



TITLE

- **THE LEVEL OF JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS IN TRANSMARA WEST SUB-COUNTY, KENYA**
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Abstract

- This study was undertaken to find out secondary school teachers' level of job satisfaction in Transmara West District, Kenya. This research adopted a Cross-sectional design with stratified random sampling technique to select the target schools. Out of the 16 registered public secondary schools, 130 respondents were selected from a population of 182 teachers. Data was collected by the use of questionnaires and analyzed using both descriptive and inferential statistics. The study revealed that majority of secondary school teachers in Transmara west district were male (62.5%) and that most had professional qualification. It further revealed that the level of job satisfaction among respondents was very low. A notable policy implication of these findings was that there was need to tackle gender parity, implement policies, improve teachers' salaries and other fringe benefits in line with the economic trends and inflations and encourage school principals to increase morale of teachers by recognizing them and showing appreciation whenever they excel. Finally, teachers' motivation could be enhanced if they are given some considerable autonomy and trust.



Key words

- Job Satisfaction,
- job Dissatisfaction,
- Hygiene factors

Background information

- Teachers are very important in any system of education. No proper education can ever be achieved without an adequately trained and motivated teaching staff. For optimum results to be got from teachers, their satisfaction is of utmost importance. However, assuring teachers' satisfaction is not an easy task given that human beings' needs can never be fully satisfied as the satisfaction of one need leads to the desire for another higher level need (Maslow, 1970). Therefore, teachers world over seem not to be satisfied, not even in developed countries (National Centre for Education Statistics, 1997). Thus, the case of teachers in Transmara District is not an exception.

Background information cont'

- Currently, most motivational theories have put emphasis on the employee rather than the job itself. A few scholars have sought to link job satisfaction of teachers to students' performance. Herzberg's Two-Factor Theory attempts to explain job satisfaction and dissatisfaction. The theory came up with two different sets of factors affecting job satisfaction: Hygiene and Motivators and stresses the importance of internal factors or motivators over the external ones because they are more satisfying, lasting a life time.

Background information cont'

- Teachers' management in Kenya is a direct responsibility of the Teachers' Service Commission (TSC). This is a constitutional body enshrined in the constitution to register, employ, post, promote, transfer teachers and exercise powers conferred by the code of regulation. Currently, the teaching force is over 250,000 with over 40,000 in secondary schools (Ministry of Education, 2010).

Background information cont'

- In 1997, 1998, 2002, 2008, 2010 and 2013, strikes among Kenyan teachers led to paralyzing learning in most public schools. Although many of the teachers are in the teaching profession, all their energies are not directed to their jobs and pupils are not given the best. This leads to poor performance and perhaps that is why there has arisen a lot of extra pay to sustain their needs.
- Transmara District is found in an educationally backward environment. The place is not served with a good school network. Besides, the inhabitants -the Maasai- are yet to fully embrace education as a means to material empowerment. There are 16 secondary schools. Since its inception, performance in KCSE in the district has been wanting. Very few students have been sent to the university. There is a high teacher turn over (D.E.O Transmara West, 2010). Most of those who remain in the teaching profession, for lack of an option, run private businesses which, certainly, eat into teaching time.

Background information cont'

- Association Conference held in Mombasa in June, 2010, Prof. Kiyiapi, P.S Ministry of Education told the meeting that teachers' commitment had reached an all low especially in his home District where it is claimed that teachers are operating at 40 percent (Ministry of Education, 2010) All those concerns, coupled with poor performance in national examinations, are a clear indication of a de-motivated team of teachers with low job satisfaction.

Statement of the problem

- In ideal situation, all employees, teachers included, should enjoy performing their duties each day and retire to their homes with an eagerness of seeing the next day so as to go back to their jobs. This is because such workers have no reservations on their jobs hence they give their all. Available research findings suggest that in Kenya, as is indeed with most developing countries, most employees are not satisfied with their jobs. Academic performance in Transmara West Sub-county is wanting. It is not known if teachers are satisfied or not with their jobs in Transmara West Sub-county. It is for this reason that the study seeks to establish the level of job satisfaction among secondary school teachers in Transmara West Sub-county, Kenya.

Objectives of the study

- The following were the objectives this study sought to achieve;
 1. To identify the profile of secondary school teachers in Transmara West District in terms of attributes, age, gender, educational attainment and number of years in the service ;
 2. To establish the level of job satisfaction of secondary school teachers in Transmara West District , Kenya ;

LITERATURE REVIEW

- Locke (1976) defines job satisfaction as a pleasurable or the emotional state resulting from appraisal of one's job experience. Happock (1985) views job satisfaction as a combination of physical, physiological and verbal circumstances that cause a person to say 'I am satisfied with my job'
- In this study, Job Satisfaction refers to good feelings about teaching as a job that boosts the morale of teachers and maintain their need to stay in the profession, their commitment to the job and their pride of being teachers. Job satisfaction is achieved through both extrinsic and intrinsic factors.



THEORETICAL FRAMEWORK

- The research was guided by Herzberg's Two-Factor Theory
- Extrinsic factors refer to factors external to the job done by a teacher. Herzberg (1959) refers to this set of factors as those which, if absent, cause dissatisfaction. They are concerned with job environment and are extrinsic to the job itself.
- Intrinsic factors, on the other hand, are those which, if present, serve to motivate the individual to superior performance. These are related to job content or the work itself- intrinsic to the job. Herzberg calls them motivators or growth factors. The strength of these factors will affect feelings of satisfaction but will not cause dissatisfaction.

Research Methodology

- The study used a mixed methodology because it utilized both qualitative and quantitative data. Cross-sectional design was used due to its flexibility in respect to data collection. Since it is cross-sectional in nature, given that the research is conducted at a given time in the target schools, it saves time and money.
- The research targeted secondary school teachers in Transmara West District with 16 secondary schools and a target population of approximately 172 teachers with an average of 11 teachers per school (D.E.O Transmara West, 2010). The schools are classified into four categories of: Girls, Boys, mixed and Mixed Day/Boarding schools.

Sample Size

- The research used 120 teachers as the sample. From a list of teachers obtained from Principals, five female teachers and five male teachers were randomly selected, where possible, thus making ten teachers from each of the sampled schools.
- Stratified random sampling method was used to select the three schools from each category to give a total of nine schools.
- Purposive sampling was used to automatically pick head teachers from schools sampled.

Validity and Reliability of the Instrument

- The **validity** of instrument was ascertained by discussing the questionnaire with my supervisor. Thereafter, two people knowledgeable about the themes of the study were asked to judge each item in the questionnaire either as Relevant (R) or Irrelevant (IR). The content was then computed to get 0.9 Content Validity Index (CVI). Since the Content Validity Index for the questionnaire was greater than 0.7 then it implies that the research instrument was Valid (Amin, 2005).
- **Reliability** was established through a test-retest method using respondents who are not a part of the study but possess the same qualifications of the study respondents. When scores of the first test was correlated with the second test using Pearson product moment correlation coefficient technique, it showed that the research instrument was reliable.

Data Analysis

- Collected data from this research was organized in quantitative and qualitative data. Microsoft Excel and the statistical package of social sciences (S.P.S.S 13.0) were used to analyze data. Descriptive statistics such as proportions, frequencies, mean, and percentages were used. The results were discussed and recommendations made.



FINDINGS

- The findings of this study are as follows:
- Majority of the teachers in Transmara West district are male (62.5%) as opposed to female teachers (37.5%). Almost two thirds of the teaching force in the district are male. The level of job dissatisfaction among males is higher than that of female teachers.
- Majority of the teachers in the district have degrees in Education (66.67%) whereas there were 5% Untrained teachers in the district. There was no respondent with a masters degree.
- In terms of age, majority of the respondents were in the early adult phase of life i.e 20-39 (60 %). About 40 % of the respondents belonged to middle adulthood of 40-59 years. No respondent was below 20 years and none was older than 60 years the later being the official retirement age.
- The level of job satisfaction was low. The results did also reveal that the factor that ranked fairer in contributing to job satisfaction in Transmara west district secondary school teachers is Status/ Position at mean index of 2.52 (Good). It was followed by job security, work condition, salary and finally school policy and administration.

CONCLUSIONS

- Based on the findings of the study, the following conclusions were drawn:
- On gender, the dominant gender was male. This fact resonates well with the statistical evidence found in the universities and other institution of higher learning where gender parity is a far cry.
- The fact that most teachers in the district were degree holders showed that the government of Kenya was giving education sector adequate attention and seriousness. This, it is hoped, will ultimately lead to an improvement of students' academic performance.
- Majority of the respondents were in the early adult phase of life (20-39 years)- 60%. This is probably because it is a common practice in Kenya to employ young people in their workforce on the premise that they are dynamic, resourceful and energetic. Perhaps, young people are hired because it is believed they are more creative, not difficult to train, avoid absenteeism and have a better physical condition than older workers.
- Implementation of school policies and administration through clear guidelines need be emphasized in order to improve teachers' job satisfaction. Adequate salary in terms of reasonable payment and fringe benefits commensurate with the job they do may satisfy the teachers' basic needs in life such as food, clothing health care among others. When teachers' needs are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis et.al, 2000)



CONCLUSIONS Cont'

- Teachers are human beings with various needs to be satisfied and failure to have such needs satisfied leads to frustration, indifferent attitude towards work and rebellion (Adams, 1963; Ulom & Joshua, 2004). In addition, this study suggests that Adam's equity theory which matches the notions of "a fair day's work for a fair day's work" be applied in all sectors of the economy as equity and fairness in work places has been found to be a major factor in determining employee motivation and job satisfaction (Lewis et.al, 1995).
- It is evident that teachers' job satisfaction is basically influenced by remunerative incentives such as salary level and welfare conditions. However, it is also closely intertwined with non-remunerative incentives such as school policy and administration, status/ position, job security and a sense of meaningful life through teaching. That is, both remunerative and non-remunerative incentives interplay in determining teachers' job satisfaction. Importantly, though coming from different school environments, majority of the respondents had a low job satisfaction level. These findings are sufficient as a first approximation for the understanding of teacher job satisfaction in the context of Transmara west Secondary schools. The findings can be generalized to cover the entire Kenyan teacher.

RECOMMENDATIONS

- The following recommendations were suggested based on the findings of the study:
- 1. In order to tackle gender parity, there is need to embrace strategies that encourage girl-child education at higher institutions of learning. This can be achieved by further enhancing the affirmative action, rolling out sensitization programmes and providing other incentives.
- 2. The Ministry of Education should ensure that policies and guidelines on gender and their implementation are disseminated to teachers in the whole country. A conscious effort should be made to ensure their implementation.
- 3. Teachers' salaries and other fringe benefits should be improved in line with the economic trends and inflations. This will help improve the teachers' status and thus highly motivate them.
- 4. Principals need to increase the morale of teachers by recognizing them and showing appreciation whenever they excel.
- 5. Teachers' motivation could be enhanced if they are given some considerable autonomy and trust by their super ordinates.

SUGGESTIONS FOR FURTHER RESEARCH

- The following suggestions for further reading are proposed:
- A similar study in other sub-counties and other institutions of learning.
- A study to determine how the level of job satisfaction affects academic performance of students.
- A study to establish why female teachers are more satisfied than their male counterparts