruction is appreciable					
6. I Have freedom to select materials to use in carrying out my duties					
7. I have freedom to determine what to teach and when to teach it					
STUDENTS' BEHAVIOUR					
1. Students respond to me as teacher with due respect all the times					
2. My students seem to be concerned with performing well in class					
3. My students willingly engage in instructional activities in					

my class					
4. There is good relationship between me and my students in class					
5. My students exhibit good habits in class					
6. The level of students' respect for one another is good					
7. My students seem to like helping one another in studying					

SECTION 4

ENVIRONMENTAL FACTORS

This section requires you to rate environment in which you live in within your working area and not necessarily within the school but also the community around. You are required to indicate how much you agree or disagree with the statements given on a five point scale with the choices: Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and Strong Agree (SA).

No.	Statement	SD	D	NS	A	SA
Parental Support						
1	Parents are supportive to the school discipline					
2	Parents respect the role of teachers in teaching and nurturing students to become responsible citizens					
3	Parents support teachers by providing learners with learning materials					
4	Parents support teachers by providing guidance and counselling to the learners					
Learners Support						
1	Learners are disciplined					
2	Learners respect teachers					

3	Learners do assignments as required by the teachers					
4	Learners participate actively in class as required by the teacher					
Teachers Housing						
1	I got good housing for within the locality of the school I teach					
2	I can easily reach work from my house from school					
3	I feel that the area I live in the good for I and my family to live					
4	The social amenities such as communication network and transport facilities in the area I live are adequate to me					
Personal Security						
1	There is adequate security for me within the area I work					
2	I feel I have good social relationship with the community where I live when at work					
3	I feel that I am safe when discharging my duties in school					
4	I feel protected in terms of my job when serving the community I work in					
5	In case of any emergency I can reach the nearest security agents for help immediately					

SECTION 5

JOB SATISFACTION ENHANCEMENT MEASURES

1. In your own words please state what you think can encourage you to stay as a teacher in your station if done: Give all the factors that you think can motivate you to think of remaining a teacher and growing your career as a teacher in Turkana West Sub County.

2. This section requires you to identify and rate the factors that would make you feel more comfortable and satisfied with your job as at teacher thus enhancing your willingness to stay as a teacher in .Myour current station/school. You are required to : Strongly Disagree (SD), Disagree (D), Not Sure (NS), Agree (A) and indicate how much you agree or disagree with the statements given on a five point scale with the choices Strong Agree (SA).

No.	Statement	SD	D	NS	A	SA
1	A review of terms of service to allow automatic promotions to the next job group after a given period of time					
2	Provision of better housing within school compound or its locality					
3	Improvement of infrastructure such as roads and communication networks					
3	Improvement of security within the area I stay in general					

4	Improvement of my autonomy in making certain decisions that affect my core duty of teaching					
5	Being given responsibilities that will give me challenges as well as opportunities to grow professionally					
6	Recognition by the ministry for work done and achievements that I make in my job					
7	Promotions and remuneration for all extra duties performed e.g. remedial teaching					
8	Improvement of appreciation and respect from parents and the community in general					

End of questionnaire

Thanks for your genuine participation

APPENDIX II: INTERVIEW SCHEDULE

Dear Respondent,

I am a student taking a degree in master of education of the University of Nairobi. I am carrying out a research on “the determinants of job satisfaction among public primary school teachers in Turkana West Sub County, Turkana County. I have selected you to participate in this study as a respondent. You are required to fill a questionnaire. The information you will give will be used solely for the purpose of research.

Yours Faithfully

Imoit Sames Ekuwam

- 1) How many years have you served in this Sub County in your current job capacity_____
- 2) For this time you have served what aspects of the teaching job do you think makes teachers in Turkana have lower satisfaction with their jobs?

- 3) In your own opinion do you think makes most teachers to want to transfer out of Turkana West Sub County?

- 4) What are some of the reasons why teachers seem not satisfied with teaching in Turkana West?

5) Of all teachers in the Sub County which group seems to either leave service or more commonly want to transfer from the Sub County? Please tick one out the choices given in any of the sections.

I) Teaching experience

- a. Less than 10 years in employment []
- b. Served for more than 10 years []

II) Gender

- a. Women []
- b. Men []

III) Educational level

- a. Diploma Teachers []
- b. Degree Teachers []
- c. Teachers with masters Degrees []

IV) Responsibilities at Work

- a. Teachers without responsibilities []
- b. Teachers with responsibilities []

V) Area of Teachers Origin

- a. Teachers from within the Sub County []
- b. Teachers from outside the Sub County but within the Turkana County
- c. Teachers from outside Turkana County

6) In your own opinion what measures should be adopted in order to increase the level of willingness of primary school teachers in Turkana West Sub County to stay and continue teaching in their stations?

End of Interview

Thanks for your participation

APPENDIX III: RESEARCH AUTHORIZATION LETTER

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787, 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/013/727

Date: 21st May 2013

Imoit Sames Ekuwam
University of Nairobi
P.O Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 6th May, 2013 for authority to carry out research on "*Determinants of job satisfaction among teachers in public primary schools in Turkana West District, Turkana County.*" I am pleased to inform you that you have been authorized to undertake research in Turkana West District for a period ending 31st October, 2013.

You are advised to report to the District Commissioner and District Education Officer, Turkana West District 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. M. K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:
The District Commissioner
The District Education Officer
Turkana West District

APPENDIX IV: RESEARCH PERMIT

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY
NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

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THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Imoit Sames Ekuwam
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi,
has been permitted to conduct research in


Location	District	Province
Turkana West		
Rift Valley		

on the topic: Determinants of job satisfaction
among teachers in public primary schools
in Turkana West District, Turkana
County

for a period ending: 31st October, 2013.

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Research Permit No. NCST/RCD/14/013/72
Date of issue 21st May, 2013
Fee received KSH. 1,000



Applicant's Signature

Imoit Sames Ekuwam
Secretary
National Council for
Science & Technology